NĀ HOPENA A'O

PRIORITY 3
Effective And Efficient Operations At All Levels

PRIORITY 2
High-Quality Educator Workforce In All Schools

PRIORITY 1
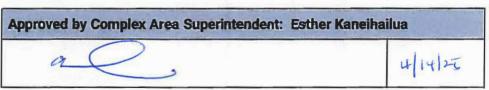High-Quality Learning For All

Prince Jonah Kūhiō Kalaniana'ole Elementary School
Academic Plan
SY 2025-2026

27-330 Old Māmalahoa Hwy
(808)313-5200
https://kalanianaole-school.weebly.com/

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

Submitted by Principal: David Dinkel		Approved by Complex Area Superintendent: Esther Kaneihailua	
(signature)	4/14/25	*(signature)*	4/14/25

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
Kindergarten - 6th Grade	'23 Wonders ⌄	ORIGO Stepping Stones 2.0 ⌄		
3rd Grade - 6th Grade			Mystery Science	
4th Grade				Bess Press

NEW 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 - 6th Grade	iReady	iReady		
Kindergarten - 6th Grade	Skills Packets Genre Passages	ALEKS		
English Learners	Imagine Learning Flashlight			
Kindergarten - 2nd Grade			Mystery Science	
Kindergarten - 2nd Grade				Studies Weekly
3rd Grade				DBQ Project
5th Grade				DBQ Project
6th Grade				McGraw Hill: Discovering Our Past

NEW 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:

REVISED 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
Kindergarten - 6th Grade	I-Ready ⌄	I-Ready ⌄
Kindergarten - 6th Grade	DIBELS ⌄	Select One ⌄
	Select One ⌄	Select One ⌄

REVISED IDENTIFIED SCHOOL NEEDS

This section highlights the critical student learning needs that require immediate attention for improvement, student subgroup(s) achievement gaps, and root/contributing cause for those needs and gaps, as identified in one or more of the following:

☑ Current Comprehensive Needs Assessment (CNA)
☐ Other current assessment/self-study report: [Insert text]
☑ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: 2025   Year of Next Action: [Insert year]   Year of Next Self-Study:
Type of Last Visit: Full Self-Study ▾   Type of Next Action: Select One ▾   [Insert year]

	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	<u>**Student Need:**</u> Students need to be engaged and involved in the ownership of their learning. (student voice, reflection, portfolios, etc.). <u>**Root/Contributing Cause:**</u> Aligning Instructional Practices (CNA Root Cause #1)
2	<u>**Student Need:**</u> Students need engaging instruction related to fluency and comprehension in reading and math. (Talk to Learn, ECRI, STAIRS) <u>**Root/Contributing Cause:**</u> Aligning Instructional Practices (CNA Root Cause #1)
3	<u>**Student Need:**</u> Students need targeted interventions driven by data that is collaboratively analyzed by teachers. (PLC, DIBELS, iReady, Powerful Teaching and Learning) <u>**Root Cause:**</u> **Limited capacity to translate data analysis into instructional action (CNA Root Cause #3)** **Contributing Cause: Need for structured and consistent feedback mechanism (CNA Root Cause #2)**

	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	**Targeted Subgroup:** Students with Disabilities (SPED) **Identified Student Need(s):** [Insert text and/or image]
2	**Targeted Subgroup:** English Learners (ELs) **Identified Student Need(s):** [Insert text and/or image]
3	**Targeted Subgroup:** [Insert text] **Identified Student Need(s):** [Insert text and/or image]

Priority 1
High-Quality Learning For All

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

Strat Plan Measures:

% of Kinders who are assessed for K Readiness (1.1.1)

% of Kinder Ss assessed as not ready who receive additional personalized supports (1.1.1)

% of 3rd Graders demonstrating grade level proficiency in reading (1.1.2)

% of Ss who are not proficient in reading by the end of third grade who receive additional personalized support (1.1.2)

% of 8th graders demonstrating grade-level proficiency in mathematics. (1.1.3)

% of Ss who are not proficient in mathematics by the end of 8th grade who receive additional personalized support (1.1.3)

Add for ES % of 5th or 6th grade…

Data disaggregated by student group (Sped, EL) (1.1.4)

% of EL's who are meeting or on track to meet EL proficiency (1.1.4)

% of ES with transition activities for newly entering Ss (1.1.5)

%of MS with transition activities for Ss entering from ES to 9th grade (1.1.5)

