



Iliahi Elementary School

Academic Plan SY 2024-2025

2035 California Ave
 Wahiawa, HI 96786
 808-622-6411
<https://www.iliahiei.k12.hi.us/>

Directions for completing the School Academic Plan template can be found in the [Academic Plan Template Guidance](#) document.

Submitted by Principal Garrett Yukumoto	
<u>Garrett Yukumoto</u> Garrett Yukumoto (Apr 9, 2024 08:21 HST)	Apr 9, 2024

Approved by Complex Area Superintendent Bob Davis	
<u>Robert Davis</u> Robert Davis (Apr 9, 2024 14:18 HST)	Apr 9, 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.*

Please identify the **comprehensive instructional program(s)** used by each core subject area. Schools may indicate specific demographic subgroup(s) as appropriate.

To add additional information, please insert a new row as needed.

Grade Level / Course Name	English Language Arts	Mathematics	Science	Social Studies
Grade K-5	Wonders Reading Program	Illustrative Math		
Grade K-5	i-Ready Reading Online	i-Ready Math Online		
[Insert grade level or course name]	[List the comprehensive instructional program(s) here]	[List the comprehensive instructional program(s) here]		

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.

Please utilize the dropdown list to identify the **universal screener(s)** used for English Language Arts and Mathematics and specify the grade level or course name. If “Other” is selected, please manually identify the universal screener.

To add additional information, please insert a new row and/or duplicate the dropdown list as needed.

Grade Level / Course Name	English Language Arts	Mathematics
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Grade K-5	iReady	iReady
Grade K-5	DIBELS	Select One
[Insert grade level or course name]	Select One	Select One

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: [2023], Next Full Self-Study: [2029]
- Other current accreditation self-study

Please identify 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?”

To identify additional critical student needs, please insert a new row and duplicate the “Student Need” and “Root/Contributing cause(s)” text as needed. Please number the student need and root/contributing cause(s) for ease of cross-referencing.

Student Need: Improve reading Word Reading efficiency skills

1

NWF - CLS ORF	SY 2020-21		SY 2021-22		SY 2022-23	
	NWF-CLS	ORF	NWF-CLS	ORF	NWF-CLS	ORF
Grade K	80%	NA	95%	NA	86%	NA
Grade 1	85%	78%	96%	87%	90%	84%
Grade 2	77%	60%	94%	78%	85%	72%



Grade 3	82%	69%	79%	68%	78%	75%
Grade 4	NA	62%	NA	69%	NA	56%
Grade 5	NA	67%	NA	78%	NA	77%

Root/Contributing cause(s):

- 1A) Not all students are at grade level proficiency by 3rd grade.
- 1B) Oral reading fluency rate for grades 2-5 is below 80%.
- 1C) iReady Reading diagnostic data for grades K-5 is at 50%.
- 1D) Students lack reading foundational skills.
- 1E) Varying knowledge of how to teach reading foundational skills.
- 1F) Grades K-2 implemented ECRI only Jan-May.

2 **Student Need:** Increase student achievement in English Language Arts (ELA), Math, and Science

SBA DATA	SY 2020-21	SY 2021-22	SY 2022-23
ELA	50%	66%	65%
Math	47%	60%	72%
Gr. 5 Science	40%	52%	65%

Root/Contributing cause(s):

- 2A) Not all students are academically on grade level.
- 2B) The gap rate has increased between high-needs and non-high-needs students.
- 2C) Varying levels of implementation of curriculum content.

3 **Student Need:** Improve students' capacity to resolve conflicts, regulate their emotions, and improve their empathy and growth mindset.

Topic	Spring 2021 SEL	Spring 2022 SEL	Spring 2023 SEL



Sense of Belonging	76%	79%	77%
Self-Management	75%	76%	73%
Social Awareness	69%	76%	77%
Grit	64%	63%	70%
Self-Efficacy	64%	66%	66%
Growth Mindset	50%	58%	64%
Emotional Regulation	51%	56%	55%

Root/Contributing cause(s):

3A) COVID-19 pandemic has caused some anxiety, stress, and other health issues.

