



Kōloa Elementary School Academic Plan SY 2024- 2025

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<i>Daniel S. Hamada</i>	04/12/2024



VIABLE QUALITY CURRICULUM

This section highlights the school's comprehensive instructional programs used by each core subject area. *For SY 2024-2025, identifying Science and Social Studies instructional programs in the Academic Plan is optional.*

Grade Level / Course Name	English Language Arts	Mathematics	Science	Social Studies
Grades K through 5	Wonders 2023	Origo Stepping Stones	Mystery Science	

SCREENING ASSESSMENTS

This section highlights school-administered universal screeners designed to quickly identify the needs of students in **Kindergarten through Grade 9** who may require additional academic support.

Grade Level / Course Name	English Language Arts	Mathematics
Grades K through 5	iReady -	iReady -

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(s) for those needs and gaps, as identified in one or more of the following:

- Current Comprehensive Needs Assessment (CNA)
- Current Western Association of Schools and Colleges (WASC) Schoolwide Growth Areas for Continuous Improvement
Last Full Self-Study: Spring 2024, Next Full Self-Study: SY 2029-30
- Other current accreditation self-study



Identified critical student learning needs and the root/contributing cause(s) 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?”

1

LITERACY

SBA ELA-Literacy											
Proficiency				High Needs Achievement Gap				Growth			
18-19	20-21	21-22	22-23	18-19	20-21	21-22	22-23	18-19	20-21	21-22	22-23
67%	62%	67%	63%	37%	25%	33%	27%	55 MGP	46 MGP	52 MGP	47 MGP
Goal >80%				Goal <10%				Goal >50 MGP / >60% SGP 40-50			
								SGP 40		SGP 50	

i-Ready Diagnostic Screener - Reading				
Growth - Fall to Spring 2022-23			Current Proficiency - Winter 2023-24	
Met Typical Growth	Met Stretch Growth	Median Progress to Annual Typical Growth	Mid or Above GL	Early On GL
69%	43%	138%	24%	24%
>80%	>30%	>100%		

Student LEARNING Needs (What students need to learn in regards to literacy.)

- All students need to increase their understanding and application of literacy skills in reading, writing, listening/speaking, and research/inquiry.
 - Reading - All students need to increase their ability to apply skills related to foundational reading (i.e., phonics, fluency) and comprehension (i.e., text structures & features, language use, and reasoning & evidence).
 - Writing - All students need to increase their ability to edit their writing using the conventions of standard English (i.e. grammar, capitalization, punctuation, and spelling).
 - Listening/Speaking - All students need to increase their ability to comprehend and interpret complex auditory information and communicate effectively.
 - Research/Inquiry - All students need to increase their ability to interpret, analyze, integrate, and evaluate information and sources.

Student LEARNER Needs (What students need us to provide so that they can strengthen their literacy.)

- All students need instruction that scaffolds the teaching of literacy concepts and skills in the areas of reading, writing, listening/speaking, and research/inquiry; effectively engages all types and levels of learners; and is differentiated and targeted to address their needs.
 - All students need quality Tier 1 instruction on grade level ELA/literacy standards incorporating the strategic use of schoolwide best practices and research-based/high-yield instructional strategies that effectively engage all types and levels of learners and are designed to strengthen students’ ability to read fluently and with comprehension; write with purpose, clarity, and voice; listen with understanding; speak effectively; and conduct research/inquiry.
 - Identified students need flexible grouping and intentional Tier 2 instruction designed to scaffold ELA/literacy concepts and skills within the grade level standards to strengthen their understanding and application.



- Identified students need strategic Tier 3 literacy instruction that addresses their learning deficiencies and improves their growth rate to bring them up to the same academic level as their grade level peers.

Root/Contributing Causes:

2A. There are varying levels in the effective implementation of the curriculum and programs that address literacy.

5A. There are varying levels of expertise in the teachers’ use of data to inform their instruction and to differentiate for various student needs.

5B. There is a need to sustain and strengthen our various intervention methods that support students’ academic learning.

2 NUMERACY

SBA Math													
Proficiency				High Needs Achievement Gap				Growth					
18-19	20-21	21-22	22-23	18-19	20-21	21-22	22-23	18-19	20-21	21-22	22-23		
68%	49%	62%	67%	36%	19%	34%	27%	58 MGP	52 MGP	46 MGP	38 MGP	49%	39%
Goal >80%				Goal <10%				Goal >50 MGP / >60% SGP 40-50				SGP 40	SGP 50

i-Ready Diagnostic Screener - Math								
Growth - Fall to Spring 2022-23			Current Proficiency - Winter 2023-24					
Met Typical Growth	Met Stretch Growth	Median Progress to Annual Typical Growth	Mid or Above GL	Early On GL	One GL Below	Two GLs Below	Three or More GL Below	
59%	33%	113%	19%	16%	51%	8%	5%	
Goal >80%			>30%					>100%

Student LEARNING Needs (What students need to learn in regards to numeracy.)

- All students need to increase their understanding and application of numeracy skills in mathematical concepts and procedures, math problem-solving, modeling & data analysis, and communicating reasoning.
 - Concepts and Procedures - All students need to increase their ability to apply mathematical concepts and procedures in such a way that they effectively manipulate numbers and symbols to come up with answers, and they understand how and why the math makes sense.
 - Problem-Solving - All students need to increase their ability to make sense of problems and persevere in solving them.
 - Modeling and Data Analysis - All students need to increase their ability to model with mathematics and interpret/analyze numerical information displayed in diagrams, charts, graphs, and tables.
 - Communicating Reasoning - All students need to increase their ability to reason abstractly and quantitatively and communicate their reasoning.

