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

Konawaena Elementary School Academic Plan SY 2025-2026

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

Submitted by Principal Jessica Dahlke		Approved by Complex Area Superintendent	
Jessica Dahlke (Apr 15, 2025 15:15 HST)	04/15/2025	*Janette Snelling* Janette Snelling (Apr 15, 2025 15:20 HST)	04/15/2025

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
Pre-K	Success for All ⌄ Curiosity Corner	Teacher Created ⌄	Teacher Created	Teacher Created
Kindergarten	Success for All ⌄ Kinder Corner	Eureka Math2 ⌄	Discovery Education	Teacher Created
Early Elementary	Success for All ⌄ Roots	Eureka Math2 ⌄	Discovery Education	Teacher Created
Late Elementary	Success for All ⌄ Wings	Eureka Math2 ⌄	Discovery Education	Teacher Created

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
2	Scholastic News		Scholastic News	Scholastic News
K-5	AR Renaissance Learning	iReady Math	iReady Reading	iReady Reading
K-5	Write from Beginning and Beyond			Write from Beginning and Beyond

HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

The Department is committed to ensuring that every student receives the support necessary for success. This commitment includes providing personalized support to meet individual student needs, documenting student interventions and monitoring progress.

How does your school document HMTSS student interventions? Please select all that apply. If "Other" is selected, please explain.
☐ Panorama   ☑ School-created template   ☐ Other:

UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

This section highlights school-administered screening, and/or other progress monitoring assessments designed to quickly identify the needs of students in **Kindergarten through Grade 9** who may require additional support.

Please utilize the dropdown list to identify the <u>screening and/or progress monitoring assessments</u> used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the assessment. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics
K-5	I-Ready ⌄	I-Ready ⌄
K-5	DIBELS ⌄	Other: ⌄ Eureka Mid Mod/End of Mod Tests
K-5	Teacher Created ⌄ CFAs	Teacher Created ⌄ CFAs
1-5	SFA Roots / Comprehension & Word Power Tests	

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: [2024] Year of Next Action: [2027] Year of Next Self-Study:
Type of Last Visit: Full Self-Study ⌄ Type of Next Action: Mid-Cycle Report & Visit ⌄ [2030]

Please identify <u>critical student learning needs</u> and the <u>root/contributing cause</u> why these needs have been prioritized. **"***What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?***"** Please number the student need and root/contributing cause for ease of cross-referencing.	
1	**Student Need:** Reduce the Achievement Gap **Root/Contributing Cause:** Lack of comprehensive support system / interventions meeting the disparate needs of vulnerable populations. Current supports provided vary in effectiveness.
2	**Student Need:** Refine and fortify MTSS and Intervention Process **Root/Contributing Cause:** Lack of consistent implementation within the MTSS system is provided to students performing above and below grade level. Lack of teacher efficacy, systemic support, and resources to effectively differentiate instruction. Lack of cohesive professional development plan to address teacher capacity and streamline planning.
3	**Student Need:** Increase Regular Daily Attendance rate **Root/Contributing Cause:** Inconsistent attitudes toward the value of regular attendance. Lack of strong culture embracing the importance of regular daily school attendance.

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:** English Learners **Identified Student Need(s):** Literacy
2	**Targeted Subgroup:** Special Education Students **Identified Student Need(s):** Literacy
3	**Targeted Subgroup:** High Needs Students **Identified Student Need(s):** Literacy and Math
4	**Targeted Subgroup:** Gifted and Talented **Identified Student Need(s):** Enrichment Subjects / Interdisciplinary

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.	Longitudinal data indicate that many students are not ready for kindergarten due to lack of preschool or home preparation. And Root Cause #1	Administer incoming Kindergarten Team-developed assessments and the KEA assessment to gain an understanding of individual student needs and to create a foundation of learning for students. Use iReady universal screening data to support student learning. **Accountability Leads:** Kindergarten Teachers	Monitoring of Universal Screening Data (Fall / Winter / Spring) Monitoring of Panorama SEL Data Increase of iReady Universal Screener data by a minimum of 25% in both academic areas	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