3B) Students don't have strategies to regulate their emotions, improve their empathy, and have a growth mindset.



In order to address student equity, please list the targeted subgroup(s) and their identified needs. Enabling activities should address identified subgroup(s) and their needs.

To add additional subgroups, please insert a new row and duplicate "Targeted Subgroup" and "Identified Student Need(s)" text as needed.

1	<p><u>Targeted Subgroup:</u> Special Education</p> <p><u>Identified Student Need(s):</u> Students need differentiated multi-sensory instructions to improve student achievement.</p>
2	<p><u>Targeted Subgroup:</u> High Needs (Free/Reduced Lunch)</p> <p><u>Identified Student Need(s):</u> Students need supplementary instruction in English Language Arts and Math.</p>
3	<p><u>Targeted Subgroup:</u> English Language Learners</p> <p><u>Identified Student Need(s):</u> Students need to improve in reading, writing, listening, speaking, and language skills.</p>



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.**

<p>Desired Outcomes <i>“What do we plan to accomplish?”</i></p>	<p>Root/ Contributing Cause <i>“Why are we doing this?”</i></p>	<p>Enabling Activities <i>“How will we achieve the desired outcome?”</i> and Name of Accountable Lead(s) <i>“Who is responsible to oversee and monitor implementation and progress?”</i></p>	<p>Monitoring of Progress (Initial & Intermediate Outcomes) <i>“How will we know progress is being made?”</i></p>	<p>Anticipated Source of Funds <i>“What funding source(s) should be utilized?”</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i></p>
<p>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.</p>	<p>Kindergarten ers are coming with no preschool experience</p>	<p>EA 1.1.1 (1) Provide supplementary early learning opportunities during the summer Kindergarten preparatory session for incoming kindergartners with no preschool experience. (SW6 - iii(V)) [K Teachers, Admin]</p>	<p>Pre/Post GLO survey</p>	<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant: __, \$ Other:Kinder Start, \$</p>



<p>Reading Proficiency</p> <p>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.</p>	<p>Students lack foundational reading skills.</p>	<p>EA 1.1.2 (1) All students will receive Rtl-tiered instruction based on their needs. (SW6 - i) [Teri Felix - Instructional Coach, Gerri Nakasone - Instructional Coach]</p> <p>a. Instructional groupings will be determined and frequently reviewed based on data from universal screeners and/or other formative assessments.</p> <p>b. Teachers will provide students with each lesson's learning target(s)/standard.</p> <p>EA 1.1.2 (2) ELL teacher to provide intervention support to ELL students. (SW6 - i) [Danielle Simpson - ELL Teacher]</p> <p>EA 1.1.2 (3) Quarterly data teams will monitor and analyze formative/summative reading data to increase student achievement. (SW6 - ii) [Teri Felix - Instructional Coach, Gerri Nakasone - Instructional Coach]</p> <p>EA 1.1.2 (4) K-5 students will take the BOY, MOY, and EOY diagnostic tests in iReady and Dibels. (SW6 - ii) [Teri Felix - Instructional Coach, Gerri Nakasone - Instructional Coach]</p>	<p>i-Ready Reading Diagnostic</p> <p>DIBELS</p> <p>WIDA Access Test</p>	<p>WSF, \$</p> <p>Title I, \$</p> <p>Title II, \$</p> <p>Title III, \$</p> <p>Title IV-A, \$</p> <p>Title IV-B, \$</p> <p>IDEA, \$</p> <p>SPPA, \$</p> <p>Homeless, \$</p> <p>Grant: __, \$</p> <p>Other: __, \$</p>
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<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>Not all students are academically on grade level.</p>	<p>EA 1.1.3 (1) All students will receive Rtl-tiered instruction based on their needs. (SW6 - i) [Teri Felix - Instructional Coach, Gerri Nakasone - Instructional Coach]</p> <p>a. Instructional groupings will be determined and frequently reviewed based on data from universal screeners and/or other formative assessments.</p> <p>b. Teachers will provide students with each lesson's learning target(s)/standard.</p> <p>EA 1.1.3 (2) ELL teacher to provide intervention support to ELL students. (SW6 - i) [Danielle Simpson - ELL Teacher]</p> <p>EA 1.1.3 (3) Quarterly data teams will monitor and analyze formative/summative reading data to increase student achievement. (SW6 - ii)</p> <p>EA 1.1.3 (4) K-5 students will take the BOY, MOY, and EOY diagnostic tests in iReady. (SW6 - ii) [Teri Felix - Instructional Coach, Gerri Nakasone - Instructional Coach]</p>	<p>i-Ready Math Diagnostic</p> <p>WIDA Access Test</p>	<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant: __, \$ Other: __, \$</p>
<p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p> <p><i>Required for all schools.</i></p>	<p>Not all students are academically on grade level.</p>	<p>EA 1.1.4 (1) K-5 students will be provided individual/small group instruction to meet their student needs. (SW6 - i) [Teri Felix - Instructional Coach, Gerri Nakasone - Instructional Coach]</p> <p>a. Teachers will provide students with the learning target(s)/standard for each lesson.</p> <p>EA 1.1.4 (2) Academic Review Team (ART) will meet quarterly to review/analyze student data to ensure the school's academic plan and implementation are met. (SW3)</p>	<p>i-Ready Reading & Math Diagnostic</p> <p>DIBELS</p> <p>SBA</p> <p>WIDA Access Test</p>	<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant: __, \$ Other: __, \$</p>



