NĀ HOPENA AʻO

PRIORITY 3
Effective And Efficient Operations At All Levels

PRIORITY 2
High-Quality Educator Workforce In All Schools

PRIORITY 1
High-Quality Learning For All

Kaʻala Elementary School Academic Plan SY 2025-2026

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

Submitted by Principal Leighton Nakamoto	
Leighton Nakamoto Leighton Nakamoto (Apr 14, 2025 12:26 HST)	Apr 14, 2025

Approved by Complex Area Superintendent Ernest Muh	
Ernest Muh Ernest Muh (Apr 14, 2025 12:50 HST)	Apr 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 <u>comprehensive instructional program(s)</u> 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	'19 Imagine Learning EL Ed. K-5 … ▾	i-Ready Classroom Mathematics ▾		

Please list all <u>supplementary instructional materials</u> used to enrich or extend the comprehensive instructional programs identified above, and specify the grade level(s) or course name. Schools may indicate specific demographic subgroup(s) as appropriate.				
Grade Level(s)/Course Name	**English Language Arts**	**Mathematics**	**Science**	**Social Studies**
Kindergarten to Grade 2	ECRI			
Kindergarten to Grade 2	Heggerty			
Grades 2 to 5		IXL		

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 <u>screening and/or progress monitoring assessments</u> 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 - 2	AIMSWEB+ ˅	
K - 5	I-Ready ˅	I-Ready ˅

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:
☑ Current Western Association of Schools and Colleges (WASC) report

Year of <u>Last Visit</u>: 2022   Year of <u>Next Action</u>: 12/2025   Year of <u>Next Self-Study</u>:
Type of <u>Last Visit</u>: Full Self-Study ˅   Type of <u>Next Action</u>: Mid-Cycle Report & Visit ˅   2028

Please identify <u>critical student learning needs</u> and the <u>root/contributing cause</u> why these needs have been prioritized.
"*What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?"*

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

| 1 | **Student Need:** Increase the number of students meeting proficiency in ELA. |

Language Arts Proficiency
Percent of students demonstrating proficiency on statewide
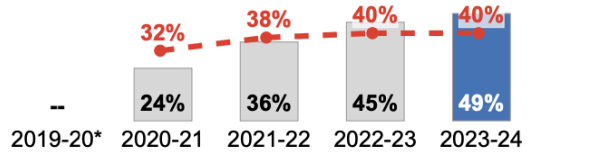language arts assessments.
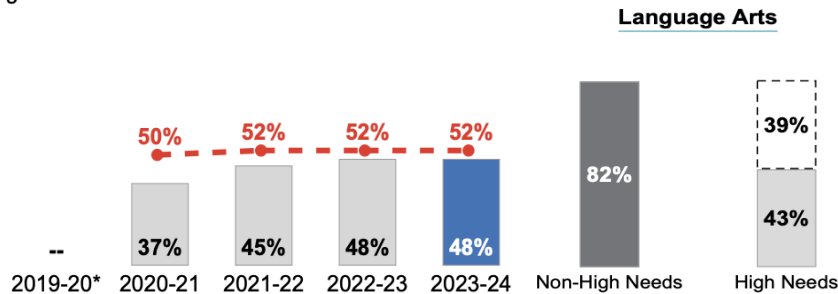
Root/Contributing Cause:
1.1 A limited use of varied evidence based instructional strategies to address the diverse learning needs of all students
1.2 Inconsistent curriculum program between lower (K-2) and upper (3 - 5)
1.3 Inconsistent practices to visit classrooms and provide teachers with timely feedback

| 2 | **Student Need:** Increase the number of students meeting proficiency in Math. |

Math Proficiency
Percent of students demonstrating proficiency on statewide mathematics assessments.


| | 2019-20* | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
| | -- | 24% | 36% | 45% | 49% |

Trend line: 32% (2020-21), 38% (2021-22), 40% (2022-23), 40% (2023-24)

