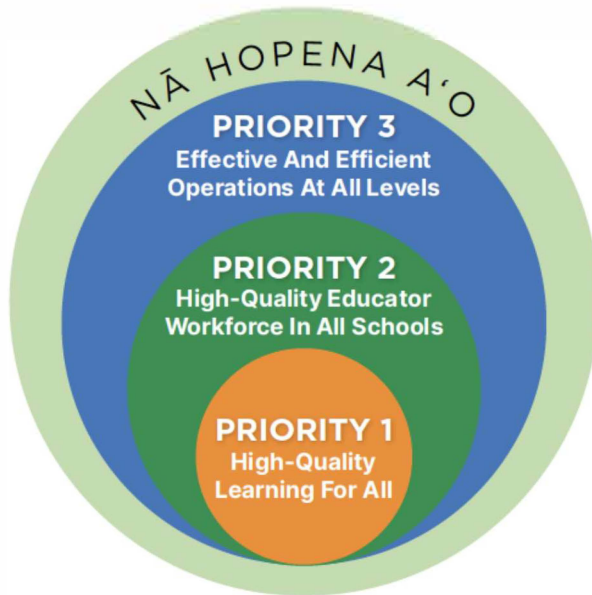




Kamilo'iki Elementary Academic Plan SY 2025-2026

7788 Hawai'i Kai Drive
808-306-6100
www.kamiloikielementary.org

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

Submitted by Principal: Jason Yoshimoto	
	4/8/2025

Approved by Farrington-Kaiser-Kalani (FKK) Complex Area Superintendent Rochelle Mahoe, Ph.D.	
 <u>Rochelle Mahoe</u>	04/08/2025

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
Kindergarten - Grade 5	'23 Wonders ▾	ORIGO Stepping Stones 2.0 ▾	STEMscopes	

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	WonderWorks			
English Learners	Imagine Learning			
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
Kindergarten - Grade 5	Other: ▾ iStation	Other: ▾ iStation

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: IB Self-Study (November 2024)
- ☐ Current Western Association of Schools and Colleges (WASC) report

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?"

1	<u>Student Need:</u> Student Achievement on the Statewide Assessments (ELA, Math, & Science) <u>Root/Contributing Cause:</u> There was a decrease in the school's proficiency levels across all 3 of the statewide assessments that were administered last year. • The school's ELA proficiency data has declined over the past 3 years (-7%). • The school's Math proficiency data has declined since the previous school year (-6%). • The school's Science proficiency data has decreased since the previous school year (-18%).
2	<u>Student Need:</u> Close the Student Achievement Gap <u>Root/Contributing Cause:</u> There was a drastic increase in the achievement gap for both ELA and Math compared to the previous school year. • Last year's achievement gap for both ELA and Math was the highest over the last 5 years.
3	<u>Student Need:</u> Support Student Social Emotional Learning (Growth Mindset, Self-Efficacy & Emotional Regulation) <u>Root/Contributing Cause:</u> Similar to the Spring 2024 survey results, the Winter 2024 survey indicated that the areas of Self-Efficacy, Emotional Regulation and Growth Mindset continue to receive the lowest favorable percentages. • When comparing the Spring 2024 results to Winter 2024, there was a slight decline in the favorable percentages across all three areas.

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

Identified Student Need(s):

1. Increase student proficiency on the Statewide Assessments (ELA, Math & Science)
2. Continue to promote daily attendance to school

2 **Targeted Subgroup:** Disadvantaged

Identified Student Need(s):

1. Increase student proficiency on the Statewide Assessments (ELA, Math & Science)
2. Decrease the number of students who are chronically absent



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?" 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?" 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.		Provide the resources and time for kindergarten teachers to administer the Kindergarten Entry Assessment on all other students. Upon review of the results of the assessments, students needing additional assistance with the development of their foundational learning skills will be provided with necessary and timely supports. Accountable Lead(s): Principal & Kindergarten Grade Level Chair	All kindergarten students will complete the KEA within 30 days of their first day of school. Based on the KEA and first quarter report cards, students who are not making adequate progress will be referred to the school's student support process.	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

