



Kainalu Elementary School Academic Plan SY 2025-2026

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808-305-0300
www.kainalu.org

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

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| Submitted by Principal Resha Ramolete | |
| | 03/07/25 |

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| Approved by Complex Area Superintendent Lanelle Hibbs | |
| | 04/17/2025 |

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

VIABLE QUALITY CURRICULUM

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

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

| Grade Level(s)/Course Name | English Language Arts | Mathematics | Science | Social Studies |
|----------------------------|---------------------------------------|---------------------------------|---------|----------------|
| K-6 | '23 Wonders ▾ | i-Ready Classroom Mathematics ▾ | | |
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Please list all supplementary instructional materials used to enrich or extend the comprehensive instructional programs identified above, and specify the grade level(s) or course name. Schools may indicate specific demographic subgroup(s) as appropriate.

| Grade Level(s)/Course Name | English Language Arts | Mathematics | Science | Social Studies |
|----------------------------|--|-------------|-----------------------|----------------|
| K-6 | Step Up to Writing | | K-6 Generation Genius | |
| K-2 | Equipped for Reading Success/ Haggerty | | K-6 Mystery Science | |
| K-6 | Brain Pop | Brain Pop | Brain Pop | Brain Pop |

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 |
|----------------------------|-----------------------|------------------|
| K-6 | I-Ready ▾ | I-Ready ▾ |
| PK | Other: ▾ TS Gold | Other: ▾ TS Gold |
| K | Other: ▾ KEA | Other: ▾ KEA |

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

Year of Last Visit: 2025

Year of Next Action: 2028

Year of Next Self-Study:

Type of Last Visit: Mid-Cycle Report & Visit -

Type of Next Action: Full Self-Study -

2028

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

"What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?"

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

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| 1 | <p><u>Student Need:</u> Student Achievement in Math & Foundational Literacy (Reading)</p> <p><u>Root/Contributing Cause:</u> The root cause is the need for consistent systems, resources, and targeted interventions to address core academic areas and close achievement gaps, particularly in math and foundational literacy, including phonological and phonics training.</p> |
| 2 | <p><u>Student Need:</u> Consistency and Inclusion in SEL, GLOs, Curriculum, and Classroom Expectations</p> <p><u>Root/Contributing Cause:</u> There is a need to align practices in Social Emotional Learning (SEL), General Learner Outcomes (GLOs), curriculum, and classroom expectations across grades to create a more predictable and inclusive learning environment. The root cause is a need for more consistent implementation of school wide goals and practices.</p> |
| 3 | <p><u>Student Need:</u> Chronic Absenteeism</p> <p><u>Root/Contributing Cause:</u> Strategies to improve student attendance and reduce chronic absenteeism are needed to support learning, consistency and engagement.</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.

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| 1 | <p><u>Targeted Subgroup:</u> Special Education Students</p> <p><u>Identified Student Need(s):</u> These students have significant achievement gaps in both ELA and math proficiency. The need is to provide targeted interventions and support to close these gaps.</p> |
| 2 | <p><u>Targeted Subgroup:</u> Low Socio-Economic Students</p> <p><u>Identified Student Need(s):</u> This subgroup faces achievement gaps in ELA and math. They require additional resources and support to improve their academic performance.</p> |
| 3 | <p><u>Targeted Subgroup:</u> English Language Learners</p> <p><u>Identified Student Need(s):</u> English language learners need targeted support to improve their ELA and math proficiency, ensuring they have equitable access to the curriculum.</p> |



Priority 1 High-Quality Learning For All

★ GOAL 1.1 All students experience rigorous, high-quality learning that results in equitable outcomes for all learners.

| Desired Outcome <i>"What do we plan to accomplish?"</i> | Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i> | Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i> | Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i> | Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i> |
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| 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. | 1 | EA 1.1.1 (1) Administer KEA at the beginning of the year a. Analyze KEA results as a kindergarten data team (collab) to inform instruction. [Caylin Pomella- PK-2 Academic Coach] | Grade Level Common Assessments (KEA and iReady Diagnostics results) | <input checked="" 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:__, \$ |

