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

Kahakai Elementary School
Academic Plan
SY 2025-2026

76-147 Royal Poinciana Drive
Kailua-Kona, Hawaii 96740
(808)313-6200
kahakaischool@k12.hi.us

☐ Non-Title 1
School

☑ Title 1
School

☐ Kaiapuni School
(Self Contained)

☐ Kaiapuni School
(Shared School Site)

Submitted by Principal Kori Takaki		**Approved by Complex Area Superintendent** Janette Snelling	
[signature]	4/14/25	*[signature]*	APR 15 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
Grades Prek	Success for All ⌄	Other: ⌄ Success For All Curiosity Corner	Success For All Curiosity Corner	Success For All Curiosity Corner
Kindergarten	Success for All ⌄	Other: ⌄ Success For All Kinder Corner	Success For All Kinder Corner	Success For All Kinder Corner
Grades 1-5	Success for All ⌄	Teacher Created ⌄	School Developed Scope and Sequence utilizing Mystery Science Classroom Kits	Scholastic New/ Hawaiians of Old for gr. 4
Students with severe cognitive variability Grades K-5	Other: ⌄ Teachtown	Other: ⌄ Teachtown	Other: ⌄ Teachtown	Other: Teachtown

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	n/a	Origo Stepping Stones & iReady Math - toolbox	School Developed Scope and Sequence utilizing Mystery Science Classroom Kits	n/a
Grades 1-5	n/a	Origo Stepping Stones & iReady Math - toolbox	n/a	Gr. 4: Wa'a Curriculum

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
Preschool	Other: CLASS for Preschool ⌄	Other: CLASS for Preschool ⌄
Kindergarten through Grade 5	I-Ready ⌄	I-Ready ⌄

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 <u>Last Visit</u>: 2024   Year of <u>Next Action</u>: 2030   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 ˅   n/a

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> A research based ELA curriculum that incorporates cooperative learning, the science of reading and data driven placement to ensure students of all levels learn at high levels and meet grade level standards. <u>**Root/Contributing Cause:**</u> Students enter different grade levels with Gaps in Foundational Literacy Skills; Prior to incorporating Success For All (SFA) there was a lack of Differentiation and Targeted Instruction within Tier 1 ELA instruction. Though we are in our 3rd year of SFA we are still working on implementing the program with fidelity and consistency across all classrooms.
2	<u>**Student Need:**</u> A cohesive and equitable math learning experience that ensures all students master grade-level priority standards and develop strong problem-solving skills. <u>**Root/Contributing Cause:**</u> Variations in instructional pacing, depth of content, and intervention strategies contribute to gaps in student understanding and achievement. There is also a lack of deep understanding of best practices for designing and delivering Math instruction across all classrooms.
3	<u>**Student Need:**</u> A comprehensive system of support that fosters academic success, emotional well-being, and positive behavior for all students. <u>**Root/Contributing Cause:**</u> Many students face challenges related to self-regulation, social-emotional skills, and school engagement, which can impact student's ability to access learning effectively. The lack of commitment to school attendance and the rate of chronic absenteeism also impacts student's ability to access learning and achieve school success.

	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 Severe Cognitive Challenges/Needs that have an Individualized Education Plan. (SPED) **Identified Student Need(s):** A comprehensive curriculum appropriate for their cognitive needs that addresses all core content areas (ELA, Math, Science and Social Studies.
2	**Targeted Subgroup:** Students who are learning English Language as a second language. (EL Learners) **Identified Student Need(s):** Targeted language support, culturally responsive instruction, and structured opportunities for academic and social language development to ensure their success in all subject areas.
3	**Targeted Subgroup:** Students who are economically disadvantaged or experiencing economic hardship. **Identified Student Need(s):** Academic, Social-Emotional and Behavioral Support and Intervention; access to resources needed to fully engage in school; access and resources to basic needs and stability (food, transportation, clothing); and Family engagement services that address these critical needs.