Root/Contributing Cause:
2.1 A limited use of varied evidence based instructional strategies to address the diverse learning needs of all students
2.2 Limited use of concrete materials to assist students to understand abstract concepts
2.3 Inconsistent practices to visit classrooms and provide teachers with timely feedback

3	**Student Need:** Improve students' social-emotional learning (SEL) skills, specifically emotional regulation and growth mindset as measured by Panorama Survey
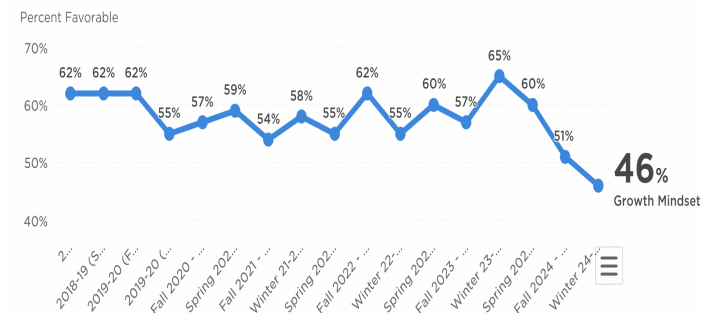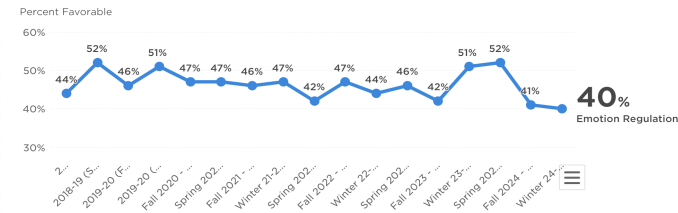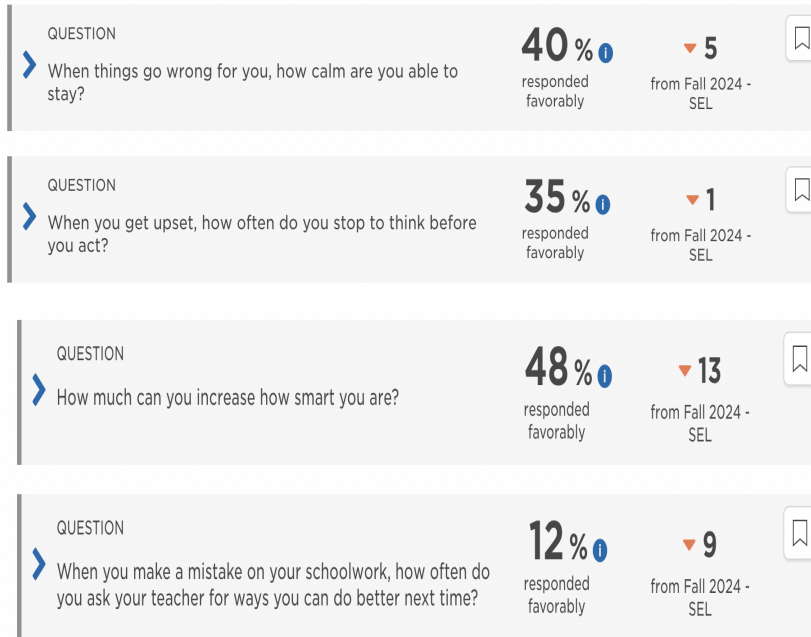
Root/Contributing Cause:
3.1 Inconsistent SEL practices across K -5 resulting in lack of knowledge of the Second Steps curriculum and principles.
3.2 School staff do not go over character traits and behavioral expectations (3Bs) that impact the school environment and sense of belonging; consequently, students do not know the character traits and 3Bs (Be Safe, Be Respectful, and Be Responsible).
3.3 Students have not been given opportunities to participate in and develop personalized Social-Emotional Learning (SEL) and academic goals, thus impeding their personal growth, growth mindset, ability to regulate emotions, and sense of belonging.
3.4 Students have not been given opportunities to develop self-efficacy and intrinsic motivation through goal setting.