Student LEARNER Needs (What students need us to provide so that they can strengthen their numeracy.)

- All students need instruction that scaffolds the teaching of numeracy concepts and skills in the areas of mathematical concepts and procedures, math problem-solving, modeling & data analysis, and communicating reasoning, and is differentiated and targeted to address their needs.



- All students need quality Tier 1 instruction on grade level math standards incorporating the strategic use of schoolwide best practices that effectively engage all types and levels of learners and are designed to strengthen students’ ability to understand and apply mathematical concepts and procedures, problem-solve, create models, interpret/analyze data, and communicate their reasoning.
- Identified students need flexible grouping and intentional Tier 2 instruction designed to scaffold the mathematical concepts and skills necessary to achieve the grade level standards, including their ability to problem solve, create models, interpret/analyze data, and communicate their reasoning.
- Identified students need strategic Tier 3 math instruction that addresses their learning deficiencies and improves their growth rate to bring them up to the same academic level as their grade level peers.

Root/Contributing Causes:

3A. There are varying levels in the effective implementation of the curriculums and programs that address Math.

5A. There are varying levels of expertise in the teachers’ use of data to inform their instruction and to differentiate for various student needs.

5B. There is a need to sustain and strengthen our various intervention methods that support students’ academic learning.

3 SCIENCE

NGSS-HSA Science						
Proficiency				High Needs Achievement Gap		
18-19	20-21	21-22	22-23	20-21	21-22	22-23
52%	40%	50%	71%	21%	35%	47%
Goal >80%				Goal <10%		

Student LEARNING Needs (What students need to learn in regards to science.)

- All students need to increase their understanding and application of the performance expectations as outlined within the Next Generation Science Standards (NGSS), including the topics, science and engineering practices, crosscutting concepts, and disciplinary core ideas for their grade level.

Student LEARNER Needs (What students need us to provide so that they can strengthen their understanding and application of science.)

- All students need instruction based on a viable and quality curriculum that is vertically aligned and designed to strengthen their ability to meet the NGSS performance expectations by fully addressing the grade level topics, science and engineering practices, crosscutting concepts, and disciplinary core ideas.

Root/Contributing Causes:

4A. There are varying levels of teacher understanding regarding the implementation of the NGSS.



4 **SOCIAL-EMOTIONAL LEARNING**

Social-Emotional Learning Competencies						
Self Management	Social Awareness	Grit	Sense of Belonging	Growth Mindset	Emotion Regulation	Self-Efficacy
70%	65%	59%	71%	52%	50%	58%
Panorama Fall 2023-24						

Regular Attendance			
	20-21	21-22	22-23
All	83%	54%	62%
FSY	92%	59%	69%
Goal: >90% (FSY = Full School Year)			

Student LEARNING Needs (What students need to learn in regards to SEL.)

- All students need to increase their understanding and application of the social-emotional learning (SEL) competencies as outlined within the Panorama Student SEL Survey, especially in regards to strengthening their emotion regulation and growth mindset.

Student LEARNER Needs (What students need us to provide so that they can embody the SEL competencies and experience a positive learning environment.)

- All students need explicit instruction and positive reinforcement in the SEL competencies, with an ongoing emphasis on developing attributes aligned with emotion regulation and growth mindset.
- All students need a positive learning environment that embeds *Nā Hopena A'o* and fosters academic and social growth, resulting in a sense of belonging and regular attendance in school.

Root/Contributing Causes:

- 7A. There is a need to sustain and strengthen our activities that encourage student attendance and the implementation of clear, proactive, follow-up procedures when students are absent.
- 8A. There are varying levels of effective strategies/practices being implemented to support productive student behaviors in the classroom.
- 8B. There are varying degrees of emphasis on instruction that empowers students socially and emotionally.
- 8C. There are inconsistent levels of understanding and implementation of the HODOE process that we have to follow (e.g., data collection, interventions) to get behavioral high needs students the support they need.
- 9A. There are varying levels of understanding of the HĀ framework and how they are embedded within our school culture and daily routines.



1 **Targeted Subgroup: Economically Disadvantaged**

Economically Disadvantaged Subgroup			
	SBA/HSA Proficiency		
	20-21	21-22	22-23
ELA	53% = 54	57% = 52	53% = 46
Math	44% = 44	53% = 49	56% = 48
Science	31% = 14	41% = 15	52% = 12
Percentage and number of EDS students proficient			

Student LEARNING Needs (What students who are economically disadvantaged need to learn.)

- Students in the economically disadvantaged subgroup need to increase their understanding and application of word recognition (phonological awareness, decoding, sight recognition) and language comprehension (background knowledge, vocabulary, language structures, verbal reasoning, literacy knowledge), as well as math fluency, computational skills, and math problem solving.

Student LEARNER Needs (What students who are economically disadvantaged need us to provide so that they can increase their learning.)

- Students in the economically disadvantaged subgroup need instruction that targets word recognition, language comprehension, math fluency, computational skills, and math problem solving, as well as ongoing positive reinforcement, consistent classroom routines, and social-emotional support in order to increase their rate of learning so that they perform equally as well academically as their non-economically disadvantaged peers.