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.	Over the past two years, there has been a 7% decrease in the number of students who are proficient on the ELA statewide assessment.	Implement evidence-based instructional practices (e.g., systematic explicit instruction, frequent responses, informative feedback), along with a viable curriculum to ensure that students are developing foundational reading skills (e.g., phonemic awareness, phonics, fluency, vocabulary, comprehension) throughout the grade levels. Provide regular opportunities for grade levels and students to review their ELA student data (e.g., student work, classroom assessments, iStation, other digital tools) in order to identify student literacy needs (reading, writing, speaking/listening) and develop next steps to address them. Provide both grade level and across grade level collaboration time for teachers in order to identify/address student literacy needs and support student growth across the learning continuum. Accountable Lead(s): Principal, IB Coordinator, Student Services Coordinator	Observation notes gathered through classroom walkthroughs (non-evaluative), EES observations (evaluative) and grade level instructional rounds will serve as evidence of the implementation of evidence-based instruction and the viable curriculum within the classrooms. Grade level meeting minutes and the number of student referrals to the school's student support process will serve as evidence of the regular opportunities for grade levels to review their student data. A 5% increase in the student proficiency levels on the statewide assessment will serve as evidence of the actions taken to address student needs.	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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Mathematics Proficiency 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.	For SY 2023-24, there was a 6% decrease in the number of students who were proficient on the statewide assessment. Student proficiency levels on the statewide assessments continue to be lower in Math (55%) then ELA (65%).	Implement evidence-based instructional practices (e.g., reasoning & problem solving, meaningful discourse, productive struggle), along with a viable curriculum to ensure that students are developing foundational math skills (e.g., operations and algebraic thinking, numbers and operations, measurement and data, geometry) throughout the grade levels. Provide regular opportunities for grade levels and students to review their math student data (e.g., student work, classroom assessments, iStation, other digital tools) in order to identify student math needs (e.g., number sense, operations, fluency) and develop next steps to address them. Provide both grade level and across grade level collaboration time for teachers in order to identify/address student math needs and support student growth across the learning continuum. Accountable Lead(s): Principal, IB Coordinator, Student Services Coordinator	Observation notes gathered through classroom walkthroughs (non-evaluative), EES observations (evaluative) and grade level instructional rounds will serve as evidence of the implementation of evidence-based instruction and the viable curriculum within the classrooms. Grade level meeting minutes and the number of student referrals to the school's student support process will serve as evidence of the regular opportunities for grade levels to review their student data. A 5% increase in the student proficiency levels on the statewide assessment will serve as evidence of the actions taken to address student needs.	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.	For SY 2023-24, the achievement gap for both ELA and Math on the statewide assessment was 40%.	Implement evidence-based instructional practices (e.g., multiple means of engagement, representation & action/expression) to ensure that all students are able to engage in the curriculum and demonstrate learning and growth. Provide regular opportunities for grade levels to review their student data (e.g., student work, classroom assessments, iStation, other digital tools) for their high needs students (e.g., EL, Disadvantaged, SpEd) in order to identify student learning needs and develop next steps to address them. Grade levels will participate in at least two instructional rounds which will provide them with the opportunity to observe each other in the delivery of a lesson and reflect/collaborate in order to strengthen their instructional practices related to differentiation and addressing individual student needs of our high-need students (e.g, EL, Disadvantaged, SpEd).. Provide collaboration time for teachers and care coordinators (EL, SpEd, 504) in order to identify/address student learning needs and provide student supports in different settings. Prioritize the participation of high-needs students in the school's Tier 2 intervention programs (e.g., Reading & Math Success, Summer Learning Hub, Kinder Start) when appropriate. Accountable Lead(s): Principal, EL Coordinator, Student Services Coordinator, 504 Coordinator	Observation notes gathered through classroom walkthroughs (non-evaluative), EES observations (evaluative) and grade level instructional rounds will serve as evidence of the implementation of evidence-based instruction throughout the grade levels. Grade level meeting minutes and the number of student referrals to the school's student support process will serve as evidence of the regular opportunities for grade levels to review their student data. A 8% decrease in the student achievement gap, as well as an increase in the student proficiency levels for the different subgroups on the statewide assessments will serve as evidence of the actions taken to address student needs.	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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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).		<u>PRESCHOOL</u> Provide collaboration time for preschool and kindergarten teachers in order to support student transitions and student growth across the learning continuum. Provide a Summer Kindergarten Start Program to support incoming kindergarten students, with little or no preschool experience, with an opportunity to participate in classroom activities before the start of the school year. Provide opportunities for Kamiloiki preschool students to participate in kindergarten classroom activities prior to their first day of kindergarten (e.g., morning circle, Summer Kindergarten Start Program). <u>GRADE LEVELS</u> Provide across grade level collaboration time for teachers in order to support student transitions and student growth across the learning continuum. Provide collaboration time at the beginning of the school year for care coordinators (e.g., EL, 504, SpEd) to meet with the different homeroom teachers in order to review individual student plans and address any questions/concerns that may emerge. <u>MIDDLE SCHOOL</u> Provide opportunities for Grade 5 students to become more knowledgeable regarding middle school expectations and experiences (e.g., presentation, campus visit, orientation event).	Meeting notes will provide evidence of the collaboration that occurred between the preschool and kindergarten teachers. A kindergarten transition schedule for Kamiloiki preschool students will provide evidence of participation in various kindergarten activities prior to their first day of kindergarten. Student enrollment data will provide evidence of the transition support provided via a Summer Kindergarten Start Program. Meeting notes (e.g., minutes, reflections, agenda) will provide evidence of collaboration time provided to support the transition of students across grade levels.	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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		<u>NEW STUDENTS</u> Develop a program to support new students and their families with transitioning to our school (e.g., brochure, visit/tour, check-ins) Accountable Lead(s): Principal, School Counselor, Grade Level Teachers (PreK, Kindergarten & Grade 5)	Pictures, advertisements and student work (e.g., reflections, journals) will provide evidence of the different opportunities provided to support the transition of students to middle school. Tools/Resources connected related to the school's New Student program will serve as evidence of its development and implementation.	
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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>
1.2.1. All students desire to and attend school regularly.	Since the COVID pandemic, the school's student chronic absenteeism has significantly increased (a difference of at least 10% annually compared to SY 2018-19). Last year, there was a drastic decrease in the percentage of SpEd students who were chronically absent, however, there was a drastic increase in the percentage of non-high needs students.	The school will hold quarterly assemblies in order to celebrate students who have achieved perfect attendance for the quarter, semester and year (no tardies and no absences). Students will be recognized in front of their peers for their accomplishment and will receive a certificate of achievement. Gather and Analyze attendance data (quarterly) in order to identify the root cause(s) for excessive student absences by the PBIS Cadre and ART. Provide monthly attendance data reports to homeroom teachers to assist them in monitoring their students' attendance. Provide attendance letters to "at-risk" students as they reach specific attendance indicators (5, 10, 15 days) absences for the year Provide regular messages to the family (at least quarterly) regarding the importance of student attendance (both absences and tardies). Students who are having attendance concerns will be referred to the school's Student Support Process (SSP) in order to identify the root cause(s) and support the student's needs. Accountable Lead(s): Principal & School Counselor	Copies of the attendance letters and monthly attendance reports will serve as evidence of the school's efforts to monitor and inform families of a student's attendance issue. Notes from the SSP meetings will serve as evidence of the teams' discussions to address the student's attendance issue as well as the actions / interventions taken to address the concern. The school will have a daily attendance rate of 95% or higher.	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