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| <p>Reading Proficiency</p> <p>1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently <u>receive necessary and timely support</u> to become proficient.</p> | <p>1</p> | <p>EA 1.1.2 (1) Clarify and sequence the grade level Priority Standards and proficiency scales.</p> <ul style="list-style-type: none"> a. Quarterly revision of curriculum maps and pacing guides. b. Collaborate in grade level data team processes. c. Align formative and summative assessments. d. Continue focusing on the priority standards and proficiency scales <ul style="list-style-type: none"> i. Develop proficiency scales with accommodations and accommodations <p>[[Caylin Pomella- PK-2 Academic Coach; Nicole Luke- 3-6 Academic Coach]</p> <p>EA 1.1.2 (2) Consistently implement all Tiers of HMTSS instructional strategies to improve reading/ELA proficiency.</p> <ul style="list-style-type: none"> a. Implementation of inclusive practices at Tier 1 & 2 level by classroom teachers. b. Utilization of Response to Intervention teachers for students needing Tier 2 & 3 support. c. Clearly articulate learning targets and success criteria d. Progress Monitoring Intervention plans e. Referral for Student Support process (CORE/ Peer Review) for additional implementation support <p>[Caylin Pomella- PK-2 Academic Coach; Nicole Luke- 3-6 Academic Coach; Diana Watson- School Services Coordinator;]</p> | <p>i-Ready schoolwide data</p> <p>SMART- Goals</p> <p>Curriculum Maps & Pacing guides</p> <p>Data Team Minutes/ Agendas</p> <p>Progress Monitoring Forms</p> <p>ELA Screeners</p> <p>Panorama Academic Intervention Plans</p> <p>Formative and Summative Assessments</p> | <ul style="list-style-type: none"> <input checked="" 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:__, \$ |
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| <p>Mathematics Proficiency</p> <p>1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient.</p> | <p>1</p> | <p>EA 1.1.3 (1) Clarify and sequence the grade level Priority Standards and success criteria.</p> <ul style="list-style-type: none"> a. Quarterly revision of curriculum maps and pacing guides. b. Collaborate in grade level data team processes. c. Align formative and summative assessments. d. Continue focusing on the priority standards and proficiency scales <ul style="list-style-type: none"> i. Develop proficiency scales with accommodations and accommodations <p>[Caylin Pomella- PK-2 Academic Coach; Nicole Luke- 3-6 Academic Coach]</p> <p>EA 1.1.3 (2) Consistently implement All Tiers of HMTSS instructional strategies to improve Math proficiency.</p> <ul style="list-style-type: none"> a. Implementation of inclusive practices at Tier 1 & 2 level by classroom teachers. b. Utilization of Response to Intervention teachers for students needing Tier 2 & 3 support. c. Clearly articulate learning targets and success criteria d. Progress Monitoring Intervention plans e. Referral for Student Support process (CORE/ Peer Review) for additional implementation support <p>[Caylin Pomella- PK-2 Academic Coach; Nicole Luke- 3-6 Academic Coach; Diana Watson- School Services Coordinator; Math Task Force Teachers]</p> | <p>i-Ready schoolwide data</p> <p>SMART- Goals</p> <p>Curriculum Maps & Pacing guides</p> <p>Data Team Minutes/ Agendas</p> <p>Progress Monitoring Form</p> <p>Panorama Academic Intervention Plans</p> <p>Formative and Summative Assessments</p> | <ul style="list-style-type: none"> <input checked="" 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:__, \$ |
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| <p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p> <p><i>Required for all schools.</i></p> | <p>1</p> | <p>EA 1.1.4 (1) Consistently implement all Tiers of HMTSS (the core/Peer Review process) for identified student needs.</p> <ul style="list-style-type: none"> a. Tier 1- <ul style="list-style-type: none"> i. Implementation of inclusive practices by all teachers. ii. Clearly articulate learning targets and success criteria. iii. Coaching and professional development implemented to support both teachers and students. iv. Bi- Weekly PLC with grade level teachers and ACs. b. Tier 2 & 3- <ul style="list-style-type: none"> i. Implementation of the Core/Peer Review process. ii. Allocating supports & resources iii. Progress Monitoring c. Special Education, English Learners, & Related Service <ul style="list-style-type: none"> i. Continued implementation of individual plans <p>[Caylin Pomella- PK-2 Academic Coach and EL Coordinator, ; Nicole Luke- 3-6 Academic Coach; Diana Watson- School Services Coordinator]</p> <p>EA 1.1.4 (2) Enhance systems and structures (i.e., each school will have a team of educators that participates in EL Success Initiative ELLT and ELDT team) at the Complex and school level to support the teaching of language and content in tandem through professional learning opportunities to close the achievement gap for all of our EL students.</p> <ul style="list-style-type: none"> a. PK focus on MTSS-R (foundational literacy) | <p>i-Ready Diagnostic Growth schoolwide data</p> <p>SMART- Goals</p> <p>Panorama Intervention Systems</p> <p>Individual Student Action Plans</p> <p>Implementation of individualized plans</p> <p>Meeting minutes/agendas</p> | <ul style="list-style-type: none"> <input checked="" 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:__, \$ |
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| | | <p>b. Continued coordination on EI services with EL coordinator & PTT/PPT support</p> <p>[Caylin Pomella- PK-2 Academic Coach and EL Coordinator]</p> | | |
| <p>1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.</p> <p><i>Required for all schools.</i></p> | 2 | <p>EA 1.1.5 (1) Transition activities for grade 6</p> <p>a. Transition meetings between counselors and the SPED department with middle school.</p> <p>b. Continue partnership with middle school for campus visit and parent informational meeting.</p> <p>c. Implementation of middle school elective pilot.</p> <p>[Rachel Power- Counselor; Roslyn Meinert- Transition Center Coordinator; Amanda Suchy- SPED DH, Maureen Bali- 6th Grade GLC]</p> | <p>Counseling and SPED transition forms</p> <p>Parent informational fliers and meeting</p> <p>6th grade registration packet</p> <p>6th grade field trip-campus tour</p> | <p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p> |