2 **Targeted Subgroup: English Learners**

English Learners Subgroup								
	SBA/HSA Proficiency			Language Acquisition				
	20-21	21-22	22-23	18-19	19-20	20-21	21-22	22-23
ELA	31% = 4	44% = 4	19% = 3	57%	58%	67%	63%	46%
Math	38% = 5	20% = 2	38% = 6	Growth to Target (WIDA Access)				
Science	0%	0%	0%					
Percentage and number of EL students proficient								

Student LEARNING Needs (What students who are English Learners need to learn.)

- English Learner students need to develop and strengthen their application of listening, speaking, reading, and writing skills.

Student LEARNER Needs (What students who are English Learners need us to provide so that they increase their learning.)

- Students in the English Learner subgroup need instruction that targets auditory comprehension skills, oral communication, and reading comprehension and includes vocabulary supported by visuals in order to increase their rate of learning so that they perform equally as well academically as their non-English Learner peers.



3 Targeted Subgroup: Special Education

Special Education Subgroup			
	SBA/HSA Proficiency		
	20-21	21-22	22-23
ELA	0%	10% = 1	17% = 2
Math	0%	10% = 1	18% = 2
Science	20% = 1	0%	0%
Percentage and number of SPED students proficient			

Student LEARNING Needs (What students who require Special Education need to learn.)

- Students who receive special education need to strengthen their understanding of grade level concepts including the application of literacy/numeracy skills.

Student LEARNER Needs (What students who require Special Education need us to provide so that they increase their learning.)

- Students in this subgroup need specialized instruction in their least restrictive environment that is designed to strengthen their understanding of grade level concepts and application of literacy/numeracy skills in order to support their learning of grade level academic content.

Academic Plan Summary 2024-25



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 Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Causes <i>"Why are we doing this?"</i>	Enabling Activities and Accountable Lead(s) <i>"How will we achieve the desired outcome?"</i> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress Initial & Intermediate Outcomes <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i>
1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and provided necessary and timely support to develop foundational skills for learning.	1A. Determining the strengths and needs of incoming Kindergarten students is essential to maximize their strengths and provide appropriate support to effectively address their needs.	EA 1. Kindergarten Readiness (1.1.1) All incoming Kindergarteners will be assessed to determine their readiness, and the data/results will be used to inform practices that will address their academic and social-emotional learning needs. Action Steps: a. School administration will ensure that Kindergarten teachers/staff have been trained to conduct the Kindergarten Entry Assessment (KEA). b. Teachers/staff will conduct the KEA and school level assessments and will access and use data/results to inform instructional and SEL practices to meet student needs. c. All Kindergarten students will be provided the necessary and timely support needed to develop foundational skills for learning and social-emotional needs. Leads: Principal and SSC	Kindergarten Assessment Data Kindergarten i-Ready Diagnostic Screener Reading and Math Data	<input type="checkbox"/> WSF <input type="checkbox"/> Title I
Reading Proficiency 1.1.2. All students read proficiently by the	2A. There are varying levels in the effective implementation of the curriculum and programs that address literacy.	EA 2. Literacy (1.1.2) Student literacy will increase through the implementation of curriculum, instruction, and assessment that is congruent with the CCSS, is horizontally and vertically aligned, includes vocabulary development, and incorporates the use of i-Ready, with interventions/support provided for students.	i-Ready Diagnostic Screener Reading Proficiency and Growth Data	<input type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I 18902 B-3006 ELA-Curriculum Materials: Wonders Grade K-5 Student Workspace 1