1.2.2. All students demonstrate positive behaviors at school.	The area of Emotional Regulation received one of the lowest scores (55%) on the most recent SEL student survey.	All students will be provided an SEL lesson at least once a week that follows the scope and sequence of the Choose Love/Aloha program and/or promotes one or more of its core values (Courage, Gratitude, Forgiveness & Compassion in Action). Implement a schoolwide positive behavior support system (star ticket) for students and faculty/staff which will celebrate when an individual initiates positive behavior and demonstrates the IB Learner Profile and/or the Choose Love formula, without any expectation(s) in return. Students who are having behavioral concerns (e.g., social, emotional) will be referred to the school's Student Support Process in order to identify the root cause(s) and support the student's needs. Accountable Lead(s): Principal, School Counselor	Student work will serve as evidence of the SEL lessons that are implemented each week. Notes from the SSP meetings will serve as evidence of the teams' discussions to address the student's attendance issue as well as the actions / interventions taken to address the concern. At the end of the year, less than 5% of students will be identified as repeat offenders with respect to student behavioral incidents.	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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1.2.3. All students experience a Nā Hopena A'o environment for learning.		Provide resources (e.g., materials, activities, PD) that support the development of the IB Learner Profile within all learners (students and adults). The development of these attributes will allow the students to experience a safe and nurturing learning environment that aligns to Nā Hopena A'o. Provide faculty sharing opportunities which will allow teachers to share the different ways that they develop the Learner Profile within their classrooms. Provide collaboration time for grade levels to reflect on the results of the SEL & Student Perception surveys in order to identify areas of growth and identify next steps to enhance the learning environment for students or address student needs. Accountable Lead(s): Principal, IB Coordinator, School Counselor, Student Services Coordinator	Meeting notes and teacher reflection will serve as evidence of the faculty sharing opportunities and collaboration time. On the final SEL survey, there will be at least a 5% increase, compared to the baseline survey, for the following area: • Supportive Relationship • Sense of Belonging • Social Awareness	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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★ **GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.**