4	**Student Need:** Improve daily attendance rate

Regular Attendance

Percent of students attending 90% of instructional days.

Sense of Belonging

Based on **145** responses

How much students feel that they are valued members of the school community.

How have results changed over time?
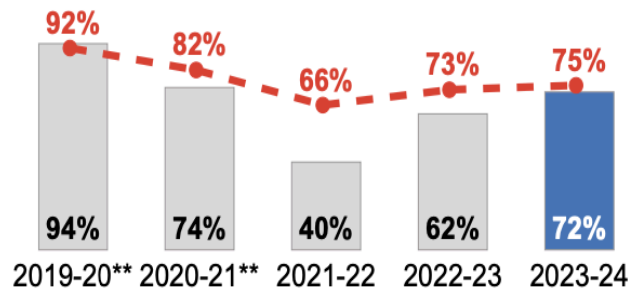
Root/Contributing Cause:

4.1 Misconceptions regarding the impact of attendance on academic performance.

4.2 Families lack of access to transportation, health care, and other essential needs and services

4.3 Students do not know the 3Bs (Be Safe, Be Respectful, and Be Responsible).
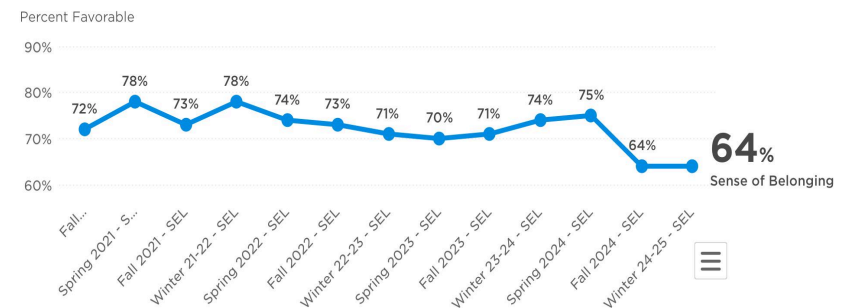
	In order to address student subgroup(s) achievement gaps, please list the <u>targeted subgroup(s)</u> and their <u>identified need(s)</u>. Enabling activities should address identified subgroup(s) and their needs.
1	**<u>Targeted Subgroup:</u>** Special Education **<u>Identified Student Need(s):</u>** 1. Providing instruction in the least restrictive environment & meeting appropriate timelines promoting student success 2. Units and lessons modified to meet the diverse learner needs of students while maintaining grade level expectations. 3. More instructional strategies need to be applied matching learning needs that address the diverse needs of all students helping them to achieve proficiency.
2	**<u>Targeted Subgroup:</u>** English Learners **<u>Identified Student Need(s):</u>** 4. Consistent use of data that informs decision making to support EL students through the analysis of English Language profile data inclusive of: classroom performance, WIDA Access scores, i-Ready, Imagine Learning, and family dynamics needs to continue to provide direct servicing to promote student growth and learning. 5. Limited use of instructional strategies that engage EL learners to address their diverse needs.
3	**<u>Targeted Subgroup:</u>** Low Socioeconomic/Disadvantaged and/or Low Performing Students **<u>Identified Student Need(s):</u>** 6. Students from low-socioeconomic or disadvantaged backgrounds often require additional resources, including school supplies, healthcare, meals, nutritional support, and access to enriching learning activities, to ensure equitable opportunities and academic success. 7. Increase opportunities to partner with families in support of their children's growth and achievement.