One-Year Academic Plan SY 2024-2025

<p>end of third grade, and those who do not read proficiently receive necessary and timely support to become proficient.</p>	<p>Action Steps:</p> <ol style="list-style-type: none"> School administration/leadership will continue to coordinate PD (e.g., Science of Reading pedagogy, Wonders 2023, Writing) for teachers on the use of the Wonders curriculum and the i-Ready program, and will monitor the impact of PD based on curriculum implementation and program usage. School administration/district staff will coordinate PD and coaching that is embedded within a cycle of professional learning to calibrate understanding of the Science of Reading and strengthen instruction and assessment of word recognition/decoding and language comprehension. The administration will continue to provide time for teachers to participate in STPT to align and calibrate their implementation of the Science of Reading pedagogy embedded within the Wonders Reading curriculum, instruction, and assessments. All teachers will implement the Wonders curriculum to teach the CCSS for reading, writing, speaking/listening, research/inquiry, and GLOs, including the use of curriculum-embedded high-yield instructional strategies and assessments. All teachers will implement i-Ready with fidelity as scheduled by administration/leadership, including the use of strategies identified to support student success. All teachers will provide instruction on grade-level academic language and Wonders vocabulary, including the integration of the SBA-Sample Academic Vocabulary and the SBA-ELA and Literacy Vocabulary in grades 3-5. All grade levels will use common rubrics for teacher and student use with various types of writing, research, and speaking assignments, utilizing CCSS Writing Exemplars and SBA-Rubrics/Scoring Guides as a reference for grade level expectations/rigor. All grades 3-5 teachers will select and utilize individual items (questions) from the ELA SBA Interim Assessment Blocks (IABs) <i>informally for instruction</i> (e.g., as a lesson activity/practice item) multiple times in quarters 3 and 4 to expose students to the types of questions on the SBA and reinforce the learning of standards-based content. 	<p>Strive HI SBA ELA Proficiency and Growth Data</p>	<p>Year subscription, Writing Companion Package, Wonders Decodable Readers Package \$28,450.79 ELA Manipulatives \$4,806 \$33,257</p> <p>B-3502 NewsELA \$4,840</p>
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		<ul style="list-style-type: none"> i. All grades 3-5 teachers will utilize at least two ELA IABs <i>formally within the testing system</i> as a formative assessment to provide students with practice in the online testing system, including the use of the SBA online tools, and will conduct assessment feedback sessions with students. j. All teachers will examine student work and assessment data and will provide students with timely feedback and ongoing interventions/support as needed within the classroom. k. All students will complete standards-based learning activities/tasks and assessments to read proficiently and strengthen their literacy development, preparing them for real-world application, as well as success on standardized assessments (e.g., i-Ready screener, SBA). <p>Leads: Principal and Academic Coaches</p>		
<p>Mathematics Proficiency</p> <p>1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient receive necessary and timely support to become proficient.</p>	<p>3A. There are varying levels in the effective implementation of the curriculums and programs that address Math.</p>	<p>EA 3. Numeracy (1.1.3)</p> <p>Student numeracy will increase through the implementation of curriculum, instruction, and assessment that is congruent with the CCSS, is horizontally and vertically aligned, and includes vocabulary development, with interventions/support provided for students.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> a. School administration/district staff will coordinate PD (Curriculum, Demo Lessons) and coaching to support teachers' implementation of the Stepping Stones curriculum and i-Ready program to systematically deliver core math instruction to all students, and will monitor the impact of the PD based on curriculum implementation. b. The administration will continue to provide time for teachers to participate in STPT to align and calibrate their use of the Stepping Stones Math curriculum, instruction, and assessments. c. All teachers will implement the Stepping Stones curriculum to teach the CCSS Math concepts and procedures, mathematical practices, and GLOs, including the use of curriculum-embedded high-yield instructional strategies and assessments. d. All teachers will provide instruction on grade-level Stepping 	<p>i-Ready Diagnostic Screener Math Proficiency and Growth Data</p> <p>Strive HI SBA Math Proficiency and Growth Data</p>	<p><input type="checkbox"/> WSF</p> <p><input checked="" type="checkbox"/> Title I 18902 B-3006</p> <p>Math-Curriculum Materials: ORIGO Math workbooks \$9684.00 + Do the Math teacher books, Math Manipulatives \$4,075.32 \$13,759</p>



		<p>Stones vocabulary, which integrates the SBA-Math Vocabulary in grades 3-5.</p> <ul style="list-style-type: none"> e. All grades 3-5 teachers will select and utilize individual items (questions) from the Math SBA Interim Assessment Blocks (IABs) <i>informally for instruction</i> (e.g., as a lesson activity/practice item) multiple times in quarters 3 and 4 to expose students to the types of questions on the SBA and reinforce the learning of standards-based content, which will be embedded within the pacing guides to align with the content taught. f. All grades 3-5 teachers will utilize at least two Math IABs <i>formally within the testing system</i> as a formative assessment to provide students with practice in the online testing system, including the use of the SBA online tools, and will conduct assessment feedback sessions with students. g. All teachers will examine student work and assessment data and will provide students with timely feedback and ongoing interventions/support as needed within the classroom. h. All students will complete standards-based learning activities/tasks and assessments to strengthen their numeracy development and become proficient in mathematics, preparing them for real-world application, as well as success on standardized assessments (e.g., i-Ready screener, SBA). <p>Leads: Principal and Academic Coaches</p>		
<p>Science Proficiency All students are proficient in their understanding of elementary level NGSS concepts by the end of fifth grade, and those who are not proficient receive necessary and</p>	<p>4A. There are varying levels of teacher understanding regarding the implementation of the NGSS.</p>	<p>EA 4. Science Students' understanding of Science concepts will increase through the implementation of horizontally and vertically aligned curriculum, instruction, and assessment that is congruent with the NGSS. Action Steps:</p> <ul style="list-style-type: none"> a. School administration will continue to provide at least one articulation session per semester for teachers to align and calibrate their use of the Mystery Science curriculum, instruction, and assessments. b. Teachers will implement Mystery Science to teach the NGSS and GLOs that meet the NGSS Evidence Statements for 	<p>Classroom Science Assessment Results</p> <p>Strive HI NGSS-HSA Proficiency Data</p>	<p><input type="checkbox"/> WSF</p> <p><input checked="" type="checkbox"/> Title I 18902 B-3006 Mystery Science Kits \$8,817</p>



