NĀ HOPENA AʻO

PRIORITY 3
Effective And Efficient Operations At All Levels

PRIORITY 2
High-Quality Educator Workforce In All Schools

PRIORITY 1
High-Quality Learning For All

Kaunakakai 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: Daniel Espaniola		Approved by Complex Area Superintendent:	
Daniel Espaniola	Date 04/02/2025	Insert signature	date
		Rebecca Winkie	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
PreSchool Special Education	AEPS-3 Assessment, Evaluation, & Programming Systems for Infants & Children	Other: ⌄ Other: ⌄ AEPS-3 Assessment, Evaluation, & Programming Systems for Infants & Children	Other: ⌄ AEPS-3 Assessment, Evaluation, & Programming Systems for Infants & Children	Other: ⌄ AEPS-3 Assessment, Evaluation, & Programming Systems for Infants & Children
Executive Office on Early Learning (EOEL)	EOEL Program & Teacher created	EOEL Program & Teacher created	EOEL Program & Teacher created	EOEL Program & Teacher created
K - 3rd Grade	'23 Wonders ⌄	2022 Stepping Stones	2018 Amplified Science	Other: ⌄ Teacher created
4th - 6th Grade	'23 Wonders ⌄	2020 Into Math	2018 Amplified Science	Other: 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
K	ABC Mouse, Moby Max, Epic, ECRI	Moby Max, Clever		
1st	Achieve 3000, Moby Max, Teachers Pay Teachers	Moby Max, IXL Learning, Boddle, Teachers Pay Teachers		Teachers Pay Teachers
2nd	Moby Max, Epic, Splash Learn	Moby Max, Sumdog, Splash Learn		Teachers Pay Teachers
3rd	Accelerated Reader, IXL Learning, Multiple Skills	Khan Academy, IXL, Sum Dog, REFLEX/FRAX math		
4th	Achieve 3000, IXL	IXL, REFLEX/FRAX math		
5th	Achieve 3000, STAIRS Protocol	IXL, REFLEX/FRAX math		
6th	Achieve 3000, IXL, Moby Max, Qwerty, Typing Club	IXL, Moby Max, Moomoo Math, Sum Dog	YouTube Science, Self made Science Programs	Virtual Fieldtrips, CNN 10

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
Kindergarten	DIBELS ▾ & STAR 360	STAR 360
1st Grade	DIBELS ▾ & STAR 360	STAR 360
2nd Grade	DIBELS ▾ & STAR 360	STAR 360
3rd Grade	DIBELS ▾ & STAR 360	STAR 360
4th Grade	DIBELS ▾ & STAR 360	STAR 360
5th Grade	DIBELS ▾ & STAR 360	STAR 360
6th Grade	DIBELS ▾ & STAR 360	STAR 360

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: **WASC Report February 2024**
☑ Current Western Association of Schools and Colleges (WASC) report

Year of <u>Last Visit</u>: **February 26-29, 2024**	Year of <u>Next Action</u>: **2027**	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** ▾	**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	**<u>Student Need:</u>** Increase student achievement in Language Arts Proficiency.

Language Arts Proficiency
Percent of students demonstrating proficiency on statewide language arts assessments.

|	2019-20*	2020-21	2021-22	2022-23	2023-24
State		50%	52%	52%	52%
School	--	31%	43%	45%	39%
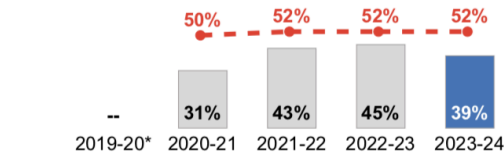
- - - - State ▢ ▮ School

Root/Contributing Cause:
1. **Due to learning loss and increased absenteeism.**
2. **Social and emotional factors. (students, families, and staff)**

Attendance Chart 1

Regular Attendance
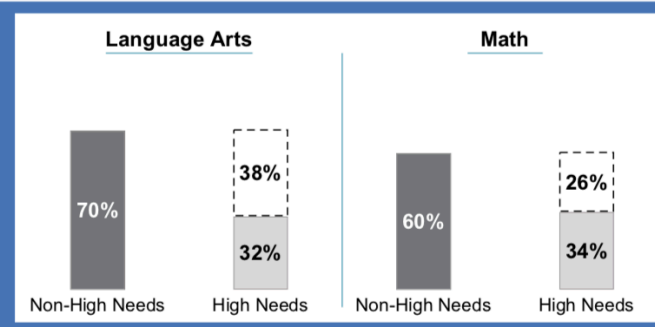Percent of students attending 90% of instructional days.