Reading Proficiency	To promote a literate society that is composed of contributing members, KES will follow the expectations of the Complex and the CLSD Grant. And Root Cause #1 and #2	Support all students with Targeted interventions delivered through appropriate placement in SFA reading classes.	Improvement in Universal Screener Data Minimum of 25% growth in both subject areas as measured by iReady	☑ 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.		Provide dedicated data-driven RTI time, tutoring, and enrichment opportunities for students identified through the HMTSS process. Supply teachers with professional development, training, human resources, and planning time to ensure that specific needs are met.		☑ Title I, $106,000
			HMTSS Data Monitoring	☐ Title II, $
		Encourage families to actively participate in their children's learning by providing reading homework and optional math foundational skills homework.		☐ Title III, $
			Longitudinal Improvement in SBA scores	☐ Title IV-A, $
		Under the purview of the CLSD grant, continue to promote the Science of Reading and promote best literacy practices to elevate the performance of all learners.		☐ Title IV-B, $
			Increase of 3% points in all three areas	☐ IDEA, $
				☐ SPPA, $
		Supply families with supplies to foster continued learning at home. Books will be provided at some family engagement nights.		☐ Homeless, $
				☑ Grant: CLSD, $
		Accountability Leads: Admin, HMTSS Team, Coaches, and Teachers		☐ 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.	To promote a mathematically literate society that is composed of contributing members, KES will follow the roadmap set by West Hawaii Priority Standards using our guaranteed, viable curriculum as the delivery system. And Root Cause #1 and #2	Support students with Targeted Interventions delivered through small group instruction and dedicated RTI time, with additional staff support, PD, and planning time to meet student needs. Provide tutoring and enrichment opportunities for students identified through the HMTSS process. Purchase high quality curricula in Math, Science, and GT that support and extend learning for all of our students. Create additional opportunities for GT students to build skills and leadership. Supply families with Eureka Squared Problem Sets and/ or optional foundational math homework to allow for continued learning at home. **Accountability Leads:** HTMSS Team and Teachers	Improvement in Universal Screener Data Increase of a minimum of 25% points in mathematics as measured by iReady HMTSS Data Monitoring Longitudinal Improvement in SBA scores Increase of 3% point in Mathematics on SBA	☑ WSF, $ ☑ Title I, $62,000 ☐ 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. | To provide an equitable educational opportunity for all students and mitigate challenges to the greatest extent possible. And Root Cause #1 and #2 | Support all students through inclusive practices, offering meaningful inclusion opportunities to students identified as English Learners (EL) or those with Individualized Education Programs (IEPs) and 504 Plans.

Create an equitable, not equal, learning environment for all students. Provide ongoing support for RTI and small group instruction, supported by McCarley TMG and consultants in SFA.

Continue to refine SMIEP data-driven benchmarks, Classroom Management Plans, and best practices in co-teaching, aligning with KES's dedication to inclusivity. Build

Accountability Leads: Admin, NCTs, SPED Teachers, and Classroom Teachers | Data disaggregated by student group (vulnerable groups and major races/ethnicities)

Each subgroup listed below to increase by a minimum of 5% points

● Language arts proficiency
● Mathematics proficiency
● Science proficiency
● Growth in academic proficiency
● Regular attendance | ☑ WSF, $
☑ Title I, $22,500
☐ 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. | It is imperative that students transition successfully at critical points, such as from elementary to middle school, as these transitions mark significant shifts in academic, social, and emotional demands, and smooth transitions facilitate continuity in learning and support students' overall well-being as they navigate new environments and expectations. Successful transitions also set the foundation for academic engagement, social integration, and emotional | Kindergarten Summer Transition Program;

 Kindergarten Orientation/Transition schedule;

 Partnerships with Konawaena Middle and High School, Reading Buddies, 6th grade visit to KES, and 5th Grade visit and class experience at KMS, etc.

 Accountability Leads: Admin, NCTs, and Classroom Teachers | IP - Percent of elementary schools with transition activities for newly entering students. Percent of middle / intermediate schools with transition activities for students entering from elementary school.