HWCA Focus Measures

Indicator 3: % of Ss w/IEP's that participate in state assessment

% of Ss w/IEP's that are proficient on state assessment progress **Monitoring Measurement:** *iReady/Star*

Indicator 5: % of Ss with IEP's enrolled and where they are served a) Inside the regular class 80% or more of the day, and b) Inside the regular class less than 40% of day **Measurement**: *Child Count Report Goal: 80% or more of SWDs spending 80% or more of their day in Gen ed (start of school day until the end of the school day is considered school day)*

| 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. | ==[If applicable, reference the root/contributing cause from the Identified School Needs section]== | ==[Include specific enabling activities or strategic actions being taken to achieve your desired outcome]==;

==[Reference name of accountable lead(s) here]==

EA 1.1.1 (1) Administer KEA (KRA) to all entering Kindergarten students [Reference name of accountable lead(s) here]
    a. *Identify students who are not socially/emotionally & academically ready*
    b. *Provide all assessed as not ready with timely support (describe)*
    c. *Monitor progress (how)* | ==[List the measures and/or evidence that will be used to monitor progress here]==

KEA participation rate

KEA results

Support Log

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

Reading Proficiency	Root Cause #3	EA 1.1.2 (1) Administer iReady & DIBELS Benchmark universal screeners to all students at least 3x a year [Curriculum Coordinator]	ELA Universal screener participation rate	☑ WSF, $

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.	Root Cause #1
	
	<u>SW6</u>
		a. *Identify students who do not meet grade level proficiency benchmarks*
		b. *Provide all assessed as not on grade level with timely support*
		   i. Analyze individual student data to determine appropriate interventions
		   ii. Continue to provide curricular materials (Reading Wonders) and supplemental programs (ex. Imagine Learning, iReady Personalized Instruction, Flashlight) aligned to standards-based instruction (CCSS)
		   iii. Continue to provide classroom support personnel (PPE, PPT, EA) to assist targeted students with academic needs
		c. *Monitor progress*
		   i. Continue to provide collaboration time to analyze assessment data (include formative assessment data, review student data to see how students are progressing, reflect on growth that was or was not made, reflect on quality of formative and summative assessments used)
			Disaggregated Universal screener proficiency levels
			
			Progress monitoring data analysis "RTI Group Review"
			
			LETRS Screener
				☑ Title I, $
				☐ Title II, $
				☐ Title III, $
				☐ Title IV-A, $
				☑ Title IV-B, $
				☐ IDEA, $
				☐ SPPA, $
				☐ Homeless, $
				☐ Grant:__, $
				☐ Other:__, $

Required for all HW ES				

		ii. Administer DIBELS progress monitoring assessments to determine impact of Tier 1 and Tier 2 instruction iii. Use data to determine needed changes to instruction or intervention iv. Use portfolios to collect and display student progress that students are able to share and use for goal-setting		

Mathematics Proficiency	Root Cause #3 Root Cause #1	EA 1.1.3 (1) Administer iReady universal screener to all students at least 3x a year [Curriculum Coordinator]	Math Universal screener participation rate	☑ WSF, $

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.	**_SW6_**	a. *Identify students who do not meet grade level proficiency benchmarks*
		 b. *Provide all assessed as not on grade level with timely support*
		  i. Analyze individual student data to determine appropriate interventions
		  ii. Continue to provide curricular materials (Stepping Stones) and supplemental programs (ex iReady Personalized Instruction, ALEKS) aligned to standards-based instruction (CCSS)
		  iii. Continue to provide classroom support personnel (PPE, PPT, EA) to assist targeted students with academic needs
		 c. *Monitor progress*
		  i. analyze formative assessment data, review student data to see how students are progressing in order to reflect on growth that was or was not made
		  ii. reflect on quality of formative and summative assessments used and explore the possibility of an additional screener for foundational skills
		  iii. Continue to provide collaboration time to analyze assessment data
			Disag. Universal screener proficiency levels
			
			 PLC Notes
				☑ Title I, $
				 ☐ Title II, $
				 ☐ Title III, $
				 ☐ Title IV-A, $
				 ☐ Title IV-B, $
				 ☐ IDEA, $
				 ☐ SPPA, $
				 ☐ Homeless, $
				 ☐ Grant:__, $
				 ☐ Other:__, $

Required for all HW ES and MS				

		iv. Use portfolios to collect and display student progress that students are able to share and use for goal-setting		