<p>timely support to become proficient.</p>		<p><u>Elementary.</u></p> <ul style="list-style-type: none"> c. All grade 5 teachers will select and utilize individual items (questions) from the NGSS Interim Assessments <i>informally for instruction</i> (e.g., as a lesson activity/practice item) multiple times throughout quarters 3 and 4 to expose students to the types of questions on the HSA and reinforce the learning of standards-based content. d. All grade 5 teachers will utilize at least one NGSS Interim Assessment <i>formally within the testing system</i> as a formative assessment to provide students with practice in the online testing system, including the use of the HSA online tools, and will conduct assessment feedback sessions with students. e. All teachers will examine student work and assessment data and will provide students with timely feedback and ongoing support as needed within the classroom. f. All students will complete standards-based learning activities/tasks and assessments to strengthen their understanding/application of scientific concepts and prepare them for real-world application, as well as success on standardized assessments (e.g., NGSS HSA). <p>Leads: Principal and Academic Coaches</p>		
<p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p>	<p>5A. There are varying levels of expertise in the teachers' use of data to inform their instruction and to differentiate for various student needs.</p> <p>5B. There is a need to sustain and strengthen our various intervention methods that support students'</p>	<p>EA 5. Inclusive Practices and Academic Student Support (1.1.4)</p> <p>Inclusive practices and tiered interventions will be implemented to ensure all students have access to rigorous standards-based instruction that strengthens their learning of the key concepts and skills for that grade level. (WASC #2)</p> <p>Action Steps:</p> <ul style="list-style-type: none"> a. Leadership will provide guidance and support on the use of high-impact differentiation strategies and inclusive practices (e.g., accommodations, modifications, the culture of learning and growth), including the use of the i-Ready universal screener to identify student needs, identifying strategies to address those needs, and monitoring student progress. 	<p>i-Ready Diagnostic Screener Reading and Math Proficiency and Growth Data</p> <p>Strive HI SBA ELA and Math Proficiency, Growth, and Achievement Gap Data</p>	<p><input checked="" type="checkbox"/> WSF 42101</p> <p>A1-2744 1 PTTA (Rtl) x 17 hrs per wk x 38 wks = 646 hrs x \$42.16 \$27,235</p> <p>A1-2741 2 Classroom + 1 Rtl = 3 PPE x 19 hrs per wk x 40 wks = 2,280 hrs x \$25.45 \$58,026</p> <p>B-3502 i-Ready Site License \$11,925</p>



	<p>academic learning.</p>	<p>b. School administration and the leadership team will engage in data analysis of student achievement in sub-groups to determine school needs (i.e., IDEA, EL, SES).</p> <p>c. All teachers will incorporate the use of inclusive practices in their classrooms and will utilize the i-Ready universal screener results to identify students' needs, identify and implement differentiation strategies to address those needs and monitor student progress.</p> <p>d. Teachers will continue to identify and improve implementation of research-based best practices for instruction and RTI that includes the use of effective differentiation methods/strategies and curriculum resources to address the academic needs of individuals, as well as the various sub-groups (i.e., IDEA, EL, SES) by engaging in data analysis to support Tier 1, 2, & 3 learners during PLC meetings.</p> <p>e. Teachers will use weekly curriculum assessment data to consistently maximize small group instruction to support student needs (e.g., Universal Access time).</p> <p>f. Students will use i-Ready personalized instruction at least 40 minutes a week in Reading and Math.</p> <p>g. Identified students will participate in small group differentiated instruction activities at least 3x per week.</p> <p>h. Students will demonstrate their learning and growth on the i-Ready universal screener and will reflect on their progress.</p> <p>Leads: Principal and SSC</p>		<p><input checked="" type="checkbox"/> WSF 42102 A1-2744 ELL PTT x 17 hrs per wk x 40 wks = 680 hrs x \$29.59 \$20,121</p> <p><input checked="" type="checkbox"/> Possible Add'l WSF A1-2744 4 PTTA (Spring Break Math Camp) x 4 hours = 16 hrs x \$42.16 \$675</p> <p>A1-2744 4 PTTA (After School Tutoring) x 4 hrs per week x 20 wks = 320 hrs x \$42.16 \$13,491</p> <p><input checked="" type="checkbox"/> Title I 18902 B - 3502 Microsoft Licenses \$600</p>
<p>1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.</p>	<p>6A. There is a need to sustain and strengthen the successful practice of providing students with transitions.</p>	<p>EA 6. Student Transitions (1.1.5) A variety of activities and events will support students' transitions into, through, and out of Koloa Elementary School. Action Steps: a. Administration and teachers/staff will coordinate activities that support student transitions, including the transition into Kindergarten (e.g., Kindergarten Open House and Kindergarten Transition), Promotion Day, and transition to middle school (e.g., 5th graders visit middle school, student/adult guest speakers from the middle school.).</p>	<p>Panorama Student Perception/SEL Survey Results</p>	<p><input type="checkbox"/> WSF</p> <p><input type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> ESSER Summer Kindergarten A1-2744/2702 Kindergarten KAMP 3 PTTA x 17 hrs per week x 3 week = 153 hrs x \$42.16 = \$6,450 + \$194 Fringe 3.0% = \$6,644</p>



		<p>b. All students will participate in a variety of learning activities that prepare them for the successful transition to the next grade level/middle school.</p> <p>Leads: Principal and SSC</p>		
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★ **GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.**