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 *"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 Name 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.*
1.1.1. 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. SW 6 i, ii	State Mandate	**Enabling Activities:** ● **Kindergarten Readiness Assessment (KRA):** 100% of kindergarten students complete the KRA within the first month of school and/or inclusive of students who transfer into the school. ● **Kindergarten Orientation**: At the beginning of the school year, Kindergarten teachers will organize Kindergarten Orientation to disseminate information to ensure a smooth transition for students and their families ● **Parent-Teacher Relationships**: Kindergarten teachers will communicate results with families to nurture a partnership between school and home. Additionally, they will plan and conduct parent involvement activities to actively engage parents in their child's education.	Review the percentage of students who are assessed for kindergarten readiness quarterly. Videos, photos, correspondences, and feedback from parent involvement activities reviewed quarterly. Meeting minutes will reflect	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

		● **Kids Time**: Kindergarten teachers will collaborate and use KRA results to make data-informed decisions (instructional and personalized support). **Accountable Lead**: Danielle White and Cyd Nakasato	integration of data resulting in action steps. Reviewed quarterly	

Reading Proficiency	Over 50% of our students are not meeting proficiency on the Standard Based Assessment.	**KIDS TIME:**	Fluency Goals	☑ WSF, $

Reading Proficiency

1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently <u>receive necessary and timely support</u> to become proficient.

Targets:

3% increase in SBA Reading proficiency

80% typical growth on iReady Reading Diagnostic

35% stretch growth on iReady Reading Diagnostic

SW 6 i, ii, iii.III, iii.IV

Over 50% of our students are not meeting proficiency on the Standard Based Assessment.

Root Causes:
1.1
1.2
1.3

KIDS TIME:
- All teachers will engage in Data Cycles that consist of the following:
  - Analyze Data to inform future instruction and drive Tier 2 and 3 Intervention
  - Establish learning goals for students and teachers.
  - Participate in professional development including but not limited to learning walks, coaching and feedback sessions, literature studies, and liaison studies.
  - Implement new learning and evidenced based practices and strategies.
  - Monitor, assess, and adjust practices.

Reading Curriculum:
- K -5 teachers will implement EL Education curriculum
  - 4 Ts (Topic, Task, Target, and Text)
  - Pacing/Modules
  - Skill Block (K-2)
  - All Block (3-5)
  - Assessments (Exit Tickets, Common Formative Assessments, Mid Unit, End of Unit, and Module Performance Task)

Heggerty and ECRI K-2:
- 100% of K-2 teachers will utilize daily instructional routines within the curriculum/program.

Implement Evidence Based Teaching Strategies:
- Classroom Discussions and Discourse
- Check for Understanding
- Provide feedback to students (Specific and Descriptive)
- Allow for productive struggle

Fluency Goals

Oral Reading Fluency

Grade Level	Quarter 1 WCPM	Quarter 2 WCPM	Quarter 3 WCPM	Quarter 4 WCPM
K	Not tested	Not tested	4	8
1	15	30	45	60
2	60	75	90	100
3	95	100	110	115
4	110	115	120	135
5	120	135	140	145

Early Literacy

GR. K	Quarter 1	Quarter 2	Quarter 3	Quarter 4
LNF	20	30	40	45
CLS	Not tested	25	30	40
WW/ WRC	Not tested	1	5	10

Sight Words	5 sight words	16 sight words	22 sight words	40 sight words

GR. 1	Quarter 1	Quarter 2	Quarter 3	Quarter 4
CLS	35	45	55	65
WW/ WRC	10	15	20	25

50% of students will be on grade level at the winter benchmark period as measured by iReady Diagnostic

70% of students will be on grade level at the spring benchmark period as measured by iReady Diagnostic

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- ☑ WSF, $
- ☑ Title I, $
- ☐ Title II, $
- ☑ Title III, $
- ☐ Title IV-A, $
- ☐ Title IV-B, $
- ☐ IDEA, $
- ☐ SPPA, $
- ☐ Homeless, $
- ☐ Grant:__, $
- ☐ Other:__, $

		RTI:
		    ● 100% of teachers and PPTs will provide targeted interventions four times a week in small groups.
		
		Parent Involvement:
		    ● 100% of grade level teams will plan and conduct a reading related parent involvement activity once a year to support student learning. Activities may include components of IC3 and STEM.
		