92% — 2019-20** (92%)
82% — 2020-21** (70%)
66% — 2021-22 (39%)
73% — 2022-23 (56%)
75% — 2023-24 (66%)
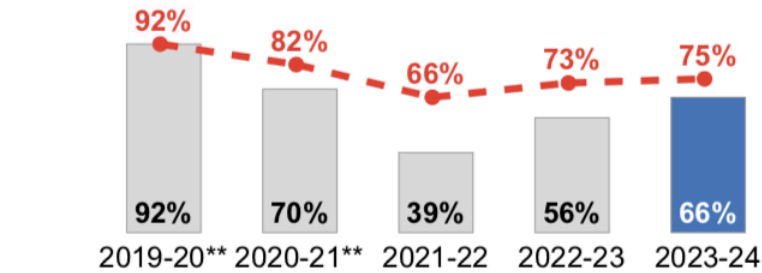
** Due to the pandemic, 2019-20 attendance is based on the first three quarters and 2020-21 was mostly online.
Data is unavailable for charter schools before 2023-24.

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2 | **Student Need:** Decrease the learning gaps between high needs and non-high needs students in Language Arts and Math

Equity in Student Learning #

Non-High Needs: Percent of students demonstrating proficiency who are not High Needs.

High Needs: Percent of students demonstrating proficiency who are English Learner, Economically Disadvantaged, and/or Special Education students.

Achievement Gap: Difference in proficiency rates between Non-High Needs and High Needs students.

Language Arts
Non-High Needs: 70%
High Needs: 32% (38%)

Math
Non-High Needs: 60%
High Needs: 34% (26%)

2023-24 Strive HI School Performance Report

Root/Contributing Cause: (See attendance chart 1 above)
1. **Due to learning loss and increased absenteeism.**
2. **Social and emotional factors. (students, families, and staff)**

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:** High Needs students (Special Education, EL, and 504's) **Identified Student Need(s):** 2023-24 Strive HI School Performance Report **Root/Contributing Cause:** (See attendance chart 1 above) 1. **Due to learning loss and increased absenteeism.** 2. **Social and emotional factors. (students, families, and staff)**
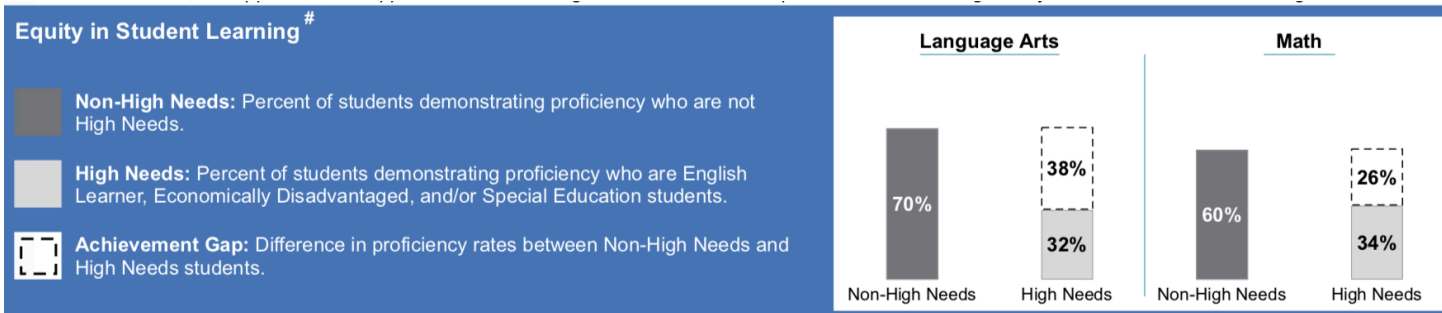
Priority 1
High-Quality Learning For All