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Causes <i>"Why are we doing this?"</i>	Enabling Activities and Accountable Lead(s) <i>"How will we achieve the desired outcome?"</i> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress Initial & Intermediate Outcomes <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i>
<p>1.2.1. All students desire to and attend school regularly.</p>	<p>7A. There is a need to sustain and strengthen our activities that encourage student attendance and the implementation of clear, proactive, follow-up procedures when students are absent.</p>	<p>EA 7. Student Attendance (1.2.1) Student attendance will be encouraged and clear, proactive follow-up procedures will be implemented when students are absent. (WASC #1) Action Steps: a. School administration will communicate clear, proactive attendance procedures to teachers, staff, and students/parents. b. School administration, teachers, staff, and students/parents will adhere to attendance procedures/guidelines. c. Administration, teachers, and staff will promote attendance in school through assemblies, school messenger, and day-to-day interactions with students and parents, and will implement proactive follow-up procedures when students are absent. d. Students will receive recognition/rewards for attendance. Leads: Principal, SSC, and Counselor</p>	<p>Attendance Data (LEI Kūlia and Strive HI)</p>	<p><input type="checkbox"/> WSF <input type="checkbox"/> Title I</p>
<p>1.2.2. All students demonstrate positive behaviors at school.</p>	<p>8A. There are varying levels of effective strategies/practices being implemented to support productive student behaviors in the classroom. 8B. There are varying degrees of emphasis on instruction that</p>	<p>EA 8. Positive Student Behavior (1.2.2) Behavioral Rtl, Classroom Management Routines, SEL, and PBIS will be implemented effectively to ensure all students have access to rigorous standards-based instruction within a positive and productive learning environment. Action Steps: a. School administration will coordinate PD for all teachers and support staff in various programs and strategies in order to effectively provide support for all students including methods / strategies that address the needs of our changing demographics (e.g., community outreach, understanding diversity, compassion for others).</p>	<p>Behavior Incident Referral Data Panorama Student Perception/SEL Survey Results</p>	<p><input checked="" type="checkbox"/> WSF 42101 A1-2721 PPT (NID) Morning Club 5.25 hrs/wk x 40 wks = 200 hrs x \$18.97 \$3,794 A1-2741 1 PPE (Guidance) x 7 hrs per week x 38 wks = 266 x \$25.45 \$6,770 <input checked="" type="checkbox"/> Title I 18902</p>



	<p>empowers students socially and emotionally.</p> <p>8C. There are inconsistent levels of understanding and implementation of the HDOE process that we have to follow (e.g., data collection, interventions) to get behavioral high needs students the support they need.</p>	<ul style="list-style-type: none"> b. The Counselor will provide students with counseling, as well as guidance on a rotational basis. c. The administration, teachers, and staff will implement proactive classroom management routines, SEL, and PBIS to define, teach, and recognize/reward positive behaviors resulting in a positive classroom/school climate. d. Teachers and staff will receive PD in various programs and strategies in order to effectively provide support for all students including methods/strategies that address the needs of our changing demographics (e.g., community outreach, understanding diversity, compassion for others). e. Students will exhibit positive/productive behaviors in all settings and will receive recognition/rewards (e.g. happy mail). <p>Leads: Principal, SSC, and Counselor</p>		<p>B-3006 Aloha Guidance & Kelso's Choice Curriculum \$973</p>
<p>1.2.3. All students experience a Nā Hopena A'o environment for learning.</p>	<p>9A. There are varying levels of understanding of the HĀ framework and how they are embedded within our school culture and daily routines.</p>	<p>EA 9. Nā Hopena A'o (1.2.3)</p> <p>The Nā Hopena A'o (HĀ) Framework (Sense of Belonging, Responsibility, Excellence, Aloha, Total Well-Being, and Hawaii) will continue to be embedded within our school culture.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> a. School administration, teachers, and staff will coordinate and implement a variety of activities/events that instill and promote the outcomes of the (HĀ) Framework within and outside of classrooms (e.g., Aloha Book, Choose Love, place-based field trips, Makahiki, etc.). b. All students will be provided with a positive school environment as a result of the HĀ-aligned activities/events. <p>Lead: Principal</p>	<p>Panorama Student Perception/SEL Survey Results</p>	<p><input type="checkbox"/> WSF</p> <p><input type="checkbox"/> Title I</p>



★ **GOAL 1.3 All students' graduate high school prepared for college and career success and community and civic engagement.**

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Causes <i>"Why are we doing this?"</i>	Enabling Activities and Accountable Lead(s) <i>"How will we achieve the desired outcome?"</i> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress Initial & Intermediate Outcomes <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i>
<p>1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.</p>	<p>10A. There is a need to sustain and improve our implementation of strategies/ methods that strengthen students' awareness of college/career options, connect them with their community, and develop a sense of civic responsibility.</p>	<p>EA 10. College/Career Exploration, Community Connections, and Civic Engagement (1.3.1)</p> <p>Students' awareness of college/career options, connection with their community, and sense of civic responsibility will be strengthened through a variety of age-appropriate activities/events.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> School administration and teachers/staff will coordinate and implement activities that promote college/career awareness and exploration throughout the school year (e.g., guest speakers, field trips/excursions, student research, Career Day, making a connection to real world applications/experiences and/or to how adults use a particular skill in a job field). School administration and teachers/staff will coordinate and implement activities that foster students' connection with their community and develop a sense of civic responsibility (e.g., Kids Voting, Food Drives, Guest Speakers, Campus Cleanup). All students will participate in a variety of learning activities that increase their awareness of colleges/careers, foster a connection with their community, and strengthen their sense of civic responsibility. <p>Leads: Principal and Counselor</p>	<p>Community Partners and Volunteers List</p> <p>Field Trip Log</p> <p>GLO #2 Community Contributor Quarterly Report Card Grades</p>	<p><input checked="" type="checkbox"/> WSF 42101 A1-2744 PTTB (Music) 6 hrs per wk x 38 wks x \$29.59 \$6,747</p> <p><input type="checkbox"/> Title I</p>