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<p>1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.</p> <p><i>Required for all schools.</i></p>	<p>[If applicable, reference the root / contributing cause here]</p>	<p>EA 1.1.5 (1) Grade 5 students will have middle school orientation (SW6 - iii (II)) [Normann Olegario - Counselor, Laurie Anguay - Gr. 5 GLC]</p> <p>EA 1.1.5 (2) SPED students transition of services to middle school (SW6 - iii(II)) [Student Services Coordinator]</p>	<p>Scheduled date of orientation</p> <p>Scheduled date of transition meeting with the middle school</p>	<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant: __, \$ Other: __, \$</p>
<p>1.1.6 To align the curriculum to state standards for science, HCSSS, and Computer Science (To add additional desired outcomes, duplicate this row, including source of funds checkboxes, as needed)</p>		<p>EA1.1.6 (1) Ensure that our science, HCSSS, computer science, and any other curricula align with state standards. (SW1) [Teri Felix - Instructional Coach, Gerri Nakasone - Instructional Coach, Sherri Miyabuchi - Tech Coordinator]</p> <p>a. Provide grade level articulation/collaboration opportunities to horizontally and vertically align standards, grading, instructional practices, and GLOs.</p>	<p>Unit/Lesson Plans</p> <p>Grade Level Agenda/Minutes</p> <p>Computer Science PD</p>	<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant: __, \$ Other: __, \$</p>
<p>1.1.7 Developing the whole child</p>		<p>EA1.1.7 (1) In developing the whole child, all students will have the opportunity to participate in art, music, and PE</p>	<p>Report card grades</p>	<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant: __, \$ Other: __, \$</p>