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

Required for all schools. | Root Cause #3
Root Cause #1

_SW6_ | EA 1.1.4 (1) *Administer universal screener to all students at least 3x a year [*==Curriculum Coordinator==*]*
    a. *Identify students by subgroups who are not on grade level*
    b. *Provide all assessed as not on grade level with timely support*
        i. Continue to provide curricular materials (Reading Wonders, Stepping Stones) and supplemental programs (exx Imagine Learning, iReady) aligned to standards-based instruction (CCSS, NGSS, HCSSS, HCPSIII, etc.)
        ii. Continue to provide classroom support personnel (PPE, PPT, EA) to assist targeted students with academic needs
    c. *Monitor progress*
        i. Continue to provide collaboration time to analyze assessment data (include formative assessment data, review student data to see how students are progressing, reflect on growth that was or was not made, reflect on quality of formative and summative assessments used)
        ii. Develop standardized data tracking system to inform instruction
        iii. Use portfolios to collect and display student progress that students are able to share and use for goal-setting | *Universal screener data*

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

		EA 1.1.4 (2) EL specific activities (e.g. EL Success Initiative, ESL/ELD) *EL Plan: Goal 1* C. Promoting quality interactions and reciprocal discussions in all classes in order to develop oral language in conjunction with building content knowledge *EA 1.1.4 (3) SPED specific activities (e.g. EBP's)* *Students with disabilities receive their specially-designed instruction (SDI) according to their IEPs.* *EA 1.1.4 (4) Family & Community Engagement activities* *Grade levels and teachers will plan* *EL Plan: Goal 3* A. Building community and trust between schools and families (e.g., home visits, family engagement activities, EL Recognition night, student performances)		

| 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. | Root Cause #1

SW6 | *EA 1.1.5 (ES) 1) Summer transition for students entering kindergarten [Kindergarten Teacher]*

Develop and implement a comprehensive kindergarten transition plan.
● 2-week Summer Kinder Camp where future Grade K students engage in sample kindergarten activities to support readiness
● Family Orientation Session where parents/guardians are provided information about school routines, expectations, and resources
● Individual transition plans in which tailored support for students with special needs (e.g. IEP, ELL) are provided

EA 1.1.5 2) Transition activities for new students entering our school [Principal]

    a. *Campus tour*
    b. *Assigned learning buddy*
    c. *Free uniform funded by Assistance League of Hawaii*
● Open House (week 2) where parents/guardians learn about student academic and enrichment programming.

EA 1.1.5 3) Establish classroom rituals and routines that foster a sense of safety, security, and comfort for incoming and new students.
● Faculty will continue to engage in professional development around the habit of Ready to Learn.
● Faculty will facilitate the development of Ready to Learn strategies to create a safe, differentiated, and collaborative environment.

EA 1.1.5 4) Develop and implement a comprehensive 6th grade to intermediate transition plan. | *Panorama Surveys*

Off Track indicators for students in transition grades | ☑ WSF, $
☐ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |

	- Promote and support 2-week Summer Transition Program where future Grade 7 students engage in transition activities at the intermediate school. - Provide teacher recommendations and student scores for placement in ELA/Math honors and intervention classes at the intermediate school. - Collaborate with Intermediate schools around registration for course selection. - Collaborate with intermediate schools to promote intermediate school parent information sessions. - Deliver transition-focused lessons that address the key differences between elementary and intermediate school and equip students with strategies to navigate the change successfully	

★ 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.*
Strat Plan *% of Ss attending 90% or more days of instruction* *% of Ss, parents/guardians and staff agreeing the school encourages positive behaviors* *# of schools, state and complex area offices that have completed the Hā orientation and/or training* *HWCA Focus Measures* *Indicator 5: LRE: Appropriate transition between and within schools for SWDs Measurement: Number of transition meetings held for SWDS: a) between grade levels, b) change in setting (e.g., Gen Ed to SPED or SPED to Gen Ed), c) between schools (e.g., elementary -> middle -> high).* *Indicator 4: Suspension: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.* *Progress Monitoring Measurement: a) % of SWDs suspended, b) Mean days of suspension for SWDs c) % of SWDs who have in-school suspension, d) Mean days of in-school suspension for SWDs, e)% of SWDs who have had an Manifestation Determination Meeting within 8-11 days of suspension, f) % of SWDs who have had an IEP and/or BSP revision meeting after issuance of in-school suspension or suspension.*				
1.2.1. All students desire to and attend school regularly. *Required for all schools.*	Root Cause #3	*EA 1.2.1 (1) Attendance proactive strategies* [Counselor] a. Our PBIS system rewards classes with good attendance quarterly b. Our PBIS system rewards individual students with perfect attendance quarterly c. Class attendance is monitored and shared daily on the attendance bulletin board	*Panorama SEL Survey - Sense of Belonging* *SQS* *Daily attendance rate* *Regular attendance rate*	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $

		EA 1.2.1 (2) Attendance intervention strategies [Counselor]
		
		    a. Kalanianaole Attendance policy
		    b. Our teachers monitor student attendance and relay concerns to school counselor
		    c. Our school counselor takes attendance concerns to Peer Review and follows up with letters, phone calls, home visits, etc.
				☐ Other:__, $

1.2.2. All students demonstrate positive behaviors at school. *Required for all schools.*	Root Cause #3 Root Cause #1	*EA 1.2.2(1) PBIS Program/Activities, schoolwide expectations* [Counselor] *EA1.2.2(2) Administer BEISY* *EA1.2.2(3) Behavior Intervention strategies*	*PBIS data*	☑ 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 Cause #1

_SW6_ | *EA 1.2.3 (1) Nā Hopena Aʻo Activities*
<mark>[Leadership Team/GLCs]</mark>
    a. *Cougar Qualities*
    b. *Quarterly PRIDE Books*
    c. *Activities that promote inclusivity and celebrate diversity*
    d. *students learn how to collaborate and communicate with their peers in their classroom through teacher instruction to develop student learning communities.*

EA 1.2.3 (2) Culture-based learning opportunities/activities
<mark>[Leadership Team/GLCs]</mark>
    a. *Place based learning*
    b. *Field trips*
    c. *Artists in the Schools*

EA 1.2.3 (3) ʻĀina Aloha programs/activities
[Principal, Curriculum Coordinator]
    a. *Kūhiō Day Celebration*
    b. *Hawaiian Studies Program* | PRIDE Book activities lists, Student Samples

Cougar Cash data | ☑ WSF, $
☐ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☑ Other:
    Up to $10,000 in ʻĀina Aloha funds from the Office of Hawaiian Education |

★ 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.*
Strat Plan *% of schools offering career exploration and development activities for students* *% of schools offering opportunities to participate in civic learning and active civic engagement* ***Complex-specific*** *CTE K-5 Career Connected Learning* *K-5 Computer Science-Foundational*				
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. *Required for all schools.*	Root Cause #1 Root Cause #3 **SW6**	*EA 1.3.1 (1) Elementary* - Expand learning opportunities to support meaningful student connection and engagement in our community and school: <mark>[Leadership Team/Counselor]</mark> a) Resource classes (coding, beekeeping, D.A.R.E.) ● Time within school is dedicated to a well-rounded experience for our students outside of core content areas b) Field Trips (2x/year) ● local contexts that offer firsthand experiences with local history, industries, cultures, and natural environments as well as that bridge connections with local leaders, organizations, and environments	*Schedules* *Participation*	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

c) Student Body Government

- Give students opportunities to represent the school in SCC meetings

d) Junior Police Officers (JPO)

- Students interact daily with parents and students in ways that reinforce positive school expectations

e) Schoolwide Service Project

- Students and teachers are given an opportunity to contribute to our school and/or local community

f) Career Day

- Students meet professionals in our community who can serve as examples, learning more about the World of Work

g) Journey Through The Universe (JTTU)

- Professionals engage students in interactive activities that may inspire some to pursue work in science

h) World of Work ("What will I do?")

- Students and teachers explore and integrate self-awareness and career connections in various fields

EA 1.3.1 (2) Elementary Maintain partnerships with community organizations and resources [Principal, PCNC]

a. KEIS PTO
b. KEIS SCC
c. Kalanianaʻole School Foundation
d. Connect Point Church
e. Artists in the Schools
f. Kekelaokalani

		g. Hawaii Island Community Health Center [CTE Road Map](#)		

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.*
Elem ***Strat Plan***-% of first year and second year teachers participating in the state approved I&M program # of T's participating in PD beyond the 21 hours of teacher's job embedded training required by the CBA ***HWCA Focus Measures*** ***Indicator 17: State Systemic Improvement Plan (SSIP):*** General and Special Education K-4 teachers know and implement evidence-based practices in the Science of Reading for Phonemic Awareness and Phonics **Progress Monitoring:** % of teachers who have participated in training based in the science of reading for phonemic awareness and phonics and/or % of classroom fidelity checks with 80% or better implementation.				