<p>K-12 Alignment</p> <p>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.</p>	<p>11A. There is a need to sustain and strengthen K-12 alignment and school level initiatives to ensure all students obtain the academic background and skills necessary to enter, engage in, and complete high school academic and CTE programs successfully.</p> <p>11B. There is a need to sustain and strengthen the successful practice of integrating technology into teaching and learning.</p>	<p>EA 11. K-12 Alignment of Academic Background and Skills (1.3.2)</p> <p>Students will obtain the academic background and skills necessary to enter, engage in, and complete high school academic and CTE programs successfully.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> School administration and teachers/staff will identify and implement strategies throughout the school year that prepare students for middle/high school (e.g., GLO integration, study skills, note-taking, test-taking, organization, inquiry, research, use of technology). (WASC #3) School administration will collaborate and coordinate opportunities to strengthen K-12 articulation and alignment amongst schools within the Kauai Complex (Central Kauai). All students will participate in a variety of learning activities for success in middle school, high school, and beyond. A student of the month for each class will receive recognition for demonstrating the GLOs. (WASC #3) <p>Lead: Principal</p>	<p>GLO Quarterly Report Card Grades</p>	<p><input checked="" type="checkbox"/> WSF 42101 A1-2744 Summer Tech 1 PTT x 17 hrs per week x 1 week = 17 hrs x \$42.16 \$717</p> <p>B-7104/07 Horikami, Melvin dba Optimum Business Solutions Laulama Learning \$6,000</p> <p><input checked="" type="checkbox"/> Title I 18902 B-3502 Smart Notebook Subscription \$1,521</p> <p>B-3006 Classroom Printer ink/toner \$1,400</p> <p>C-7708 Replace teacher classroom laptops / desktop computers \$13,149</p> <p>C-7701 Interactive Projectors 3 x \$1,800.00 \$5,400</p>
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Priority 2 High-Quality Educator Workforce In All Schools

- ★ GOAL 2.1 All students are taught by effective teachers.
- ★ GOAL 2.2 All schools are staffed by effective support staff.

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Causes <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i>
<p>2.1.2. All teachers are effective or receive the necessary support to become effective.</p>	<p>12A. There are varying levels of expertise and implementation of effective instructional strategies across teachers, including the ability to know, understand and apply innovative strategies to improve student achievement.</p> <p>12B. There is a need to sustain the successful practice of providing teachers with rigorous and relevant professional development and</p>	<p>EA 12. Teacher Professional Development and Growth (2.1.2)</p> <p>All teachers will be provided with job-embedded professional development (PD), training, coaching, focused Professional Learning and Collaboration (PLC) time, and guidance to support the implementation of effective teaching practices and high-yield instructional strategies that foster student wellbeing and academic growth.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> School administration/leadership will provide PD sessions/activities and coaching to strengthen understanding and use of effective teaching practices and high-yield instructional strategies (e.g., differentiation, timely and descriptive feedback to students, active participation, teaching to an objective, explicit GLO integration) in all classrooms. (WASC #3) All new teachers will be provided with an orientation, curriculum training, and ongoing induction and mentoring support. All teachers will implement high-yield instructional strategies to teach the standards and GLOs, including methods that strengthen students' understanding of the GLOs and how they are demonstrated, monitored, and graded. (WASC #3) 	<p>PD/Training Log</p> <p>Walkthrough Data</p> <p>i-Ready Diagnostic Screener Reading and Math Proficiency and Growth Data</p> <p>SBA ELA and Math Proficiency and Growth Data</p> <p>NGSS-HSA Science Proficiency Data</p>	<p><input checked="" type="checkbox"/> WSF 42107</p> <p>A1-2802 New Teachers Orientation - 3 new teachers + 2 coaches x 1 days = 5 x \$194.01 \$970</p> <p>A1-2769 ART workdays 12 sub days x \$194.01 \$2,328</p> <p><input checked="" type="checkbox"/> Title I 18902</p> <p>A1-2802/2702 Summer PD 18 Teachers x 2 days = 36 days + 2 coaches x 3 days = 42 Stipends x \$194.01 = \$8,148 + \$245 fringe @ 3% = \$8,393 + PD Instructional Summer 12 Teachers x 3 days = 36 days + 2 coaches x 3 days = 6 days = 42</p>



