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

Kula Elementary School
Academic Plan
SY 2025-2026

500 Lower Kula Highway, Kula, HI 96790
808-876-7610
www.kulael.k12.hi.us

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

Submitted by Principal: Marianne Wheeler	
Marianne Wheeler	March 17, 2025

Approved by Complex Area Superintendent Lori Yatsushiro	
(signature)	4/15/25

[Kula Elementary School] Academic Plan, Version #1, Jan 17, 2025

Directions for completing the School Academic Plan template can be found in the Academic Plan Template Guidance document.

VIABLE QUALITY CURRICULUM

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

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

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
Kindergarten	'23 Wonders ▾	i-Ready Classroom Mathematics ▾	Mystery Science	Teacher Created PBL
Grade 1	'23 Wonders ▾	i-Ready Classroom Mathematics ▾	Mystery Science/ Generation Genius	Teacher Created PBL
Grade 2	'23 Wonders ▾	i-Ready Classroom Mathematics ▾	Mystery Science/ Generation Genius	Teacher Created PBL
Grade 3	'23 Wonders ▾	i-Ready Classroom Mathematics ▾	Mystery Science/ Generation Genius	Teacher Created PBL
Grade 4	'23 Wonders ▾	i-Ready Classroom Mathematics ▾	Mystery Science/ Generation Genius	Hawaiians of Old —Nā Kānaka Maoli o ka Wā Kahiko Teacher created PBL
Grade 5	'23 Wonders ▾	i-Ready Classroom Mathematics ▾	Mystery Science/ Generation Genius	Impact Social Studies

Please list all supplementary instructional materials used to enrich or extend the comprehensive instructional programs identified above, and specify the grade level(s) or course name. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
Kindergarten-Grade 5	iReady, Dibels	iReady		
Kinder-Grade 2	ECRI Foundational Reading			
Kinder - Grade 3		Number Talks, LTL (tier 2)		

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: ECSSS

UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

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

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

Grade Level(s)/Course Name	English Language Arts	Mathematics
Kindergarten	KEA ▾ Heggerty	I-Ready ▾
Kindergarten-Grade 5	I-Ready ▾	I-Ready ▾
Kindergarten-Grade 5	DIBELS ▾	Other: ▾ LTL (tier 2)

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: 2021 | Year of Next Action: 2024-2025 | Year of Next Self-Study: 2025
Type of Last Visit: Mid-Cycle Report & Visit ⁃ | Type of Next Action: Full Self-Study ⁃

	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:** Build and maintain solid and effective **Tier 1** instructional practices in ELA, Math, Science to ensure that **all students** are able to access and understand their grade level standards successfully. **Root/Contributing Cause:** SY 23/24 SBA ELA 52% , Math 41%, Science 68%
2	**Student Need:** Continue to improve student attendance so students have access to high quality instruction and learning at school. **Root/Contributing Cause:** 31.1% of students do not attend school regularly
3	**Student Need:** Build and maintain solid and effective **Tier 1, 2, and 3** instructional practices in ELA and Math to ensure that **identified students** are able to access and understand their grade level standards successfully irrespective of background and circumstance. **Root/Contributing Cause:** High Needs/Disadvantaged Student Assessment Proficiency: ELA 42.2%, Math 31.1%, Science 56.7%.

	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 Student Assessment Proficiency: ELA 42.2%, Math 31.1%, Science 56.7%. **Identified Student Need(s):** ELA, Math, Science proficiency, and regular attendance
2	**Targeted Subgroup:** Native Hawaiian Students: ELA 38%, Math 23.8%, Science 65%. **Identified Student Need(s):** ELA, Math, Science proficiency, and regular attendance
3	**Targeted Subgroup:** SEL Panorama - Growth mindset 60.8%, emotional regulation 63.5%, Self efficacy 65.5%, and Grit 65.9%. **Identified Student Need(s):** Student voice, SEL, and regular attendance.