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.	All students deserve a solid and supported transition to Kindergarten.	100% of Kindergarten teachers will be trained to administer the Kindergarten entry assessment. 100% of Kindergarten students will be assessed in their first month of Kindergarten attendance. (30 school days) Accountable Lead: *Kindergarten Grade Level Chairperson*	● Kindergarten Entry Assessment	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

Reading Proficiency 1.1.2.　All students read proficiently by the end of third grade, and those who do not read proficiently <u>receive necessary and timely support</u> to become proficient.	In the 23-24sy, Third grade SBA proficiency for ELA was 42%.	100% of students will receive ELA instruction with the Success for All Program (SFA) from Preschool through Grade 5 as the Core Curriculum for ELA. 　● Curiosity Corner - Preschool 　● Kinder Corner - Kindergarten 　● Roots & Wings - 1st through 5th grade 　● SFA Reading Tutoring utilized for grades 1 and 2 for students in need of additional reading intervention. Administrators and SFA Facilitator will monitor consistent implementation of schoolwide classroom management techniques and instructional practices**(WASC #3)** Accountable Lead: Jennifer Ilaban, SFA Facilitator	● Member Center ● Roots Assessment ● iReady diagnostic data will be used to measure student growth 3 times during the year. Our goal is to have at least 50% proficiency by mid year; and 65% by the end of the year diagnostic	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $
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.	In the 23-24sy our SBA scores for Math were at 33% as a school in comparison to th state average of 40%.	100% of teachers will engage in the PLC structure to design instructional units around priority standards coupled with common formative assessments in order to closely monitor priority standard mastery as a grade level team; *while continuing to plan and teach all other common core grade level math standards in their classroom.* 100% of students will be provided with a cohesive and equitable math learning experience that ensures all students master grade-level priority standards and develop strong problem-solving skills. Administrators and Math Facilitator will monitor consistent implementation of schoolwide classroom management techniques and instructional practices**(WASC #3)** Accountable Lead: Iris HIgashi-Oshiro, Math Facilitator	● CFA data documented in the teams TACA form ● iReady diagnostic data will be used to measure student growth 3 times during the year. Our goal is to have at least 50% proficiency by mid year; and 65% by the end of the year diagnostic	☑ 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. | Sy23-23 SBA Data

ELA for subgroups
● 32.4% Disadvantaged
● 15.7% Special Education
● 14.6% English Learners
Math for subgroups
● 28.1%Disadvantaged
● 5.2% Special Education
● 16.8% English Learners | 100% of EL Students will have access to necessary EL services and support.
● Differentiated and targeted support for varied levels of learners (NEPS, LEPS and FEPS)
● Before and After school enrichment opportunities will be provided as funding allows
● Ongoing PD and Support for Classroom teaches to provide sheltered instruction (ie: GLAD strategies)
100% of Disadvantaged Students will have access to necessary services and support.
● Differentiated and targeted support for varied students needs to include academic, social-emotional and behavioral supports.
● Access to basic needs and additional supplies to engage and access learning.
100% of Special Education Students will have access to individualized education plans that meet their needs.
● Least restrictive learning environments that provide appropriate instruction and opportunities to make progress toward the IEP goals.
● Appropriate curriculum and interventions to include Teachtown for those with severe cognitive challenges/needs. | Our goal is to see a 10% increase in all subgroups for SBA ELA and Math each year. | ☑ 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. | Students face multiple challenges when transitioning from elementary to middle school, which can impact their academic performance, social-emotional well-being, and long-term success. | 100% of students in grade 5 transitioning to middle school will be provided with and encouraged to participate in transition activities.
● Kahakai's Elementary Counselor will provide guidance lessons to address Social-emotional learning on resilience, organization, and peer relationships.
● Middle School Visits will be coordinated with feeder schools to provide students with a look ahead their upcoming middle school.
● Summer Bridge programs and Family engagement workshops provided by Middle Schools will be encouraged and promoted.