★ **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 Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i> | Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i> | Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i> |
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| <p>1.2.1. All students desire to and attend school regularly.</p> <p><i>Required for all schools.</i></p> | <p>3</p> | <p>EA 1.2.1 (1) Monitor via attendance status and progress of all students through attendance radar and policy expectations. Focus on Tier 2-3 attendance concerns.</p> <ul style="list-style-type: none"> a. Monitor daily attendance log. b. Continue partnership with district social workers. <p>[Tatiana Reeves-VP, Rachel Power, Counselor]</p> <p>EA 1.2.1 (2) Implement school-wide attendance intervention strategies (Tier 1).</p> <ul style="list-style-type: none"> a. Creation and implementation of an incentive program in partnership with the MTSS-Behavior (PBIS) committee. b. Family communication about attendance policies. <p>[Tatiana Reeves- VP, Rachel Power, Counselor]</p> | <p>Lei Kulia Attendance Log</p> <p>Panorama Attendance Log</p> <p>Chronic Absenteeism Rate</p> <p>Panorama Student Data (Behavior, SEL & Attendance)</p> <p>Consultation with District provided Social Worker</p> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input checked="" type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$ |

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| <p>1.2.2. All students demonstrate positive behaviors at school.</p> <p><i>Required for all schools.</i></p> | 2 | <p>EA 1.2.2 (1) Consistently implement Tier 1 and 2 ISLA Strategies to promote positive student behaviors.</p> <ul style="list-style-type: none"> a. Build and sustain strong teacher and student relationships. b. Consistent implementation of schoolwide SEL practices and curriculum (ISLA & Choose Love) <p>[Tatiana Reeves-VP, Trisha Ucciardi- Student Reflection Coach]</p> <p>EA 1.2.2 (2) Continued implementation of schoolwide HMTSS.</p> <ul style="list-style-type: none"> a. Implement an incentive program in partnership with the MTSS-Behavior (PBIS) committee. b. Monitor and document behavior patterns for students needing Tier 2 & 3 support. c. Progress Monitoring Intervention plans d. Referral for Student Support process (CORE/ Peer Review) for additional implementation support <p>[Tatian Reeves-VP, Rachel Power- Counselor]</p> | <p>ISLA reflection guide</p> <p>Request for support: Teacher & Counselor consultation</p> <p>Panorama Survey & Intervention plans</p> <p>Panorama Playbook Trainings</p> <p>Counselor SEL Lessons Schedules, Teacher Feedback & Student Exit Tickets</p> <p>LiveSchool Behavior Data</p> | <p><input checked="" 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 checked="" type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p> |
| <p>1.2.3. All students experience a Nā Hopena A'o environment for learning.</p> <p><i>Required for all schools.</i></p> | 2 | <p>EA1.2.3 (1) Hawaiian Studies Program in partnership with Kupuna Program and community organizations.</p> <ul style="list-style-type: none"> a. Continue to provide cultural experiences for all students to experience Nā Hopena A'o through the Hawaiian Studies program. b. Provide professional development for all staff members to experience Nā Hopene A'o. <p>[Resha Ramolete- Principal; Caylin Pomella- PK-2 Academic Coach; Nicole Luke- 3-6 Academic Coach, Hawaiian Studies Kumū]</p> | <p>Hawaiian Studies schedule</p> <p>Hawaiian Studies curriculum/pacing map</p> <p>Staff professional development &/or field trips to cultural sites or experience</p> | <p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p> |