 100% of fifth graders will participate in transition activities. | ☑ WSF, $
 ☐ Title I, $
 ☐ Title II, $
 ☐ Title III, $
 ☐ Title IV-A, $
 ☐ Title IV-B, $
 ☐ IDEA, $
 ☐ SPPA, $
 ☐ Homeless, $
 ☐ Grant:__, $
 ☐ Other:__, $ |

	resilience, ultimately contributing to students' long-term academic success and personal development. And Root Cause #3			

★ 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.	We are committed to fostering a holistic learning environment where students thrive intellectually, socially, and emotionally. KES's goal is to cultivate a love for knowledge, nurture critical thinking skills, foster meaningful social connections, and prepare students for their future academic and professional endeavors. Through	HMTSS tracking and monitoring of attendance concerns. Collaborative relationship with Tea Greenwell, West Hawaii Social Worker, to assist students and families displaying chronic absenteeism; Increased communication with families through all modalities, including letters as thresholds of absences, are met. Create more exciting, engaging activities to promote and encourage intrinsic and extrinsic motivation to attend school. HMTSS team will create and implement attendance support program; Continue to communicate to parents the importance of attendance.	Tracking of students meeting thresholds requiring letters; Signed returned letters; Panorama Data reflecting positive school experiences; Panorama Data will increase by 2% points in SEL Data	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

	engaging curriculum, supportive educators, and a vibrant school community, we strive to empower each student to reach their fullest potential and become lifelong learners. And Root Cause #3			

| 1.2.2. All students demonstrate positive behaviors at school. | KES prioritizes the cultivation of positive behaviors among all students, fostering an environment conducive to learning, respectful interactions, and inclusive communities. Through our efforts, we seek to instill values of respect, empathy, and collaboration, nurturing a culture where every student feels valued and empowered to succeed. And Root Cause #3 | Utilize HTMSS. Weekly meetings to review concerns related to progress of students. Staff provided Heads-Up form HTMSS team determines next steps and evaluates the effectiveness of the intervention, as well as possibly recommend SFT.

The Behavior Guiding Coalition meets 1 time per month and determines a focus area and PIP. Communicate alternative discipline programs and behavioral trend data with families and staff.

The school collaboratively created our behavioral expectations identified as ROAR. Continue explicit instruction of target behaviors in targeted areas twice each year. Continue to refine processes that address minor behaviors, referral reporting, and consequences.

Continue implementation of ROAR program'; explicit teaching and positive public praise (ROAR tickets).

Accountability Leads: Admin, Teachers, and HTMSS Team | Classroom Behavior Data Tracker;

IC behavior data;

Panorama Data;

Panorama Data will show a minimum of 2% point growth by final survey of 24-25SY. | ☑ 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 A'o environment for learning. | KES is dedicated to providing students with a Na Hopena A'o learning environment within the Hawaii Department of Education. Our primary goal is to cultivate cultural awareness, foster holistic well-being, empower students to become responsible citizens and promote lifelong learning deeply rooted in Hawaiian values and perspectives by embracing the principles of Na Hopena A'o, we aim to nurture a community where students thrive academically, socially, and culturally, | Create Place-Based grounding and learning activities for both students and staff.

Use Na Hopena A'o principles to strengthen classrooms, grade levels, and the whole school with a sense of belonging for all.

Incorporation of Hawaiian Studies through a partnership with Aloha MAPs.

Explore Social Studies curricula which expound upon Na Hopena Ao.

Embracing culture through the ritual of May Day.

Accountability Leads: Admin, NCTs, Teachers | Student surveys through Panorama will show an increased sense of belonging in the SEL Spring survey when compared to Fall results. The increase will be a minimum of 5% points. | ☑ WSF, $
☐ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |

	equipping them with the skills and mindset necessary for success in an ever-changing world. And Root Cause #3			

★ 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.	KES has designed programs to nurture well-rounded development, cultivate practical real-world skills, and instill a strong sense of social responsibility in our students. Through our comprehensive approach to education, we aim to prepare students for active and informed citizenship, equipping them with the	KES students have opportunities to participate in career, community, civic, and school events such as: Meet n Greet EL Nights/MEP Nights Winter Craft Night Movie Nights Aloha Map Enrichment Programs May Day Turkey Trot Wally the Wildcat Kamuela Philharmonic Orchestra Concerts and Music Classes KPOs Musician Visits Hawaii Opera Theater GEMS Artists in School 6th Grade Middle School Transition Reading Buddies Literacy Night Literacy Breakfast	Document events and student participation throughout the year; Teaching of participation and a goal of 75% of families participating in at least one event during the 24-25 SY.	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

	knowledge, skills, and values needed to positively contribute to their communities and the world at large. And Root Cause #3	Math Game Night Health Night (Boys' Night/ Girls' Night) Foster relationships with parents and create more opportunities for parents to volunteer on campus. **Accountability Leads:** PCNC, Admin, Volunteer Leads		