2.1.2 All teachers are effective or receive the necessary support to become effective.
All HW Schools
	Root Cause #2
	Root Cause #1
	
	_SW6_
		EA 2.1.2 (1) Induction & Mentoring Activities <mark>[Curriculum Coordinator]</mark>
		
		    a. *Complex Area I & M program*
		    b. *School level I & M activities*
		
		EA 2.1.2 (2) Professional Development <mark>[Principal]</mark>
			Participation
			
			PD Calendar
				☑ WSF, $
				☑ Title I, $
				☐ Title II, $
				☐ Title III, $
				☐ Title IV-A, $
				☐ Title IV-B, $
				☐ IDEA, $

| *(To add additional desired outcomes, duplicate this row, including source of funds checkboxes)* | | a. *21 Hours PD plan (aligned to root causes/need areas)*
-collaboration & articulation
-data review
-data analysis
-district and state mandatory PD (ex. Suicide, Sexual Violence, etc.)
b. *Additional school PD (aligned to root causes/need areas)*
-Powerful Teaching and Learning
-Fluency
-SEL/Second Step
-QBS Safety Care
-World of Work

EL specific activities
EL Plan - Goal 2
C. Developing a system to provide high-quality support and collaboration opportunities to improve EL instructional practices (e.g., coaching, modeling, self-directed learning, peer support) | | ☐ 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.*
***Strat Plan*-*% of schools with all required stakeholders represented in SCC membership* *% of schools with overall positive rating on the SCC self-assessment rating*				
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. *Required for all schools.*	Root Cause #2	*EA 3.3.1 (1) Conduct Orientation/Training Session for new SCC members on roles and responsibilities* [Principal David Dinkel] a. *Monitor Academic Plan* b. *Hold two community meetings annually* c. *Nominate and hold elections for new members* d. *Complete SCC Self Assessment & Principal Survey*	*SCC member roster and agendas*	☐ 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.*

HWCA Focus Measures
Indicator 8: Parent Involvement: Goal: 100% of parents are provided the annual survey during the annual IEP meeting.
Progress Monitoring: % of confirmed survey distribution to parents at every annual IEP meeting for all SWDs.

Desired Outcome	Root/ Contributing Cause	Enabling Activities and Name of Accountable Lead(s)	Monitoring of Progress	Anticipated Source of Funds
3.3.2 All families and staff can easily learn about and participate in feedback processes that inform decision making at the school, complex area, and state levels *All HW Schools* *(To add additional desired outcomes, duplicate this row, including source of funds checkboxes)*	Root Cause #2	*EA 3.3.2 (1) Communicate with the school community through school website and/or social media.* [PCNC, Curriculum Coordinator, DPUST support] *EA 3.3.2 (2) Communicate with the school community through monthly School Community Council meetings.* [Principal]	*School websites or social media*	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

| 3.3.3 All families and staff can easily learn about and participate in engagement activities related to school initiatives and student achievement. | Root Cause #2 | EA 3.3.3 (1) *The school will host family engagement activities that will empower families to support their child's learning* [Classroom teachers]

  a) *Literacy/Math night*
  b) *Performances*
  c) *Social-emotional Learning*
  d) *Summer Reading Books*

EL specific activities

EL Plan: Goal 4
E. Educating the school community to recognize and celebrate cultural similarities and differences (e.g., SEL lessons, studying different cultures, lessons with real-world context, utilizing parent/community resources) | Family feedback, surveys

SQS Data

SEL Data
(Second Step) | ☑ 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 Prince Jonah Kūhiō Kalaniana'ole'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*)	[refer to cell D58 in the bell schedule tool] Cell D58 - 1,095 minus 25 hours for the four waiver days = 1,070 hours
Did your school submit a SCC Waiver Request Form? Please explain.	Yes, we requested four days for professional development related to our school's identified needs and our request was approved.

Bell Schedule:

M, T, Th, F	Min	Activity	Wednesday	Min
7:55 – 8:00	5	Passing	7:55 – 8:00	5
8:00 – 8:15	15	Homeroom	8:00 – 8:15	15
8:15 – 9:45	90	Instruction/RTI	8:15 – 9:45	90
9:45 – 10:00	15	R E C E S S	9:45 – 10:00	15
10:00 – 11:40	100	Instruction/RTI	10:00 – 11:25	85
11:40 – 12:15	35	L U N C H / R E C E S S	11:25 – 12:00	35
12:15 – 2:00	105	Instruction	12:00 – 12:45	45
2:00 – 2:15	15	Closing	12:45 – 1:00	15