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

| Desired Outcome <i>"What do we plan to accomplish?"</i> | Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i> | Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i> | Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i> | Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i> |
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| <p>1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.</p> <p><i>Required for all schools.</i></p> | <p>2</p> | <p>EA 1.3.1.1 College, Career, Civic Responsibility</p> <ul style="list-style-type: none"> a. PBL b. Grade Level Career Learning Opportunities c. Family engagement d. Continued partnerships with community groups to provide extra-curricular activities related to college, career, and civic responsibility. <p>[Rachel Power- Counselor]</p> <p>EA 1.3.1.2 Aina in the Schools</p> <ul style="list-style-type: none"> a. Continue to implement 'Āina-based learning through our garden program and field trips available to grade levels PK-6. b. Provide relevant 'Āina-based Health resources will be curated and shared through school communication (i.e. social media, newsletters, community events). <p>[Resha Ramolete- Principal; Ashley Warren, Aina Coordinator]</p> | <p>Kainalu PBL project wall</p> <p>Flyers and Information to Families</p> <p>Field Trips</p> <p>Special Speakers</p> <p>Surveys</p> <p>Aina Schedule</p> <p>Aina Event & Fundraising Flyers</p> | <ul style="list-style-type: none"> <input checked="" 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:__, \$ |

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| 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. | 2 | EA 1.3.2.1 School-wide Project-Based Learning (PBL) implementation, every student will experience at least one high quality project (Gold Standard Project Design) <ul style="list-style-type: none"> a. Continue Grade Level PBL experiences. b. Train all new staff on PBL 101. c. Host school-wide PBL showcases (1 each semester- Fall & Spring) [Caylin Pomella, PK-2 Academic Coach; Nicole Luke-3-6 Academic Coach] | <div>📁 SY 24-25 PBL ...</div> PBL planning documents & student projects PBL Showcase highlights Staff, student, & family surveys | <input checked="" 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:__, \$ |
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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 Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i> | Monitoring of Progress <i>"How will we know progress is being made?"</i> | Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i> |
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| Goal 2.1: All students are taught by effective teachers | 1a | <p>EA.2.1.1- Continue the Instructional Leadership Team (ILT) process</p> <ul style="list-style-type: none"> a. ILT committee containing grade level teachers, academic coaches, and administration to spearhead the school-wide ILT process. b. Time built into faculty meeting schedules, grade level collaboration, and professional development around a Powerful Instructional Practice. c. Continued participation in district ILT visits and professional development. <p>EA.2.1.2- Continue embedded professional development in grade level professional learning communities, staff meetings, and Leadership Committees.</p> | <p>Walkthrough data</p> <p>ILT Committee Agendas/ Minutes</p> <p>Training Agendas</p> <p>ILT presentations & products</p> <p>Grade level, staff, & leadership committee agendas, meeting notes, & Faculty slide deck</p> | <p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: __, \$</p> <p><input type="checkbox"/> Other: __, \$</p> |

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| | | <p>a. Individual staff feedback based on staff-chosen PD topics through class visits, self-reflection, and school-led professional development.</p> <p>[Caylin Pomella, PK-2 Academic Coach; Nicole Luke-3-6 Academic Coach]</p> | | |
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Priority 3

Effective and Efficient Operations At All Levels

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

| Desired Outcome <i>"What do we plan to accomplish?"</i> | Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i> | Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i> | Monitoring of Progress <i>"How will we know progress is being made?"</i> | Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i> |
|---|--|---|--|---|
| <p>3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.</p> <p><i>Required for all schools.</i></p> | 2 | <p>EA.3.3.1- Kainalu will have full membership with our School Community Council (SCC Board) and meet monthly.</p> <ul style="list-style-type: none"> a. Members include principal, two certificated members, a classified member, two parent members, a community member, and a student member. b. Two Family and Community Engagement Events (1/semester) to gather community feedback towards our academic and financial goals. <p>[Resha Ramolete, Principal; Christa Petersen, PCNC]</p> | <p>SCC Agendas/ Minutes</p> <p>Community Events</p> | <p><input type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:____, \$</p> <p><input type="checkbox"/> Other:____, \$</p> |