K-12 Alignment				
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.	By providing opportunities for students to engage in rigorous standards-based instruction, teachers can ensure that their students have the knowledge and skills they need to succeed academically. Rigorous instruction involves challenging students to think critically and problem-solve which helps them to develop higher-order thinking skills that will be valuable in their future academic endeavors. And Root Cause #1	PLTs are functioning well and contributing to increased teacher efficacy. Dedicated Guaranteed and Viable Curriculum for reading, writing, and math addresses standards. Regular meetings of PLTs, Academic Guiding Coalition, Behavioral Guiding Coalition, and the Lead Team underscore a commitment to data-driven decision-making and schoolwide Improvement. Devote faculty meeting time to priority standards, and the vertical alignment of skills. Ins and Outs protocol to be delivered in April. **Accountability Leads:** GGLCs, NCTs, Admin	Improvement in Universal Screener Data; Minimum of 25% growth in both subject areas as measured by iReady; HMTSS Data Monitoring; Longitudinal Improvement in SBA scores; Increase of 3% points in all three areas; 100% participation by teachers in the PLT process.	☑ 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.*
2.1.2 All teachers are effective or receive the necessary support to become effective. All staff will engage in the PLC process to ensure high-quality instruction using the four critical questions as the road map for student success.	Highly effective Teachers collaborate around student learning allows for greater collective teacher efficacy, which positively impacts student achievement. And Root Cause #1 and 2	All teachers will utilize the PLT process to implement best practice strategies to plan and modify instruction informed by formative assessment data. Academic: All teacher teams will develop: ● Quarterly Unit plans/ Pacing Guides, ● Identifying and agreements of priority standards ● Proficiency scales ● Pacing of Priority Standards ● Success criteria ● Learning targets **Accountability Leads:** All Teachers and Admin	PLT data forms; Pacing Guides; Universal Screener and SBA Data; 100% of grade levels will submit CFAs and Pacing Guides through the PLT process	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☑ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

2.1.2 All teachers are effective or receive the necessary support to become effective.	Highly effective Teachers demonstrate research-based practices, aligned to priority standards and assessment, which positively impacts student achievement. And Root Cause #1 and 2	All staff will participate in professional development provided through the CLSD grant ● All teachers: Science of Reading ● GC/Leadership: HMTSS-R ● Literacy Coach: HIDOE coaching sessions **Accountability Leads:** Administration, Academic Coaches	iReady Data DIBELS Scores, Roots scores, Wings Word Power and Comprehension scores HMTSS Data Tier 2 students will increase proficiency by 10%	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☑ Grant: CLSD___, $ ☐ 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.	We ensure SCC membership, engagement, and meetings with administration to provide community voice to school operations. And Root Cause #3	Use of Google Calendar and Reminder to set meetings and double-check upon agreed-upon dates. **Accountability Leads:** Principal and SCC Chairperson	Agenda and minutes for meetings; Posting on documents on the school website; 100% of SCC meetings will have required attendance as measured by agenda and sign in sheets.	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.				
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and* Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
3.3.2. All families and staff can easily learn about and participate in feedback processes that inform decision making at the school.	To offer the opportunity to be an active participant in KES's decisions and increasing participation rates in teacher and parent dimensions to gather perceptual data. And Root Cause #2 and 3	Title 1 Family Engagement Nights - Explain Title 1 Function - Host Literacy Night Health and Wellness Nights Literacy and Math Nights Encourage more PTA volunteers in classrooms. **Accountability Leads:** Admin ELL Family Nights - Promote inclusive performances of our ELL students/families - Focus on literacy **Accountability Leads:** ELL Coordinator		☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

★ Other Systems of Support				
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.*

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 Konawaena 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 <u>hours per year</u> *(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)*	1104
Did your school submit a SCC Waiver Request Form? Please explain.	Yes. Requested 2 Waiver Days for Professional Development.
Bell Schedule: Konawaena Elementary School [Bell Schedule](#)	