Desired 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>
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.		All grade level IB units will provide learning experiences that allow the students to engage with current events/issues, connect with community members and/or explore different ways that they can make positive contributions within their homes, our school and our community. Accountable Lead(s): Principal, IB Coordinator	All grade level unit planners will contain evidence of the various learning experiences that are provided to students. IB unit student reflections will provide insights and feedback on how students engaged in the different learning experiences.	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

K-12 Alignment 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) .		All of the grade level's IB units include opportunities for students to develop and practice the IB Learner Profile attributes (e.g., inquirer, thinker, reflective, principled) and Approaches to Learning skills (e.g., self-management, social, communication) which will allow them to be college and career ready. The school will provide a variety of learning experiences beyond the core classroom curriculum in order to provide students with the knowledge, skills and attributes to achieve success beyond their elementary years. • Weekly Resource Classes (PE, Hawaiiiana, Music, Library, Technology, Japanese) • IB PYP Grade 5 Exhibition • Save The Environment (STE) • Girls Who Code • Garden Club • Media/Yearbook Club • Speech Club (including participation in the Honolulu District Speech Festival) • After School Enrichment Programs (Art, Hula, Theatre, Guitar, Robotics, Soccer, etc.) Accountable Lead(s): Principal, PCNC	All grade level unit planners will contain evidence of the different attributes and skills that are being developed. Student work, pictures, and student participation logs will serve as evidence of the different learning experiences that are provided throughout the year.	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ 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> 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>
2.2.1. All teachers positions are filled with qualified hires that include SIQ hours and/or TESOL certification by SY 26-27.		Provide the faculty with updates relating to SIQ hours/TESOL certification as well as learning opportunities to support teachers in meeting the requirement. Meet with teachers who have yet to meet the requirement in order to create an action plan to support their efforts. Accountable Lead(s): Principal, EL Coordinator	Faculty communications will serve as evidence of the updates and learning opportunities that were shared with the teachers.	☐ WSF, \$ ☐ Title III, \$ ☐ Other: __, \$
2.1.2. All teachers are effective or receive the necessary support to become effective.	Retention and recruitment data?	Beginning teachers (Year 1-3) will be provided with a teacher-mentor to support their learning and growth in becoming an effective educator. The school will have at	Collaboration logs will serve as evidence of the mentoring support	☐ WSF, \$ ☐ Title II, \$ ☐ Other: __, \$