★ 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 Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i> | Monitoring of Progress <i>"How will we know progress is being made?"</i> | Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i> |
|---|---|---|--|---|
| 3.3.2. Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academics achievement and school performance. | 2 | EA 3.3.2- Kainalu will conduct at least 1 family engagement activity per quarter, including expanding opportunities to give feedback and participation in student academic achievement and school performance beyond the SCC community meetings. [Resha Ramolete, Principal; Christa Petersen, PCNC] | Family Engagement Flyers Section in School Newsletter for Family Feedback | <input checked="" 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 Kainalu 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*)

1,083 minutes

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

No

Bell Schedule:  SY 25-26 8 Day Block Schedule Approved 3.11.25

SY 25-26 8 Day Block Schedule APPROVED 3.11.25 revised 4.10.25

| A | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|--|--|---|---|
| | Specials support WIN (Mr. N covers CORE Meetings if needed) | Specials support WIN (Mr. N covers CORE Meetings if needed) | Make up PLC days (see below), Specials coverage for IEPs/sub coverage, help with events and planning | Specials support WIN (Mr. N covers CORE Meetings if needed) | Specials support WIN (Mr. N covers CORE Meetings if needed) |
| | 8:25-8:55 K, 1, 2 WIN (30 min) | 8:05-8:35 K,1,2 WIN (30 min) | | 8:05-8:35 K,1,2 WIN (30 min) | 8:05-8:35 K,1,2 WIN make up day(30 min) |
| | 8:15-8:45 Gr. 5, 6 WIN (30 min) | 8:15-8:45 Gr. 5, 6 WIN (30 min) | | 8:15-8:45 Gr. 5, 6 WIN (30 min) | 8:15-8:45 Gr. 5, 6 WIN make up day (30 min) |
| | 8:50-9:20 Gr 3, 4 WIN (30 min) | 8:50-9:20 Gr 3, 4 WIN (30 min) | | 8:50-9:20 Gr 3, 4 WIN (30 min) | 8:50-9:20 Gr 3, 4 WIN make up day (30 min) |
| | 9:00-9:20 K,1,2 Recess 9:25-9:45 3, 4 Recess 9:50-10:10 5, 6 Recess | 9:00-9:20 K,1,2 Recess 9:25-9:45 3, 4 Recess 9:50-10:10 5, 6 Recess | 9:00-9:20 K,1,2 Recess 9:25-9:45 3, 4 Recess 9:50-10:10 5, 6 Recess | 9:00-9:20 K,1,2 Recess 9:25-9:45 3, 4 Recess 9:50-10:10 5, 6 Recess | 9:00-9:20 K,1,2 Recess 9:25-9:45 PreK, 3, 4 Recess 9:50-10:10 5, 6 Recess |
| | 9:25-10:15 Grade K (50 min) | 9:25-10:15 Grade 1 (50 min) | | 9:25-10:15 Grade 2 (50 min) | 9:25-9:55 Grade 2 CS (30 min) 9:55-10:45 Grade 3 (50 min) |
| | 10:20-11:10 Grade K (50 min) | 10:20-11:10 Grade 1 (50 min) | | 10:20-11:10 Grade 2 (50 min) | 10:00-10:30 Grade 2 CS (30 min) 10:50-11:40 Grade 3 (50 min) |
| | 11:10-11:40 Pre-K, K, 1 Lunch 11:45-12:15 2, 3, 4 Lunch 12:20-12:50 5, 6 Lunch | 11:10-11:40 Pre-K, K, 1 Lunch 11:45-12:15 2, 3, 4 Lunch 12:20-12:50 5, 6 Lunch | 11:10-11:40 Pre-K, K, 1 Lunch 11:45-12:15 2, 3, 4 Lunch 12:20-12:50 5, 6 Lunch | 11:10-11:40 Pre-K, K, 1 Lunch 11:45-12:15 2, 3, 4 Lunch 12:20-12:50 5, 6 Lunch | 10:35-11:05 Grade 2 CS (30 min) 11:10-11:40 Pre-K, K, 1 Lunch 11:45-12:15 2, 3, 4 Lunch 12:20-12:50 5, 6 Lunch |