Accountable Lead: School Counselor | Our goal is that at least 75% of students participate in transition activities offered. | ☐ 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.*	Average Daily attendance for the 23-24sy was 90.6%	100% of students will be monitored for daily attendance and those with attendance issues will be contacted first by the teacher; then the counselor; and those with Chronic Absenteeism will be contacted by a school Administrator. 100% of students will be able to participate in attendance rewards for class attendance and individual attendance each quarter. 100% of staff members will engage in and utilize PBIS structures to support, encourage and reward/celebrate school attendance. Accountable Lead: School Counselor	• Infinite Campus • Lei Kulia • Solution Team: Attendance Committee Meeting Minutes Our goal is to decrease chronic absenteeism by 5% from the sy24-25sy.	☑ 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.*	Disruptive behaviors and emotional regulation needs of students continue to be an area of focus for about 10% of our students which affects the learning environment. In the 23-24sy 4% of our student body (19) students were suspended for warranted behaviors.	100% of Students will receive instruction on the behavior standards matrix. 100% of Students will receive instruction for social-emotional learning through the Getting Along Together (GAT) curriculum 100% of Teachers will receive professional development for GAT curriculum and effective classroom management if needed. 100% of Staff will follow the school's protocols for teaching and intervening on behavior (including informing and working with the parents); and when warranted reporting reportable ch.19 offenses. ⯒ Kahakai Behavior Solutions Flow Chart .pptx Kahakai Admin and Counseling Team will continue to streamline, and all staff will implement the formalized system for referring and addressing comprehensive student needs **(WASC #5)** Accountable Leads: Cooperative Culture Team Lead (TBD); and Vice Principal (TBD)	**Teacher:** ● Think it through sheets ● Parent Contact Log **Admin:** ● Referral Data - google reporting form ● Think it through sheets/ Fix it forms ● Referral Processing Forms ● Infinite Campus **Counselor:** ● Counseling Follow Up form Our goal is to decrease referrals from 10% in the sy24-25 to 7%.	☑ 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.*		100% of Teachers will receive an overview training of Nā Hopena Aʻo. 100% of Staff will promote the school's pillars: Safety, Aloha, High Quality Teaching and Learning while utilizing PBIS structures in place to provide a conducive learning environment and to support, encourage and reward Nā Hopena Aʻo. ● Aliʻi tickets will be used to acknowledge Nā Hopena Aʻo, the 3 B's and the pillar of Aloha Accountable Lead: School Counselor	Panorama Data will be measured for sense of belonging.Our goal is for a 10% increase from the sy24-25.	☑ 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. *Required for all schools.*	Many students do not have exposure to diverse career pathways, limiting their understanding of future possibilities.	100% of classroom teachers will implement project based learning for Social Studies that engages students to career, community and civic content. 100% of students will have the opportunity to engage in career or community partner activities as they are available (ie: career fair, visits from community helpers which may include Fire, Police or Medical.) 100% of 4th graders are provided the opportunity to apply to be an Aloha Ambassador. 100% of 4th and 5th graders have the opportunity to apply to be in the Ali'i Club. 100% of 5th graders are provided the opportunity to run for student council positions. • 100% of students engage in the Student Council Election process. Accountable Leads: Principal and School Counselor	Project based lesson plans will be monitored and collected to ensure 100% of teachers are implementing PBL by the end of the year. Our goal is for at least 75% of our students to engage in one career or community partner activity by the end of the year.	☑ 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.*

All Staff will engage in the PLC process to ensure high levels of learning for all students.	**WASC Critical Area of Follow Up #4:** Kahakai Elementary Staff will continue to strengthen Tier 1 classroom instruction; continue to refine Tier 2 and 3 instructional support and interventions, within the WIN Block, for all learners in ELA, Math and Behavior (HMTSS).
	
	WASC Critical Area of Follow Up #6: Kahakai Teachers will develop learning targets and success criteria, to achieve grade level standards and
		100% of Teachers will fully participate and contribute meaningfully to the Professional Learning Community at Kahakai each quarter.
		● Monday Morning PLT
		  ○ Create and Pace out Unit Plans that address identified priority standards for the year; develop proficiency scales; Collaboratively design learning targets and success criteria
		  ○ Analyze data to determine appropriate interventions needed after each instructional interval (CFA) and end of unit (summative).
		  ○ Utilize the structures of PLC to also guide individual planning for standards not addressed in PLT in order to ensure all grade level standards are taught for all core content areas.
		● Weekly Common Planning PLT
		  ○ Collaboratively plan instruction and identify research based - common instructional strategies to ensure all students achieve the standards.
		Accountable Leads: Principal, SFA and Math Facilitators
			● Unit Plans
			● TACA forms
			● WIN Block Plans
			● Pacing Documents
			● Walkthrough Data
			● Posted Learning Targets & Success Criteria
			● Classroom Management Plans
				☑ WSF, $
				☑ Title I, $
				☐ Title II, $
				☐ Title III, $
				☐ Title IV-A, $
				☐ Title IV-B, $
				☐ IDEA, $
				☐ SPPA, $
				☐ Homeless, $
				☐ Grant:___, $
				☐ Other:___, $