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.	KEA data shows that 100% of students assessed, 19.7% of incoming Kinders are demonstrating readiness, 43.9% are approaching, and 36.4% are emerging.	100% of incoming kindergarteners complete the KEA testing within 30 days of starting school. (SW6.3) • All test administrators completes training to ensure testing integrity • KEA direct response begins in the summer and is completed by Leads for students entering kinder • If possible, implement kinder transition program for incoming kinders with preference given to students who have not attending a preschool program • Monitor students who are approaching readiness and cross reference iReady/Dibels results to provide additional information for students Accountability Lead(s): Amber Olson, Emily Gourlay, Ben Callahan	KEA Screener iReady Dibels Heggerty	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☑ Other:Summer Transition Funding, $7200

Reading Proficiency	Proficiency:	Build and maintain a solid and effective tiered instructional system (tiers 1, 2, & 3) in **ELA** to ensure that **all students** are able to access and understand their grade level standards successfully. (SW1, SW6.2)	SBA	☑ 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.	SY 23/24 SBA ELA 52% SY 23/24 iReady K-5 Reading 63% Grade K- 96% Grade 1- 67% Grade 2- 63% Grade 3- 55% Grade 4- 52% Grade 5- 54%	- Implement newly adopted ELA standards K-5 - Continue to implement Wonders '23 K-5 for consistent tier 1 instruction - Continue to implement the ECRI project K-2 to support foundational reading skills - Continue to utilize Heggerty in Kinder to support early reading skills - Focus on vocabulary and comprehension 2-5: ECRI, arts integration, and continue to research evidence based vocab strategies to ensure a school-wide common strategy (ex: Frayer) - Small group instruction 3-5 days a week - Weekly walk-throughs to ensure consistent tier 1 instruction - Ongoing Dibels benchmarking and progress monitoring K-5 ==Increase goal setting and reflection opportunities for all students K-5.== - Ongoing monitoring of students who are not proficient in reading and provide additional targeted interventions - Tier 1- whole/small group instruction - Tier 2- Rti support team targeted reading instruction - Tier 3- Individual specialized instruction Accountability Lead(s): Amber Olson, Emily Gourlay	iReady Dibels Heggerty	☑ Title I, $ 53,000 ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $ Dibels $544 Amplify $350 Library Core $3499 iReady Screener $15,000 Rti $38,000 Wonders- $15,000 Reading Interventions- $(10,000 Tutoring - $25,000

| 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. | SY 23/24 SBA
Math 41%
ELA 52%
SY 23/24 iReady
K-5 Math 59%
Grade K- 89%
Grade 1- 72%
Grade 2- 59%
Grade 3- 35%
Grade 4- 49%
Grade 5- 58% | Build and maintain a solid and effective tiered instructional system (tier 1, 2, & 3) in **MATH** to ensure that **all students** are able to access and understand their grade level standards successfully. (SW1, SW6.2)

• Continue to implement Ready Math Curriculum for consistent tier 1 instruction with continued professional development through Curriculum Associates
• Continue implementation of **number talks (Cohort)** to support math fluency and understanding.
• Small group instruction 2-3 times a week
• Strategic planning of iReady online lessons to support classroom instruction, individual needs & learning gaps and monitor usage through online reports.
• School-wide math focus for data teams
• Continued math PD (math talks/ready math/other)
• Weekly walk-throughs to ensure consistent tier 1 instruction school-wide
• Vertical articulation to improve understanding of standards progression
• Ongoing LTL benchmarking and progress monitoring for tier 2 students
• <mark>Increase goal setting and reflection opportunities for all students K-5</mark>
• Ongoing monitoring of students who are not proficient in math and provide additional targeted interventions
  ○ Tier 1- In differentiated instruction whole/small grp.
  ○ Tier 2- Rti support targeted math instruction
  ○ Tier 3- Individual specialized instruction
Accountability Lead(s): Amber Olson, Emily Gourlay | SBA
iReady
LTL | ☑ WSF, $
☑ Title I, $ 60,370
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $

Math Cohort $2,000
Ready Math $10,000
iReady Screener $15,000
Math Night $500
Tutoring $25,000
LTL $1000
Math PD/Subs $2500/4500
Rti $38,000 |