★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment

<p>Desired Outcomes <i>“What do we plan to accomplish?”</i></p>	<p>Root/ Contributing Cause <i>“Why are we doing this?”</i></p>	<p>Enabling Activities <i>“How will we achieve the desired outcome?”</i> and Name of Accountable Lead(s) <i>“Who is responsible to oversee and monitor implementation and progress?”</i></p>	<p>Monitoring of Progress (Initial & Intermediate Outcomes) <i>“How will we know progress is being made?”</i></p>	<p>Anticipated Source of Funds <i>“What funding source(s) should be utilized?”</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i></p>
<p>1.2.1. All students desire to and attend school regularly.</p> <p><i>Required for all schools.</i></p>	<p>We have a high percentage of chronic absenteeism</p>	<p>EA 1.2.1 (1) Expand the promotion of our school-wide Positive Behavior Support (PBS) expectations to help students internalize how to make good, safe choices as a life-long practice with</p> <ol style="list-style-type: none"> Merit Charms recognizes student achievements Dragon of the Quarter recognition assemblies Bully Prevention Week #1 & Week #2 focus on being a BUDDY, not a Bully--Iliahi ES is a Bully Free Zone Bully Prevention lessons throughout the school year (SW6 - iii(I)) <p>[Kelsey Tsue Gr. K-2 Counselor, Normann Olegario Gr. 3-5 Counselor]</p> <p>EA1.2.1 (2) Monitor attendance and tardies, intervening if attendance issues continue (Attendance Policy) (SW6 - iii(I))</p> <p>[Kelsey Tsue Gr. K-2 Counselor, Normann Olegario Gr. 3-5 Counselor]</p> <ol style="list-style-type: none"> Quarterly attendance recognition Send notices home to families Counselors and administrators do home visits to families with no phone/or as needed 	<p>Gr. 3-5 Panorama SEL/Perception Survey- Classroom Engagement</p> <p>Chronic Absenteeism Rate</p>	<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant: __, \$ Other: __, \$</p>



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<p>1.2.2. All students demonstrate positive behaviors at school.</p>	<p>Data shows low percentage in the following:</p>	<p>EA 1.2.2 (1) Teachers will teach SEL Social Emotional Learning) Lessons 1-22. (SW6 - iii(I)) [[Kelsey Tsue Gr. K-2 Counselor, Normann Olegario Gr. 3-5 Counselor, Classroom Teachers]</p>	<p>Gr. 3-5 Panorama SEL/Perception Survey- Classroom Engagement</p>	<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant: __, \$ Other: __, \$</p>
<p><i>Required for all schools.</i></p>	<p>Emotional Regulation 55%</p>	<p>a) IES will provide opportunities to do Balloon Breathing after morning recess and lunch recess. b) Teachers will provide engagement activities aligned to the various lessons.</p>		
	<p>Self Efficacy 66%</p>	<p>EA 1.2.2 (2) Teachers will continue to provide lessons in Growth mindset. (SW6 - iii(I))</p>		
	<p>Growth Mindset 64%</p>	<p>a. Use of Second-Step program [[Kelsey Tsue Gr. K-2 Counselor, Normann Olegario Gr. 3-5 Counselor, Classroom Teachers]</p>		