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	<p>participation in Structured Teacher Planning Time.</p>	<p>d. Administration/Coaches will observe each teacher at least once per quarter and provide feedback. e. All students will increase their learning through teachers' use of best practices/strategies.</p> <p>Leads: Principal and Academic Coaches</p>		<p>stipends x \$194.01 = \$8,148 + \$245 fringe @ 3% = \$8,393 <i>Total Summer PD Stipends \$16,786</i></p> <p><input checked="" type="checkbox"/> Possible Add'l WSF B-4804 Out of State Travel Teachers & staff registration, airfare, per diem, excess lodging, and ground transportation \$16,000</p>
<p>2.2.2. All school support staff are effective or receive the necessary support to become effective.</p>	<p>13A. There is a need to sustain and strengthen the successful practice of providing support staff with PD/training to support them in their understanding and implementation of best practices.</p>	<p>EA 13. Support Staff Training and Professional Development (2.2.2) Support staff will be provided with training and support in the implementation of effective practices and strategies that foster student wellbeing and academic growth.</p> <p>Action Steps:</p> <p>a. School administration/leadership will coordinate training and PD sessions/activities that strengthen understanding and use of effective practices and strategies that foster student wellbeing and academic growth. b. All new support staff will be provided with an orientation, initial training, and ongoing guidance/support. c. All support staff will implement effective practices and strategies as identified by the administration/leadership or supervisor and in relation to their roles. d. All students will increase their learning through support staff's use of best practices/strategies.</p> <p>Leads: Principal</p>	<p>PD/Training Log</p> <p>i-Ready Diagnostic Screener Reading and Math Proficiency and Growth Data</p> <p>Panorama Student Perception and SEL Survey Results</p>	<p><input type="checkbox"/> WSF <input type="checkbox"/> Title I</p>



Priority 3 Effective and Efficient Operations At All Levels

- ★ **GOAL 3.2 All operational and management processes are aligned and implemented in an equitable, transparent, effective, and efficient manner.**
- ★ **GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.**
- ★ **Other Systems of Support**

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Causes <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i>
3.2.2. The Department of Education programs, human resources, organizational structure, and finances are structures to accomplish the strategic plan goals and outcomes.	14A. There is a need to sustain the successful practice of communicating and following HIDOE rules, regulations, guidelines, and expectations.	EA 14. Aligned Operational and Management Processes (3.2.2) School processes and procedures align with all levels of the HIDOE tri-level system. Action Steps: a. Administration implements processes/procedures to ensure that all HIDOE rules, regulations, guidelines, and expectations determined by HIDOE tri-level leadership are followed at Koloa Elementary School. b. Administration provides ongoing communication with faculty and staff to develop understanding of the HIDOE's structure of tri-level leadership and to ensure everyone is knowledgeable of and involved in meeting our goals and outcomes. c. Administration ensures that our Academic Plan is aligned with the BOE/DOE Strategic Plan, and the Salaried Plan and Comprehensive Financial Plan are aligned with the initiatives and priorities of our Academic Plan. Lead: Principal	Academic and Financial Plan Documents	<input type="checkbox"/> WSF <input type="checkbox"/> Title I



<p>3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.</p>	<p>15A. There is a need to sustain and strengthen the involvement of the School Community Council (SCC) in collaborative planning and decision-making.</p>	<p>EA 15. Collaborative Planning and Decision-Making (3.3.1) The School Community Council (SCC) will meet regularly to engage with the school principal and contribute to the school's collaborative planning and decision-making processes. Action Steps: a. The school principal and SCC Chair will collaborate to schedule and plan regular meetings for SCC members and two SCC meetings open to the community to share and discuss school data and receive input on the draft/proposed Academic Plan. b. All stakeholder role groups will have respective members on the SCC. Lead: Principal</p>	<p>SCC Meeting Minutes Posted on School Website SCC Academic Plan Assurances Form</p>	<p><input type="checkbox"/> WSF <input type="checkbox"/> Title I</p>
<p>All parents feel welcome, involved, and engaged in their child's school.</p>	<p>16A. There is a need to sustain the successful practice of providing opportunities for parents to be involved in their child's education to support their learning and overall well-being.</p>	<p>EA 16. Parent/Family Involvement and Engagement Parents/families will be offered multiple opportunities to actively participate in meaningful activities focused on improving student academic growth and overall well being. Action Steps: a. School administration and teachers/staff will provide parents with multiple opportunities to support their child through training/information sessions conducted during a variety of activities, programs, and events (e.g., Back to School Night, Parent-Teacher Conferences, Great Artist Lessons, STEM Night, Ohana Picnics, Academic Showcases). b. Students will participate in a variety of activities, programs, and events that support their academic and social development. Leads: Principal and PCNC</p>	<p>Parent School Quality Survey (SQS) Involvement and Engagement Results Parent/Family Involvement and Engagement Log</p>	<p><input checked="" type="checkbox"/> WSF 42101 A1-2741 PCNC 19 hrs per wk x 40 wks = 760 hrs x \$25.45 \$19,342</p> <p><input checked="" type="checkbox"/> Title I 18902 B-3006 Student Planners \$1,208</p> <p>B - 3502 REMIND APP Subscription \$2,800</p> <p>B - 7207 Website Design \$490 of \$930</p> <p><input checked="" type="checkbox"/> Title I 18935 B - 7207 Website Design \$440 of \$930</p> <p>B-3301</p>



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				<p>Refreshments for parent/ community activities & involvement \$320</p> <p>B-3701 Mailing: Newsletters & parent letters (all school mailing 2x per year) \$450</p>
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APPENDIX: SCHOOL BELL SCHEDULE

Pursuant to [Hawaii Revised Statutes Section 302A-251](#), as well as the current Hawaii State Teachers Association (HSTA) 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 Koloa 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 <i>(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)</i>	1,083 instructional hours per year
Did your school submit a SCC Waiver Request Form? Please explain.	Yes, we had one waiver day for PD/collaboration in SY23-24, and submitted a request for two days in SY24-25, also for PD/collaboration.
Bell Schedule: Koloa Bell Schedule	