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

Required for all schools. | SPED:
ELA 14.2%
Math 10.7%
Science 25%
Disadvantaged:
ELA 42.2%
Math 32.9%
Science 61.7%
Subgroup:
Native Hawaiian:
ELA 37%
Math 22.5%
Science 65%
EL:
ELA 75%
Math 50%
Science 100% | Build and maintain solid an effective tiered instructional system (tier 1, 2, & 3) in all content areas to ensure that **all students** are able to access and understand their grade level standards successfully. (SW1, SW6.1)

Ensure school wide curriculums, focus strategies, and interventions are being implemented Core Curriculum Wonders Ready Math Mystery Science/Generation Genius Arts Integration Project Based Learning- PBL Student Voice- academic goal setting by students SEL- all classrooms Math/Number Talks- build school cohort numbers ECRI- all K-2 Walk-throughs to ensure consistent tier 1 instruction school-wide ==Increase goal setting and reflection opportunities for all students K-5== Ongoing monitoring of students in ELA, Math, & Science and provide additional targeted interventions based on needs Tier 1- In differentiated instruction whole/small grp. Tier 2- Rti support targeted reading instruction Tier 3- Individual specialized instruction Ensure equitable access for all student populations. Book Trust K-5 to ensure all students have equitable access to books at home SY 25-26 EL Comp Plan | SBA
iReady Screener
Dibels
Heggerty
LTL | ☑ WSF, $
☑ Title I, $31,000
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $

Curriculum Subscriptions $20,000
Arts PD $5,000
Book Trust $9,800
Parent Ed Nights $1,000
Writing Curriculum $100,000 |

		• Provide extended learning opportunities for students who are performing above/below grade level in ELA/Math through summer school learning, after school tutoring if possible, LEAP Accountability Lead: Amber Olson/Emily Gourlay		

| 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. | KEA- 19.7% incoming Kinders are demonstrating readiness

Grade 5 SBA
ELA 68.2%
Math 48.3%
Science 68.2%

Panorama SEL
Belonging 70.8%
Social Awareness 74.1%
Grit 65.9% | Support newly entering students through various methods to successfully transition them into school (SW6.3)
● New student orientation PK-5
● Counselor support for student through school transition program
● Monitor student school transition and academic needs through PEER
● Kindergarten summer transition program if funding allows
● Kindergarten slow transition A/B half days
● Kindergarten family picnic to build school/family relationships

Ensure students have access to **high quality instruction at all levels** and are at/near standard goals to support academic success in middle school. (SW6.3)

● Middle school **transition partnership** through parent ed night, admin visit, vertical articulation (math) and/or school visit.
● Provide access to Kalama's communications regarding middle school transition to all grade 5 students and their families to keep them informed.
● Student Voice, SEL lessons, JPO, student council

Accountability Lead: Marianne Wheeler/Kalani Au/Ben Callahan | KEA
SBA
iReady Screener
Parent Square
Panorama SEL | ☐ WSF, $
☐ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☑ Grant:__, $
☑ Other:__, $

Kinder Summer Transition Program $7,200
5th Grade field trip to Kalama $700
Parent Info Night $500 |

★ 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.*	Regular Attendance (17 or fewer) 68.9% SY 23/24 As compared to 60.4% in 22/23 Daily average attendance SY 90.8%. 23/24 As compared to 89.7 in 22/23 *Regular Attendance Targeted Subgroups 23/24: Native Hawaiian 62.7% SPED 70% Disadvantaged 61.4%	Continue to research and implement effective strategies to improve school-wide student attendance and find solutions to effectively address chronic absenteeism and improve regular school attendance. (SW6.1) ● Monitor daily attendance to reach goal of 90% ● Parent communication of absences: 5 days teacher, 10 counselor & truancy letters, & 15+ admin contact/parent meeting ● Communication- Parent Square/Kula School Website ● Implement programs and opportunities for students to engage in school outside of the classroom to increase school sense of belonging 　○ Student voice school of action ongoing participation 　○ Student government activities 　○ Cross Country and Track teams 　○ Clubs: Broadcast, Ukulele 　○ Recess intramurals/sports ● Recognition of student achievements 　○ Quarterly GLO/Attendance awards 　○ Kaleo Cup attendance awards 　○ Monthly Principal Awards	Lei Kulia Panorama Peer Data Teams	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $ Postage $500 Parent Square $3,308 School Website $4,260 .5 Counselor $37,500