<p>1.2.3. All students experience a Nā Hopena A'ō environment for learning.</p> <p><i>Required for all schools. Sense of belonging, responsibility, excellence, aloha, total well-being, Hawaii</i></p>	<p>To ensure students have a sense of belonging, demonstrate responsibility, excellence, aloha, and total well-being, as well as learn about Hawaii</p>	<p>EA 1.2.3 (1) Students will be able to participate in various afterschool programs. (SW5)</p> <ul style="list-style-type: none"> a. Elementary Sports [Tom Yamamoto Resource Teacher] b. Crazy 8 Math [Lori Shimabukuro PCNC Coordinator] c. Wake Up Iliahi [Lori Shimabukuro PCNC Coordinator] d. Gardening [Lori Shimabukuro PCNC Coordinator] e. Game Club [Lori Shimabukuro PCNC Coordinator] f. Coding [Avery Espinda Teacher, Kelsey Tsue Counselor, Lea Ann Kakimoto Teacher] g. Robotics [Delmy Zambrano SPED Teacher, Dylan Webb EA] h. JPO [Jennifer Tamayose] i. Na Kamali'i [Tom Yamamoto] j. DC Hui [Deena Kojima] k. P4C [Denise Low-Liu] l. After school tutoring [Teri Felix Gr. K-2 Coach, Geri Nakasone Gr. 3-5 Coach] m. Hawaii State Science Olympiad [Delmy Zambrano SPED Teacher, Dylan Webb EA] <p>EA 1.2.3 (2) Students will be able to participate in Iliahi's May Fest Program (every other year) (SW6 - iii(I)) [Tom Yamamoto - Resource Teacher]</p> <ul style="list-style-type: none"> a. Participate in cultural performances, art & music <p>EA 1.2.3 (3) Students will participate in CLSD activities (SW6 - iii(I)) [Teri Felix - Instructional Coach, Gerri Nakasone - Instructional Coach]</p> <ul style="list-style-type: none"> a. Quarterly cultural/educational activities <p>EA 1.2.3 (4) Teachers will consistently provide students with opportunities for goal-setting, self-evaluation (to include GLOs), self-reflection (to include GLOs), and peer feedback promoting high academic expectations and improving student performance. (WASC) (SW6 - i)</p>	<p>School Connectedness Data</p> <p>Panorama Survey</p>	<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant:CLSD, \$ Other:__, \$</p>
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<p>1.2.4 Provide faculty and staff the opportunity to connect with one another</p> <p><i>(To add additional desired outcomes, duplicate this row, including source of funds checkboxes, as needed)</i></p>	<p>New staff due to changes within the school</p>	<p>EA 1.2.4 (1) Provide professional development opportunities for faculty and staff to meet IES student needs and WASC recommendations (SW6 - iii(IV)) [Garett Yukumoto - Principal] a. Communication, teamwork, collaboration, relationship, trust b. Growth mindset, Social Emotional Learning</p> <p>EA 1.2.4 (2) Provide teachers the opportunity to attend professional development either locally/nationally. (SW6 - iii(IV)) [Garett Yukumoto - Principal]</p> <p>EA 1.2.4 (3) Administration will provide faculty and staff with consistent vertical articulation sessions across grades to strengthen communication and collaboration to more effectively meet the needs of all students. (WASC)(SW6 - iii(IV)) [Garett Yukumoto - Principal]</p> <p>EA 1.2.4. (4) Teachers will consistently implement the Step Up to Writing program to improve student writing skills. (WASC) (SW6 - ii) [Classroom Teachers]</p> <p>EA 1.2.4 (5) Administration will provide additional standards-based grading professional development. (WASC) (SW6 - iii(IV)) [Garett Yukumoto - Principal]</p>	<p>Sign-In sheet</p> <p>Faculty/Staff sharing of learning</p>	<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant: __, \$ Other: __, \$</p>
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★ **GOAL 1.3 All students' graduate high school prepared for college and career success and community and civic engagement**

<p>Desired Outcomes "What do we plan to accomplish?"</p>	<p>Root/Contributing Cause "Why are we doing this?"</p>	<p>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?"</p>	<p>Monitoring of Progress (Initial & Intermediate Outcomes) "How will we know progress is being made?"</p>	<p>Anticipated Source of Funds "What funding source(s) should be utilized?" Please estimate the additional amount needed to execute the enabling activity.</p>
<p>1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.</p> <p><i>Required for all schools.</i></p>	<p>[If applicable, reference the root / contributing cause(s) here]</p>	<p>EA 1.3.1 (1) Students will have the opportunity to be a part of the Student Council & Class Representatives (SW6 - iii(I)) [Tom Yamamoto - Resource Teacher]</p> <p>EA 1.3.1 (2) Provide experiences to students to learn about a variety of career, community, and civic opportunities. (SW6 - iii(II)) [Kelsey Tsue Gr. K-2 Counselor, Normann Olegario - Gr. 3-5 Counselor, Tom Yamamoto - Resource Teacher, Classroom Teachers]</p> <ol style="list-style-type: none"> a. Career Day b. Kids Voting c. EDP activities d. Community Partnerships e. Recycle Days f. Campus Beautification 	<p>SQS Survey</p> <p>Parent Evaluation</p> <p>Student Survey</p> <p>Sign-In Sheet</p>	<p>WSF, \$</p> <p>Title I, \$</p> <p>Title II, \$</p> <p>Title III, \$</p> <p>Title IV-A, \$</p> <p>Title IV-B, \$</p> <p>IDEA, \$</p> <p>SPPA, \$</p> <p>Homeless, \$</p> <p>Grant: __, \$</p> <p>Other: __, \$</p>