	demonstrate the GLOs			
All Staff will engage in the Vertical Articulation to analyze cross Grade level data to align to student needs	**WASC Critical Area of Follow Up #1:** Kahakai Elementary Leadership Team will create more opportunities for vertical articulation time to analyze cross grade level data to align with student needs.	100% of Teachers will fully participate and contribute meaningfully to the Professional Learning Community at Kahakai. ● Vertical Articulation Accountable Leads: Principal, SFA and Math Facilitators	● Student CFA and ● Summative Data ● iReady data ● Student work Our goal is that 95% of our teachers engage in each vertical articulation opportunity.	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $
All staff will receive and engage in necessary professional development in order to meet the needs of all students and increase student achievement.	**WASC Critical Area of Follow Up #2:** Kahakai Elementary leadership team will create a comprehensive, formalized, and long-term program addressing professional development and strengths/needs for subgroups of students (SPED, EL) including outside community partnerships, increasing student achievement for all learners.	A formalized plan for Professional Development will be developed by Administration to address: ● School and Teacher needs ● Special Needs Learner needs ● English Language Learner needs	PD Plan will be monitored and participation measured by sign in sheets. Our goal is that 95% of our teachers will engage in each scheduled PD.	☑ 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.	In order to have a well functioning school community all stakeholders must be involved and engaged. *Required for all schools.*	100% of SCC roles will be filled by September 2025 and a functioning SCC will meet regularly and be engaged with the school principal. The SCC will plan and hold two community meetings each year. Accountable Lead: Principal Takaki and SCC Chair Alisha DeGuair	● SCC Roster ● SCC Meeting Calendar ● SCC Agendas and Minutes Participation in meetings will be measured by sign in sheets to include board and community meetings. Our goal is to have 100% board participation at all meetings.	☑ 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.*
Fully engage stakeholders (Family, Community, Etc.) in meaningful activities focused on improving student achievement.	Since returning to in person learning (post covid) our focus has been to connect and cultivate relationships and partnerships on campus to improve student achievement and school performance.	The School will plan and host various meaningful activities to engage stakeholders in supporting student achievement and school performance/success. These may include but are not limited to: ● Orientation/ KinderCamp ● Open House ● Parent-Teacher Conferences ● Title 1 Parent Events: Reading, Math, STEM, SEL ● EL Family Nights ● Bookfair ● SCC Community Meetings ● Principal's Second Cup of Coffee ● Community Partners Pupu Hour ● Winterfest ● May Day The PCNC will maintain social media accounts to ensure ongoing and effective communication about school events, celebrations and announcements ● REMIND- school wide account ● Instagram ● Facebook The PCNC and DPUST will work together to maintain a current and informative Website that engages all stakeholders. Accountable Lead: Rikki Grace, PCNC	● Event Calendar ● Event Announcements/Fliers ● Sign In sheets	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☑ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $
Fully engage stakeholders (Family, Community, Etc.) in meaningful communication	There is a need to ensure ongoing and effective	100% of teachers will utilize the REMIND app to communicate with families frequently. Teachers will also use phone calls to	Our goal is to have 100% of families signed up and engaged in	☑ WSF, $ ☑ Title I, $

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and partnership focused on improving student achievement.	communication between Teachers and Parents on student progress to improve student achievement.	communicate when a call is more appropriate for the communication. • 100% of teachers will communicate at least weekly to update parents on what happened the prior week and/or what will be happening in the "week ahead". • 100% of teachers will communicate with parents when a child is absent per the student/parent handbook. • 100% of teachers will communicate when a child is experiencing difficulty with academics or behavior as soon as the concern arises. • 100% of teachers will engage in parent teacher conferences after the 1st quarter report card is sent home. • 100% of teachers will engage with families and build relationships that support learning at the beginning of the year Orientation or KinderCamp. 100% of teachers will set goals with their students to ensure ownership of learning and student voice. Goals will be shared with parents for ongoing support of student achievement. • SFA reading goals • iReady diagnostic goals • Class Council and GAT goals • Etc. Accountable Lead: Grade Level Chairs/Guiding Coalition	REMIND by the end of the first quarter.	☐ 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 Kahakai Elementary School's current bell schedule(s) and total student instructional hours per year. To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided [bell schedule tool]().	
Total student instructional hours per year *(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)*	990
Did your school submit a SCC Waiver Request Form? Please explain.	Yes
Bell Schedule: 🟩 Kahakai Elementary Bell Schedule sy25-26 DRAFT	