		• Support classroom engagement & climate through school focus strategies: PBL, Arts Integration		
1.2.2. All students demonstrate positive behaviors at school. *Required for all schools.*	SEL Panorama Emotional regulation at 63.5%, self efficacy 65.5%, growth mindset 60.8%, grit 65.9%	Continued implementation of a consistent school-wide behavior matrix and classroom strategies PK to 5 so students demonstrate stronger behavior choices, are more successful across all settings, and be held accountable; therefore student attainment of state standards & GLOs will improve. (SW6.3) • Classroom engagement, climate, sense of belonging through school focus strategies: arts integration, PBL • School-wide use of Actor's Toolbox- behavior literacy focus • Additional .5 counselor • SEL Counselor lessons K-5 • Vertically aligned Mind Up lessons • School-wide Behavior Matrix • PAWS program - store for PAWS dollars • Access to books on SEL topics in the library • Student Voice - School of Action • Data Teams/Peer student concerns check-ins • Broadcast used to share behavior expectation videos • Student/Parent/Teacher Compact • Quarterly GLO Awards/Monthly Character awards Accountability Lead: Christa Edwards/ Ben Callahan/Kalani Au	Lei Kulia Panorama Peer Data Teams	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $ Arts PD $7500 PAWS Rewards $3,000 Library Funds $2,000 .5 Counselor $37,500 PSAP $45,000 Adult Sups $33,000

| 1.2.3. All students experience a Nā Hopena Aʻo environment for learning.

 Required for all schools. | Diverse student population with White 45.1%, Native Hawaiian 30.6%, and Japanese 6.8% largest subgroups. Panorama SEL-Sense of Belonging 70.8% Classroom Climate- 70% | Continue to research and implement professional development for staff of the Hā Framework and how the Nā Hopena Aʻo environment supports student learning. (SW6.1)

 • Ongoing Hā PD as part of 21 hrs.
 • Learning huakaʻi experiences for staff embedding school wide strategies- with bus provided to transport staff
 • Connecting school focus strategies & GLOs to Hā
 • School-wide Hawaiian Studies ʻĀina Aloha program
 • Morning Broadcast used to share Hā concepts
 • Access to culturally relevant books that support Hā in the library
 • La ʻOhana showcase

 Accountability Lead: Marianne Wheeler/Kalani Au/ Amber Olson | Panorama SEL and Classroom Survey Meeting Schedule | ☐ WSF, $
 ☑ Title I, $2,000
 ☐ Title II, $
 ☐ Title III, $
 ☐ Title IV-A, $
 ☐ Title IV-B, $
 ☐ IDEA, $
 ☐ SPPA, $
 ☐ Homeless, $
 ☑ Grant:__ $
 ☐ Other:__ $

 Hawaiian Studies Teacher $14,000 Library Funds $2,000 Bus $350 |

★ 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.*	Math 40.5% ELA 54.1% Science 68.2% SQS-Involvement/ Engagement Parent: 91.8%, teacher 78.5%	Continue to research and implement effective strategies and opportunities to promote and engage students in career, community, and civic opportunities. (SW6.3) ● Project Based Learning/Arts Integration ● School/community events: Fitness Fun Day, Spelling Bee, Harvest Festival ● Student council/JPO/Morning Broadcast/ Afterschool Ag/Keokea ● Student Voice ● Guest speakers ● Field Trips ● Access to books on careers, community, civics topics in the library ● Opportunities to engage in specialized instruction in: STEM, Computer Science, Agriculture/Gardening, Dance, Ukulele, Hawaiian Studies, PE Accountability Lead: Marianne Wheeler/ Amber Olson/Jody Kele	SBA Title 1 Family/Community Engagement Parent Participation SQS Art Team	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☑ Grant:__, $ ☐ Other:__, $ Garden/PE PPE/PPT $38,000 Grade level funds $6,000 Library Funds $2,000 PBL/Arts PD $10,000 Dance $7,000 Field Trips- $6,000