★ 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.	To know the academic level of incoming K students and adapt instructional practices appropriately to meet their learning needs.	All incoming Kindergarten students will take the Kindergarten Readiness Assessment (KRA) at the beginning of the school year. K teachers will also utilize the 2nd Step SEL curriculum. K teachers will assess K students using DIBELS program, STAR 360 program, and the 2nd Step SEL program. K Teachers will use the Brief Externalizing and Internalizing Screener for Youth (BEISY) student survey to target and address targeted student behaviors needing support. Leads: Kindergarten Teachers	KRA results, DIBELS assessment results, SEL and BEISY survey results	☑ 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 receive necessary and timely support to become proficient.	Research shows that students who are not able to read proficiently by the end of the 3rd grade will struggle throughout their school years and are more likely to drop out of high school.	General Education, Special Education, and RTI Teachers will create targeted RTI plans for students in the Urgent Intervention Category (T3). Paraprofessional Tutors (PPTs), Paraprofessional Educators (PEs) and/or Educational Assistants (EAs) will collaborate with classroom and RTI teachers to provide targeted support for these students. Lead(s): All PreK- 3rd General Education Teachers, Special Education Teachers, RTI Teachers, EAs, PEs	RTI Teachers will monitor targeted RTI plans and support staff to successfully support student learning and achievement.	☑ 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.***	Every child deserves the chance to reach their full potential, regardless of their race, ethnicity, socioeconomic status, gender, or any other factor.	All students' academic and/or behavioral needs will be identified and addressed through our Multi-Tiered System of Support (MTSS). We then target and provide an appropriate level of student support through our RTI system. **Tier 1-** Classroom instruction **Tier 2-** Small group "targeted" instruction for skills/concepts development (RTI groups, EL student support) **Tier 3-** "Intensive" skill instruction (IEPs, 504 Plans) Leads: General Education Teachers, Sped Teachers, EL Teacher, EAs, PEs **MTSS- Multi-Tiered System of Support** MTSS is our overarching system that provides structure to achieve an inclusive, equitable, and positive learning environment for all of our students. Through different levels of student support and evidence-based practices along with student assessments, we are able to appropriately provide each student with support for each student and their learning needs. Leads: HMTSS Team- Principal, Counselor, SSC, Sped Department Chair, BHS, RTI Teachers	STAR 360, DIBELS universal screeners 3X/year BEISY and Panorama SEL survey 2X/year WIDA Access Test HMTSS meetings with Complex Staff PD sessions provided by Comlex Area staff	☑ 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. | It is important to provide our students with an opportunity to engage positively with students from other schools as they prepare to transition to Molokai Middle School as the incoming 7th grade class. | KES will collaborate with Molokai Middle School, other elementary schools on Molokai, and Molokai Complex personnel to plan and participate in a 6th grade Transition Day event held at Molokai Middle School.

We conduct annual 6th grade special education student transition meetings in collaboration with Molokai Middle School special education teachers.

Transition meetings will be done for Special Education Preschool students transitioning to Kindergarten. We will collaborate with their receiving school's special education teachers prior to the start of school.

Grade level Teachers will collaborate and develop class lists and strategically group students based on these discussions for next school year.

In preparation for Molokai Middle School, 3rd-6th Grade students will be familiar with reviewing, completing and submitting assignments in Google Classroom.

Lead(s): 6th grade Teachers, Special Education Teachers, Grade Level Teachers. | Meeting agendas, meeting notes, student plans, bulletins and flyers | ☑ 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.***	Research consistently demonstrates a strong correlation between regular and on-time school attendance and higher levels of academic achievement.	All Teachers, Counselor, and Principal will follow the Molokai Attendance Program (MAP). This will include parent notification by teacher, notification letters sent home, parent attendance meetings with Counselor and Principal, Home visit by Principal and Counselor, Social Worker home visit. Pono points will be given quarterly for students with 3 or less absences/tardies. Perfect attendance award is given at the end of the school year. Lead(s): PBIS Team (Counselor, BHS, Sped Teacher, Upper EL and Lower El Teacher)	Infinite Campus Reports Documentation of Notifications Counselor tracks student chronic absenteeism and followed up by PBIS Team and Principal.	☑ 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.*	Our PBIS system aims to create a school environment where all students can learn and thrive. By focusing on proactive teaching, positive reinforcement, and data-driven decision making, PBIS significantly improves student behavior, academic achievement, and overall school climate.	The PBIS Team meets monthly to review discipline, Panorama SEL survey, Brief Externalizing and Internalizing Screener for Youth (BEISY) data and share it with the faculty to target student needs, identify interventions, and implement appropriate support. The PBIS Team creates clarity on school wide student behavior expectations and supports teachers with strategies to create effective learning environments that emphasizes a positive and proactive classroom management approach. Our PONO Point Store led by our counselor is a student incentive activity held monthly to reward students for demonstrating our Hawaiian Core Values of KLH (Kuleana, Laulima, Hoʻihi). Students are celebrated in our "Dolphin of the Quarter" recognition during our Friday Morning Assembly (FAMA). All K-6th grade classes teach the Second Step Digital SEL program. Lead(s): PBIS Team (Counselor, BHS, Sped Teacher, Upper EL and Lower El Teacher)]	PBIS Team meeting agendas and minutes.	☑ 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.*	To help our students feel a sense of belonging, responsibility, excellence, aloha, and total well-being as a student in our Hawaii Department of Educational system.	We will strongly promote our school's Hawaiian Core Values of Kuleana (Responsibility), Laulima (Cooperation), Hoʻihi (Respect) (KLH). Along with the schoolwide behavior expectations and behavior matrix which we aligned to the General Learner Outcomes (GLOs). Our Kupuna Hawaiian Studies Teacher program will focus on and provide lessons related to our school-wide Hawaiian Core values, Song (Mele), Stories (Olelo) and related topics of Hawaiian culture and HA Framework. Physical Education classes are available for Pre K-6th grade. Lead(s): Hawaiian Studies Teacher, Teachers, EAs, PPTs	FAMA (Friday Morning Assemblies) And Presentations School Wide Behavior Matrix Hawaiian Studies Teacher schedule	☑ 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.***	Community, career, and civic learning opportunities help our students develop leadership skills, learn the importance of helping others and the community, and be exposed to a variety of learning opportunities and career options.	Students will attend culturally relevant and community field trips. (i.e. Digital Bus, Molokai Land Trust) Teachers will take students to visit community businesses and invite community guest speakers to talk with students regarding career opportunities and information. Lead(s): Teachers, Support Staff, EAs, PPTs	Field Trip Request forms and log Guest Speaker Request forms and log	☑ 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.*