		Accountable Leads: Cyd Nakasato and Mary Allen
			55% of students in 3rd - 5th grade will meet proficiency on the Smarter Balanced Assessment	

Mathematics Proficiency	Over 50% of our students are not meeting proficiency on the Standard Based Assessment.	**KIDS TIME:**	50% of students will be on grade level at the winter benchmark period as measured by iReady diagnostic	☑ WSF, $

| **Mathematics Proficiency**
1.1.3.   All students are proficient in mathematics by the end of eighth grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient.

Targets:
3% increase in SBA Math proficiency

80% typical growth on iReady Math Diagnostic

35% stretch growth on iReady Math Diagnostic

SW 6 i, ii, iii.III, iii.IV | Over 50% of our students are not meeting proficiency on the Standard Based Assessment.

Root Causes:
2.1
2.2
2.3 | **KIDS TIME:**
● All teachers will engage in Data Cycles that consist of the following:
   ○ Analyze Data to inform future instruction and drive Tier 2 and 3 Intervention
   ○ Establish learning goals for students and teachers.
   ○ Participate in professional development including but not limited to learning walks, coaching and feedback sessions, literature studies, and liaison studies.
   ○ Implement new learning and evidenced based practices and strategies.
   ○ Monitor, assess, and adjust practices.

Implement Evidence Based Teaching Strategies:
● Promote Classroom Discussions and Discourse
● Clear Objectives/Targets
● Check for Understanding
● Allow for productive struggle

Response to Intervention (RTI):
● 100% of teachers and PPTs will provide targeted interventions four times a week in small groups.
● Teachers will utilize concrete materials to assist students to understand abstract concepts.

Parent Involvement: 100% of grade level teams will plan and conduct a math related parent involvement activity once a year to support student learning. Activities may include components of IC3 and STEM.
Accountable Leads: Cyd Nakasato and Mary Allen. | 50% of students will be on grade level at the winter benchmark period as measured by iReady diagnostic

70% of students will be on grade level at the spring benchmark period as measured by iReady diagnostic

80% of students will meet or exceed proficiency on grade level common assessments in mathematics

55% of students in 3rd - 5th grade will meet proficiency on the Smarter Balanced Assessment | ☑ WSF, $
☑ Title I, $
☐ Title II, $
☑ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |

| 1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.

Required for all schools.

Targets:
3% increase in SBA Math and Reading proficiency

80% typical growth on iReady Math and Reading Diagnostic

35% stretch growth on iReady Math and Reading Diagnostic

SW 6 i, ii, iii.III, iii.IV | Gap rates on SY 23-24 Strive HI report: Language Arts 39% and Math 16%.

Root Causes:
1.1
1.2
1.3

1, 2, 4, 5, & 6 | **Enabling Activities:**
● **Student Success Plans (SSP):**
   ○ 100% of teachers will review, reflect, and monitor typical and stretch growth after each diagnostic assessment individually through SSP conferences with assigned administrator

● **Response to Intervention (RTI):**
   ○ Continue to refine our RTI program to support our most vulnerable students (Tier 3, EL, and SPED)
   ○ School staff (Teachers and PTTs) provide small group instruction.

● **Personalized Instructional Guidance:** Green students, 1 lesson; Yellow students, 2 lessons; and Red students, 3 lessons or 45 minutes each week for reading and math.

● **Ka'ala Academic Review Team (KART):**
   ○ Will review personalized instruction data weekly to monitor student usage.
   ○ Meet regularly to review school-wide data to ensure our students are making adequate progress

.