K-12 Alignment	Math 40.5%	Continue to research and implement effective strategies and opportunities to promote and engage students in all content areas to ensure all students are able to the academic and background related to advanced coursework and aligned career pathways. (SW6.3)	iReady	☑ WSF, $
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.	ELA 54.1% Science 68.2%		SBA Panorama Lei Kulia	☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☑ Grant:___, $ ☑ Other, HF,
		• Ensure school wide curriculums, focus strategies, and interventions are being implemented • Walk-throughs to ensure consistent tier 1 instruction school-wide • Opportunities to engage in specialized instruction in: STEM, Computer Science, Agriculture/Gardening, Dance, Ukulele, Hawaiian Studies, PE Accountability Leads: Amber Olson/Emily Gourlay		Rti PTTs- $38,000 Music PPT - $18,000 Dance - $6,500 Hawaiian Studies - grant $14,000 Garden/PE PPT $18,000 ea.

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.
2.1.1, 2.2.1, 2.3.1 All students are taught by effective, high quality teachers, and supported through effective support staff (NCT/EA/AdultSup/Office) and school administrators.	Average experience 12.1 years, 57% or 17 teachers +5 years experience, 93.3% teachers fully licensed SQS Teacher Satisfaction 80.5%	Ensure all teachers and students have access to online programs, equipment, supplies, and other resources needed to provide relevant and engaging instruction that supports all students in achieving grade-level standards and developing the skills needed to thrive in the 21st century. Continue hiring, developing, and recruiting high quality/licensed teachers and staff. (SW3, SW5, SW6.3) • Professional development for all staff that align to school's CNA/ACPLAN & focus areas • Support staff through morale, well being, satisfaction, and engagement • Trained school level mentors for new teachers • Admin ensures the hiring of qualified and effective staff	HQT teacher list EES Ratings Step/credit advancement SQS Survey: Teachers	☐ WSF, $ ☐ Title I, $14,300 ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $ Teacher Learning Huaka'i- 1,000 Staff PD- $7,500

		- School procedures/policies are shared at the beginning of each year and reviewed when needed - Leadership/ART team meets regularly to assess & monitor school needs (including the AcPlan) to support classroom instruction and learning Accountability Lead: Marianne Wheeler/Kalani Au		-Arts Integration -Math -District PDs Subs for PD- $6,800

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.*	SQS- Involvement/ Engagement Parent: 91.8%, teacher 78.5%	School will support SCC through admin attendance at all meetings and following all guidelines and procedures of the council. (SW2, SW4)) - Ensure all positions of the SCC board is filled - Promote SCC meetings to increase parent involvement & attendance - Space for meetings - Membership - Admin present at all meetings - Teacher representative at all meetings - Student council reports - Transparency- agendas/schedules/minutes posted to school website	SCC Minutes	☐ WSF, $ ☐ Title I, $8,310 ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $ Website- $5,000 Parent Square- $3,310

★ 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.*
Partnering with parents through academic and social activities to facilitate increased student engagement, learning and school-family relationships.	SQS parent participation 54% return rate, Satisfaction 4.4 (91%), Engagement 4.5 (91.8%)	Foster family/school relationships to increase student engagement, improve academic achievement and performance. (SW6.3) • Family Nights (i.e. open house, science, reading, math) • Harvest Festival • La 'Ohana • PBL Showcases on bulletin boards • Quarterly Assemblies • Parent Ed nights • Parent Square communications • School Website • CPR • School social media accounts • PTA Accountability Lead: Amber Olson, Jody Kele, Marianne Wheeler	SQS Sign-in Sheets Parent Ed Nights & Family Events Sign-in sheets Harvest Festival Parent Square Statistical Data PTA Minutes	☑ WSF, $ ☑ Title I, $ 15,835 ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☑ Other: Harvest Festival Funds, Website- $5,000 Parent Square- $3,310 Science Night- $1500 Parent Ed- $1,000 Math Night- $500

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 **Kula 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)*	1080
Did your school submit a SCC Waiver Request Form? Please explain.	No
Bell Schedule: 🟩 Kula Elementary Bell Schedule	