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<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>Varying levels of implementation of curriculum content.</p>	<p>EA 1.3.2 (1) Grade-level teachers will craft and implement NGSS & HCSSS units/lessons that embed activities utilizing the EDP process. (SW6 - ii) [Teri Felix - Instructional Coach, Gerri Nakasone - Instructional Coach]</p> <p>EA 1.3.2 (2) Teachers will provide instruction of GLOs (General Learner Outcomes), opportunities to demonstrate understanding, and use school-created rubrics to assess students meeting the GLOs (SW6 - ii)</p> <p>EA 1.3.2 (3) Teachers will cultivate durable skills through EDP, Project Based Learning, STEM and Computer Science (SW6 - ii)</p> <ol style="list-style-type: none"> a. Investigate b. Communicate c. Collaborate d. Create 	<p>Units/Lesson Plan</p> <p>Grade level agenda/minutes</p> <p>Report Card</p> <p>Walk-through data</p> <p>EDP Journal/IC3 Evidence form</p>	<p>WSF, \$</p> <p>Title I, \$</p> <p>Title II, \$</p> <p>Title III, \$</p> <p>Title IV-A, \$</p> <p>Title IV-B, \$</p> <p>IDEA, \$</p> <p>SPPA, \$</p> <p>Homeless, \$</p> <p>Grant: __, \$</p> <p>Other: __, \$</p>
<p>1.3.3. All students graduate high school with a personal plan for their future.</p>	<p>NA</p>	<p>Not applicable</p>	<p>NA</p>	<p>WSF, \$</p> <p>Title I, \$</p> <p>Title II, \$</p> <p>Title III, \$</p> <p>Title IV-A, \$</p> <p>Title IV-B, \$</p> <p>IDEA, \$</p> <p>SPPA, \$</p> <p>Homeless, \$</p> <p>Grant: __, \$</p> <p>Other: __, \$</p>



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<p>[Insert school specific desired outcome]</p> <p><i>(To add additional desired outcomes, duplicate this row, including source of funds checkboxes, as needed)</i></p>	<p>[If applicable, reference the root / contributing cause(s) here]</p>	<p>[Include specific enabling activities or strategic actions being taken to achieve your desired outcome];</p> <p>[Reference name of accountable lead(s) here]</p>	<p>[List the measures and/or evidence that will be used to monitor progress here]</p>	<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant: __, \$ Other: __, \$</p>
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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 Outcomes <i>“What do we plan to accomplish?”</i>	Root/Contributing Cause <i>“Why are we doing this?”</i>	Enabling Activities <i>“How will we achieve the desired outcome?”</i> and Name of 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> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
2.1.1 All teachers will meet the TESOL or SIQ requirements. <i>(To add additional desired outcomes, duplicate this row, including source of funds checkboxes, as needed)</i>	Not all teachers have met the TESOL or SIQ requirements	EA2.1.1 (1) Provide teachers with information on the different options to meet qualifications (SW6 - iii(IV)) a. Teachers can enroll in PDE3 coursework [Danielle Simpson (ELL Teacher), Admin]	Coursework credits Certification through HTSB	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.