Accountable Leads: Leighton Nakamoto, Danielle White, Cyd Nakasato, and Mary Allen | 50% of students will be on grade level at the winter benchmark period as measured by universal screener

70% of students will be on grade level at the spring benchmark period as measured by universal screener

A 3% decrease in gap rate on on the Smarter Balanced Assessment in SY 25-26 (Reading and Math)

A 3% increase in 5th-grade students proficient in Science on the Hawaii State Assessment. | ☑ WSF, $
☑ Title I, $
☐ Title II, $
☑ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |

| 1.1.4.a - Economically Disadvantaged and/or students not performing at grade level

SW 6 i, ii, iii.III, iii.IV | Targeted Root Causes:
3.1
3.2 | **Enabling Activities**:
● 100% of students will have access to education that promotes self directed learning.
● 100% of students will have **access to medical and behavioral health services** through Wahiawa Health Center.
● KES will provide identified students with the **necessary school supplies.**
● PCNC will continue to **seek partnerships with community agencies** (Food Bank, Churches, Military Partners) for the betterment of our students and their families.
● Identified students will have the opportunity to participate in **afterschool programs (tutoring and enrichment)**
● PCNC, Counselors, and School Staff will host community pop-up events to foster relationships, increase enrollment/attendance, and promote healthy habits.

Accountable Leads: Mary Allen, Cyd Nakasato, Marisa Toyooka, Alishia Amantied, & Kahea Travis | All economically disadvantaged and/or students not performing at grade level will demonstrate continued academic growth as measured by:

80% typical growth on iReady Math Diagnostic

35% stretch growth on iReady Math Diagnostic

All economically disadvantaged and/or students not performing at grade level will demonstrate continued academic growth. | ☑ WSF, $
☑ Title I, $
☐ Title II, $
☑ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |

| 1.1.4.b Special Education Students

SW 6 i, ii, iii.III, iii.IV | Targeted Subgroup Root Causes:
1.1
1.2
1.3 | **Enabling Activities**:
● **Special Education Collaboration Time:**
   ○ 100% of special education teachers will participate in Special Education Collaboration Time for the following:
      ■ Distribute Information
      ■ Professional Development
      ■ Compliance (Timelines, Services, FAPE, & LRE)
      ■ Collaborative discussions regarding IEP services across grade levels.

● **Special Education Referral Process:**
   ○ KART will continue to refine its systems for special education referrals.
   ○ All teachers will collaborate during Attendance, Academic, Behavior, and Counseling (AABC) time to develop and implement support strategies for struggling students.

● **Least Restrictive Environment (LRE):**
   ○ 100% of students with IEPs will be placed in the LRE
   ○ Ensure continuous service options are available for students to meet LRE.
   ○ Explore creating a special education model that facilitates multi-year relationships with students and families. | SPED Collab meeting notes

100% of students with IEPs will be in the correct LRE

AABC meeting notes

Documented SPED Referral Process

100% of all IEPs will meet IDEA requirements

80% typical growth on iReady Math/Reading Diagnostic

35% stretch growth on iReady Math/Reading Diagnostic | ☐ WSF, $
☑ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |

| 1.1.4.c - EL

All English Learner students will make progress towards grade level proficiency as measured by WIDA ACCESS Scores

SW 6 i, ii, iii.III, iii.IV | Targeted Subgroup Root Causes:
2.1
2.2 | **Enabling Activities:**
● Targeted EL students will have access to Imagine Learning programs to strengthen/develop speaking skills/proficiency.
● Ka'ala Academic Review Team will review data to ensure student progress using the following assessments:
  ○ iReady (beginning, mid, and end of year)
  ○ WIDA
  ○ Growth Monitoring Checks
  ○ SBA
● EL Coordinator/PTT provide "push in" and/or "pull out" model to support identified EL students
● EL Coordinator will utilize various data points (iReady, WIDA, Growth Monitoring Checks, SBA, Imagine Learning usage & fluency benchmarks) to create support plans for identified ELL students.
● Students newly enrolled in the Hawaii Department of Education who are identified as English Learners (ELs) will complete the EL Screener assessment within 14 days of enrollment.
● All active English Learners will complete the WIDA

Accountable Leads: Cyd Nakasato | 80% of ELL students will increase their universal screening scores on the AIMS Web Plus assessment

A 3% increase in English Language Proficiency GTT from SY 24-25

EL Data tracker (iReady, SBA, Aimsweb, and WIDA Scores) | ☑ WSF, $
☑ Title I, $
☐ Title II, $
☑ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |

| 1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.