100% of faculty (K-6) will participate in Professional Learning sessions on school wide and complex initiatives, core curriculum, technology and/or any other digital programs/resources	Professional development enable our teachers to expand their knowledge base and strengthen their professional practice and teaching strategies	Faculty will receive Professional Learning Opportunities regarding: ● Core curriculum and Essential Standards (i.e. Stepping ● Stones, Into Math, Wonders) and other content areas (i.e., Amplify Science, Computer Science). ● Instructional Leadership Teams (ILT) Professional Learning Communities (PLCs) ● Data Team Process Complex Math Project ● Technology and Digital Resources (Achieve 3000, MobyMax, IXL) ● HA Framework (BREATH) ● HMTSS ● PBIS ● ECRI K-2nd ● STAIRS Protocol 3rd-6th Lead(s): Principal, Leadership Team, Grade Level / Content Area Chairs, Teachers	PD agendas, Sign-in sheets, Classroom observations	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $
100% of K-6 classroom teachers will participate in the Professional Learning Communities (PLCs) process	PLCs allow teachers time to collaborate, share best practices, and discuss innovative ways to improve their delivery of instruction. Thus, in turn improve and	Teachers will use the Professional Learning Communities (PLC) process to collaboratively analyze student data, set goals, and adjust their teaching practice to meet the needs of their students. Teachers will analyze the skills and concepts students need to learn to be successful. Teachers will then implement instructional practices and strategies to maximize student learning. Lead(s): Leadership Team, Classroom Teachers, RTI Teachers	Leadership Team agendas/ minutes PLC agendas, and minutes	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

	increase student learning in all classrooms.			
100% of K-6 classroom teachers will participate in the Data Team Process to analyze student data, monitor student progress, and create action plans with goals of improving instructional effectiveness.	The DT process will improve student learning outcomes through teacher collaboration , data analysis, improve instructional practices, and monitoring student progress and growth.	Teachers will use the Data Team process and establish student baseline data, analyze student work/data, adapt instructional strategies to address targeted student needs, monitor student progress, reflect and make appropriate adjustments to teaching practice to maximize student learning and growth. Lead(s): Leadership team, Grade level teams, all teachers	Leadership Team, Grade level partners, and PLC agendas and minutes.	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other: ___$

Priority 3
Effective and Efficient Operations At All Levels

★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.				
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and* Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school Principal. ***Required for all schools.***	This allows for the community and school TO work collaboratively and support school improvement efforts.	The School Community Council meets monthly as an advisory group to the Principal. They will review and then provide feedback on the Academic and Financial Plans. The SCC will also provide collaborative opportunities for input and consultation on school initiatives and improvement efforts. This includes taking other actions as required by the Department of Education. Lead(s): School Community Council members, Principal	SCC Agendas and Minutes, following timelines and completing tasks	☑ 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.*
Our school will increase opportunities for Families and the community to engage with our school in meaningful activities to be valued partners in educating their children.	Parent engagement is closely linked to higher student achievement, better student behavior, enhanced social skills, and a major factor in creating a positive school environment and culture.	We will provide more opportunities for families to engage with our school and learn about what we offer and the areas we are focusing on for school improvement. We will invite families to be active partners in educating their children along with our support and encouragement. Through these events/activities: -Open House Event -Ohana Family Night and Conferences -Parent Community Network Center (PCNC) lead coordinated school/community events and activities. (Movie Nights, Holiday Events, and other Special Events) Lead(s): Parent Community Network Center (PCNC) Leadership Team, Community members, faculty and staff	Sign-in sheets and participation, Feedback surveys	☑ 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.*
				☐ 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 **[Kaunakakai Elementary School]** current bell schedule(s) and total student instructional hours per year. To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided bell schedule tool.	
Total student instructional hours per year *(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)*	[1,080 hours]
Did your school submit a SCC Waiver Request Form? Please explain.	Yes, 4 waiver days shall be used for professional development and teacher collaboration.
Bell Schedule: [Please link, embed a table, or insert an image of your school bell schedule here] Link	