<p>Desired Outcomes <i>“What do we plan to accomplish?”</i></p>	<p>Root/Contributing Cause <i>“Why are we doing this?”</i></p>	<p>Enabling Activities <i>“How will we achieve the desired outcome?”</i></p> <p>and Name of Accountable Lead(s) <i>“Who is responsible to oversee and monitor implementation and progress?”</i></p>	<p>Monitoring of Progress <i>“How will we know progress is being made?”</i></p>	<p>Anticipated Source of Funds <i>“What funding source(s) should be utilized?”</i> Please estimate the additional amount needed to execute the enabling activity.</p>
<p>3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.</p> <p><i>Required for all schools.</i></p>	<p>Board of Education requirement</p>	<p>EA3.3.1 (1) SCC will meet four times during the school year to provide input/feedback to the school’s needs. [SCC Chairperson, Principal] (SW2)</p>	<p>SCC Agenda & Minutes</p>	<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant: ____, \$ Other: ____, \$</p>



★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.

<p>Desired Outcomes <i>“What do we plan to accomplish?”</i></p>	<p>Root/ Contributing Cause <i>“Why are we doing this?”</i></p>	<p>Enabling Activities <i>“How will we achieve the desired outcome?”</i> and Name of Accountable Lead(s) <i>“Who is responsible to oversee and monitor implementation and progress?”</i></p>	<p>Monitoring of Progress <i>“How will we know progress is being made?”</i></p>	<p>Anticipated Source of Funds <i>“What funding source(s) should be utilized?”</i> Please estimate the additional amount needed to execute the enabling activity.</p>
<p>3.3.2 Iliahi will organize and provide at least 1 parent engagement activity per quarter to empower parents to support their child’s learning at home.</p> <p><i>(To add additional desired outcomes, duplicate this row, including source of funds checkboxes, as needed)</i></p>	<p>Parents need opportunities to learn skills to better support their child at home.</p>	<p>EA 3.3.2 (1) School will identify and implement engagement activities that promote family engagement and/or student achievement, such as the following: (SW6 - ii) [Sherri Miyabuchi Title 1/Tech Coordinator, Lori Shimabukuro PCNC Coordinator, Grade Level Chairs]</p> <ol style="list-style-type: none"> a. Meet and Greet b. Parent Day c. Grade Level Activities d. Volunteer/ training/tutoring/ chaperone e. School-wide activities f. family/cultural literacy night <p>EA 3.3.2 (2) Inform families about school events on time [Normann Olegario - Gr. 3-5 Counselor, Sherri Miyabuchi - Tech Coordinator, Tom Yamamoto - Resource Teacher]</p> <ol style="list-style-type: none"> a. School Messenger b. Flyers c. Newsletter d. School Website e. Social Media 	<p>Parent Survey Parent Sign-In Sheet</p>	<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant:CLSD \$ Other:____, \$</p>



One-Year Academic Plan SY 2024-2025

		EA 3.3.2 (3) The school's Academic Plan will be available to our parents and other stakeholders on our School/State's website (SW4) (Normann Olegario-Counselor, Sherri Miyabuchi -Tech Coordinator)		
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★ Other Systems of Support

<p>Desired Outcomes <i>“What do we plan to accomplish?”</i></p>	<p>Root/ Contributing Cause <i>“Why are we doing this?”</i></p>	<p>Enabling Activities <i>“How will we achieve the desired outcome?”</i> and Name of Accountable Lead(s) <i>“Who is responsible to oversee and monitor implementation and progress?”</i></p>	<p>Monitoring of Progress <i>“How will we know progress is being made?”</i></p>	<p>Anticipated Source of Funds <i>“What funding source(s) should be utilized?”</i> Please estimate the additional amount needed to execute the enabling activity.</p>
<p>[Insert school specific desired outcome]</p> <p><i>(To add additional desired outcomes, duplicate this row, including source of funds checkboxes, as needed)</i></p>	<p>[If applicable, reference the root / contributing cause here]</p>	<p>[Include specific enabling activities or strategic actions being taken to achieve your desired outcome];</p> <p>[Reference name of accountable lead(s) here]</p>	<p>[List the measures and/or evidence that will be used to monitor progress here]</p>	<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant:____, \$ Other:____, \$</p>



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 Iliahi 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>	[1080]
Did your school submit a SCC Waiver Request Form? Please explain.	NO
Bell Schedule: [Iliahi Elementary School Bell Schedule]	