		least 2 teachers that are trained to serve as a teacher-mentor. All “On-Track” teachers will fulfill their EES responsibilities by completing the different evaluation components (e.g., classroom observation, core professionalism, student success plan) that support their efforts in being an effective educator or record that they are receiving the necessary support to become effective. Teachers are provided with the opportunity to submit a Request For Assistance (RFA) in order to request help in addressing a student need/issue across the 4 domains (academic, behavior, physical, social-emotional). In response to the submission of an RFA, the school’s Student Support Process team meets with the teacher in order to identify the root cause(s) and support the implementation of different interventions to address the student’s need(s). A variety of student data (e.g., iStation, student work, student observation, student reflection, student surveys) will be reviewed by individual teachers as well as the grade level and faculty in order to identify student needs and monitor student learning/growth. Accountable Lead(s): Principal, Student Services Coordinator	being provided to beginning teachers. EES records will serve as evidence of the effectiveness of the “On-Track” teachers. Meeting notes will serve as evidence of the reflection of student data to identify student needs and monitor student success.	
2.2.2. All schools' support staff are effective or receive the necessary support to become effective.		Staff members will participate in the different PD opportunities and/or staff meetings that are offered/provided to support the effective operations of the school and a safe/clean campus (e.g., AED/CPR,	Attendance logs or Certificates of Completion will serve as evidence of the staff	☐ WSF, \$ ☐ Other: __, \$

		Active Threat, Custodial, Infinite Campus, Time/Attendance). All staff members will fulfill their PAS responsibilities by completing the different evaluation components that support their efforts in being an effective employee or record that they are receiving the necessary support to become effective. Accountable Lead(s): Principal	members participation. Completed PAS documents will serve as evidence that all staff members have fulfilled their responsibilities.	
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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.		The School Community Council (SCC) will adhere to all HDOE guidelines which includes holding monthly meetings and having representation by all required stakeholders. The SCC annual reviews its by-laws in order to ensure that the Council is fully informed of its purpose and fulfills all of its responsibilities. The SCC holds annual elections in order to ensure that all required stakeholders are represented on the Council for the following school year. Accountable Lead(s): Principal	Meeting minutes will serve as evidence of the monthly meetings held and the responsibilities fulfilled by the SCC as well as the participation of the required stakeholders.	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ 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> 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: Build a learning community that makes positive contributions to our school and the community.		Provide a range of opportunities throughout the school year for families to engage in building connections with other members of the school community and explore different ways to support student learning at home (e.g., internet safety, Choose Aloha night, holiday craft night, brush bots, spirit days, walk to school days). Accountable Lead(s): Principal, PCNC	Event Announcements and Pictures of the event will serve as evidence of the different family engagement opportunities that were provided throughout the school year. With respect to the area of parent satisfaction, the school will receive at least 80% positive parent responses on the SQS survey.	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ 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 Kamilo‘iki Elementary’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)

1,805

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

No

Bell Schedule:

+	8:00am	Warning Bell
	8:05am	Tardy Bell #1
	9:40-10:00am	Morning Recess Period
	10:55-11:25am	Lunch Period #1
	11:30am-12:00pm	Lunch Period #2
	12:05-12:35pm	Lunch Period #3
A second recess period is embedded within the grade levels' school day.		
	• Grades K-1: 12:50-1:05pm • Grades 2-3: 12:00-12:15pm • Grades 4-5: 12:35-12:50pm	
	2:15pm	Dismissal Bell
	**1:30pm Dismissal Bell (Wednesday only)	
	5:30pm	A+ Program Dismissal Bell