| | 11:45-12:35 Grade K (50 min) | 11:45-12:35 Grade 1 (50 min) | 12:30-1:20 SPED PLC in P4 12:30-1:20 SPECIALS PLC IN Rm.18 | 11:45-12:35 Grade 2 (50 min) | 11:45-12:15 Grade 2 CS (30 min) 12:20-1:10 Grade 3 (50 min) |
| B | 12:40-1:30 Grade K (50 min) *Specials walk students back to class | 12:40-1:30 Grade 1 (50 min) *Specials walk students back to class | Dismissal 1:20 | 12:40-1:30 Grade 2 (50 min) *Specials walk students back to class | 1:15-2:05 Grade 3 (50 min) *Specials dismiss from class |
| | | | | | |
| | Dismissal 2:05 | Dismissal 2:05 | | Dismissal 2:05 | Dismissal 2:05 |
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| | Specials support WIN (Mr. N covers CORE Meetings if needed) 8:05-8:35 K, 1, 2 WIN (30 min) | Specials support WIN (Mr. N covers CORE Meetings if needed) 8:05-8:35 K,1,2 WIN (30 min) | Possible open time for school wide events & CORE/SST/504 meetings Make up PLC day, (see below) Specials coverage for IEPs sub coverage, help with events and planning | Specials support WIN (Mr. N covers CORE Meetings if needed) 8:05-8:35 K, 1, 2 WIN (30 min) | 8:05-8:35 Gr. K,1,2 WIN Make up day |
| | 8:15-8:45 Gr. 5, 6 WIN (30 min) | 8:15-8:45 Gr. 5, 6 WIN (30 min) | | 8:15-8:45 Gr 5, 6 WIN (30 min) 8:50-9:20 Gr. 3, 4 WIN (30 min) | 8:15-8:45 Gr 5, 6 WIN Make up day 8:50-9:20 Gr. 3, 4 WIN Make up day |
| | 8:50-9:20 Gr 3, 4 WIN (30 min) | 8:50-9:20 Gr 3, 4 WIN (30 min) | | **8:55-9:50 Gr.6 (55 min) #1 | 9:00-9:50 Grade 5 (50 min) |
| | 9:00-9:20 K,1,2 Recess 9:25-9:45 3, 4 Recess 9:50-10:10 5, 6 Recess | 9:00-9:20 K,1,2 Recess 9:25-9:45 3, 4 Recess 9:50-10:10 5, 6 Recess | | 9:00-9:20 K,1,2 Recess 9:25-9:45 3, 4 Recess 9:50-10:10 5, 6 Recess | 9:00-9:20 K,1,2 Recess 9:25-9:45 PreK, 3, 4 Recess 9:50-10:10 5, 6 Recess |
| | 10:00-10:30 PreK (30 min) | 9:55-10:45 Grade 4 (50 min) | | **10:15-11:10 Grade 6 #2 (55min) | 10:20-11:10 Grade 5 (50 min) |
| | 10:30-11:00 PreK (30 min) | 10:50-11:40 Grade 4 (50 min) | | ** 11:15-12:10 Grade 6 #3 (55min) | 11:15-12:05 Grade 5 (50 min) |
| | 11:10-11:40 Pre-K, K, 1 Lunch 11:45-12:15 2, 3, 4 Lunch 12:20-12:50 5, 6 Lunch | 11:10-11:40 Pre-K, K, 1 Lunch 11:45-12:15 2, 3, 4 Lunch 12:20-12:50 5, 6 Lunch | 11:10-11:40 Pre-K, K, 1 Lunch 11:45-12:15 2, 3, 4 Lunch 12:20-12:50 5, 6 Lunch | 11:10-11:40 Pre-K, K, 1 Lunch 11:45-12:15 2, 3, 4 Lunch 12:20-12:50 5, 6 Lunch | 11:10-11:40 Pre-K, K, 1 Lunch 11:45-12:15 2, 3, 4 Lunch 12:20-12:50 5, 6 Lunch |
| | 11:45-2:00 Specials PLC | 12:20-1:10 Grade 4 (50 min) 1:10-2:00 Grade 4 (50 min) *Specials walk students back to class | 12:30-1:20 SPED PLC in P4 12:30-1:20 SPECIALS PLC IN Rm.18 | **12:50-1:45 Grade 6 #4 (55min) *Specials walk students back to class | 12:55-1:45 Grade 5 (50 min) *Specials walk students back to class |
| | | | Dismissal 1:20 | **IF GR. 6 GOES TO 4 BLOCK ELECTIVE MIDDLE SCHOOL MODEL ROTATION | |
| | Dismissal 2:05 | Dismissal 2:05 | | Dismissal 2:05 | Dismissal 2:05 |