Required for all schools.

SW 6 i, ii, iii.III, iii.IV | 3.1
3.2
3.3

Ka'ala Elementary School needs to create a process to create class list that is collaborative with all stakeholders | **Enabling Activities**:
● Teachers, Counselors, Student Services Coordinator, and IEP coordinators will conduct transition meetings prior to the end of the school year for students in preschool to fifth grade.
● 5th grade students will participate in transition activities to prepare them for middle school.
● Upcoming Kindergarten students will have an opportunity to participate in the Summer Start Kindergarten Transition Program.
● Ka'ala will establish a transition center to support our students new to Ka'ala. These students will do the following:
    ○ Get acclimated to school rules, procedures, and expectations
    ○ Tour the school campus and meet personnel.
    ○ Complete baseline assessments (iReady, EL, and Fluency).

Accountable Leads: Teachers, Counselors, SSC | 100% students will participate in Middle School orientation.

100% of 5th graders will have an opportunity to participate in Summer programming at MIddle School.

100% of KES teachers will participate in transition meetings.

40% of incoming kindergarteners will attend KinderCamp during the summer. | ☑ WSF, $
☑ Title I, $
☐ Title II, $
☑ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |

★ 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* Name 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. *Required for all schools.* SW 6 iii.III	Root Causes: 4.1 4.2 4.3 28% of our students missed 15 days or more of school in SY 23-24.	**Enabling Activities:** ● **Attendance Policy:** Communicate attendance expectations with parents throughout the school year. ● **Bimonthly Attendance Meetings:** Counselors, administration, and district support staff will identify root causes of why students are not coming to school and support to remove barriers. ● **PBIS:** Celebrate attendance through incentive program ● **Academics Attendance Behavior Concerns (AABC):** Counselors and Student Services Coordinator will meet with grade level teachers once a month to triage and support identified students. ● **Community Partnerships:** PCNC will continue to host family events to strengthen students, families, and community sense of belonging. **Accountable Leads:** Marisa Toyooka	The number of students who are chronically absent will not exceed by 3% each quarter. 3% increase of the number of students attending school 90% days or more.	☑ 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.

Required for all schools.

SW 6 iii.III | Root Causes:
3.1
3.2
3.3
3.4 | Enabling Activity
● **Enrichment/Tutoring:** 100% of students will have an opportunity participate in various afterschool programs (Enrichment and Tutoring)
● **Respect Reset Day**
　○ Teachers will go over school rules/expectations, facilitate team building activities, and have 1:1 conversations to build or strengthen relationships.
● **Ka'ala Academic Review Team (KART):** Analyze Panorama Social Emotional Learning (SEL) Survey data to identify needs and develop a course of action.
● **Promote the 3Bs**
　○ Be Safe
　○ Be Respectful
　○ Be Responsible
● **Attendance, Academic, Behavior, and Counseling (AABC)**
　○ Counselors and Student Services Coordinator will meet with teachers monthly during Kids Time to develop support plans for identified students.
Accountable Leads: Marisa Toyooka | During quarterly reset days students will set goals, reflect, and monitor their progress through a common template.

3% of students with a favorable response on the sense of belonging measure on the Panorama SEL survey at the fall, winter, and spring screening periods (6% total in a school year). | ☑ WSF, $
☑ Title I, $
☐ Title II, $
☑ Title III, $
☐ Title IV-A, $
☑ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |

1.2.3. All students experience a Nā Hopena Aʻo environment for learning. *Required for all schools.*	Root Causes: 3.2	Enabling Activity ● All students and staff members will demonstrate behaviors of Nā Hopena Aʻo: 　○ Belonging 　○ Responsibility 　○ Excellance 　○ Aloha 　○ Total well-being	2% of students with a favorable response on the sense of belonging measure on the Panorama SEL survey at the fall, winter, and spring screening periods (6% total in a school year).	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☑ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:＿, $ ☐ Other:＿, $

★ GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.				
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* **Name 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.*
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. Incorporate durable skills of IC3 (Investigate, Collaborate, Communicate, and Create) in enabling activities SW 6 iii.II	3.2 3.3	**Enabling Activities:** ● Promote career, community, civic opportunities through: 　○ All students will have the opportunity to be a part of student council (SJM) 　○ Ka'ala Elementary School will hold an annual Career Day to introduce students to various career options. 　○ Innovation Specialist will support school staff with the EDP, Project Based Learning, STEM, Computer Science, and coding (Spehero and Lego). 　　■ Investigate 　　■ Collaborate 　　■ Communicate 　　■ Create **Accountable Leads:** Marisa Toyooka and Deanna Soriano	100% of students will participate in career, community, and civic opportunities. Computer Science scope and sequence. Teachers will do an Engineering Design Process Unit and or Parent Activity per semester.	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☑ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

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 *"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* Name of Accountable Lead(s) *"Who is responsible to oversee and monitor implementation and progress?"*	Monitoring of Progress *"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.

Induction and Mentoring	Ka'ala has seven teachers with 3 years or less of teaching experience or new to a grade level.	**Enabling Activities:**
		● Teachers with less than 3 years of experience or new to a grade level will receive mentoring support from Grade Level Chairs (GLCs) and Curriculum Coaches.
		● Establish an onboarding process for the following throughout the school year:
		  ○ PTT
		  ○ Volunteers
		  ○ Casuals
			% of teachers receiving mentoring services that choose to remain at the school
			
			Onboarding Process
				☑ WSF, $
				☐ Title I, $
				☐ Title II, $
				☐ Title III, $
				☐ Title IV-A, $
				☐ Title IV-B, $
				☐ IDEA, $
				☐ SPPA, $
				☐ Homeless, $
				☐ Grant:__, $
				☐ Other:__, $

Priority 3
Effective and Efficient Operations At All Levels

★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.				
Desired Outcome *"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* Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress** *"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.*

3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.
 	
Required for all schools.
	7	**Enabling Activities:**
		● **School Community Council (SCC):**
		   ○ SCC will meet regularly throughout the school year.
		   ○ SCC will have full membership
		   ○ SCC will participate in the development of KES financial plan, academic plan, planning, and school improvement process.
		
		Accountable Leads: Leighton Nakamoto
			SCC agenda and minutes documented on the school website.
			
			Title 1 - Funded Family Engagement Activity (Flyer, Agenda, Evaluations, Presentations, and or Pictures).
				☑ 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 *"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** Name of Accountable Lead(s)* *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress** *"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.*
3.3.2. To increase communication with students, families, and community members to foster and strengthen community relationships Establish a baseline of parents who strongly agree or agree that the school provides activities for parent involvement on the School Quality Survey (SQS)	1.1-3 2.1-3 3.1-4 4.1-3 7	**Enabling Activities:** ● **Family and Community Engagement:** 　○ PCNC will continue to coordinate family involvement activities. 　○ Grade level teams will plan and conduct parent involvement activities once a semester to support learning involving curricular topics. ● **Community Partnerships:** 　○ PCNC will continue to host family events to strengthen students, families, and community sense of belonging. ● **Communication:** 　○ PCNC, Office Staff, Counselors, and Media Club communicate with families through: 　　■ Website 　　■ Newsletters 　　■ Marquee 　　■ Assemblies 　　■ School hosted meetings 　　■ School Community Council (SCC) **Accountable Leads:** Leighton Nakamoto	Grade-level activities Website Newsletters SCC minutes PCNC Community Activities % of SQS returned	☑ 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 Ka'ala Elementary School current bell schedule 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 <u>hours per year</u> *(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)*	1480
Did your school submit a SCC Waiver Request Form? Please explain.	No, Ka'ala Elementary did not. Request additional waiver days for the 25/26 school year.
Bell Schedule: [Ka'ala Elementary School 25/26 Bell Schedule](#)	