



Red Hill Elementary Academic Plan SY 2024-2025

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

Submitted by Principal Tyler Brown		Approved by Complex Area Superintendent John Erickson	
Tyler Brown	March 13, 2024	[Insert signature] <i>John Erickson</i> <small>John Erickson (Apr 10, 2024 18:58 HST)</small>	[Insert date]



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	Wonders 2017/Magnetic Foundations	Ready Math	Mystery Science	Studies Weekly
Grade 1	Wonders 2017/Magnetic Foundations	Ready Math	Mystery Science	Studies Weekly
Grade 2	Wonders 2017/Magnetic Foundations	Ready Math	Mystery Science	Studies Weekly
Grade 3	Wonders 2017	Ready Math	Mystery Science	Studies Weekly
Grade 4	Wonders 2017	Ready Math	Mystery Science	Studies Weekly
Grade 5	Wonders 2017	Ready Math	Mystery Science	Studies Weekly
Grade 6	Wonders 2017	Desmos	Generation Genius	Studies Weekly

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
Grade K-6	iReady -	iReady -
[Insert grade level or course name]	Select One -	Select One -
[Insert grade level or course name]	Select One -	Select One -
[Insert grade level or course name]	Select One -	Select One -
[Insert grade level or course name]	Select One -	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: SY 2018-2019, Next Full Self-Study: SY 2024-2025
- 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.

1	<p><u>Student Need 1:</u> [Red Hill’s disadvantaged groups are not doing well on state testing in WIDA and end of year SBA. There continues to be an achievement gap that needs to be closed. Not many ELL students are exiting services.]</p> <p><u>Root/Contributing cause(s):</u> [1A) Uncertainty about the students who belong to specific groups when looking at specific students and data across supports. 1B) New SPED teachers in different lines and grade levels understanding curriculum, instruction, assessment. 1C) SPED teachers are still learning the curriculum and how to adjust and modify work for the students. They also need to create a plan on how to support students in the inclusion setting for the range of learners. 1D) More teachers on the grade levels need the 6 credits of ELL qualifications or TeSol certification.]</p>
2	<p><u>Student Need 2:</u> [Accelerate Learning and Close the Achievement Gap - Implement MTSS/RTI System]</p> <p><u>Root/Contributing cause(s):</u> [2A) Specific interventions and tiers of support for Tier 1, 2 and 3 are not assigned to student’s specific needs. Student interventions need to be tracked and monitored for students in each tier. 2B) Teachers haven’t clearly developed a clear tier 2 RTI support with clear strategies to implement across grade levels. 2C) Alignment of K-6 rubrics have not been clearly developed across grade levels. 2D) Teachers have not been trained on core strategies such as model drawing and thinking maps.]</p>



3	<p><u>Student Need 3:</u> [Improve Student Attendance]</p> <p><u>Root/Contributing cause(s):</u> [3A) There has not been a system to support incentives within the school for positive behavior supports and acknowledging students and classrooms excelling in various programs on campus.]</p>
4	<p><u>Student Need 4:</u> [Na Hopena a'o (Ha) Framework and Implementation]</p> <p><u>Root/Contributing cause(s):</u> [4A) The School Community hasn't been trained on the components of HA. Teachers have not been familiarized with the elements and statements.]</p>
5	<p><u>Student Need 5:</u> [Enhance Supports for Student Transition Success]</p> <p><u>Root/Contributing cause(s):</u> [5A) Anchored4Life, Tribes and Choose Love are still in its infancy at Red Hill. The school community is navigating all programs to try and align it to Red Hill's plan of supporting the whole child.]</p>
6	<p><u>Student Need 6:</u> [Grade 5 scores in Science have declined.]</p> <p><u>Root/Contributing cause(s):</u> [6A) Science has not been implemented with fidelity across all grade levels. Grade level teams have been creating all of their own units of study. Currently all grade levels have now been using Mystery Science along with additional kits purchased. 6B) There has been a lack in non-fictional reading to support the prior knowledge.]</p>



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>Targeted Subgroup: Special Education</p> <p>Identified Student Need(s): [Red Hill's disadvantaged groups are not doing well on state testing in WIDA and end of year SBA. There continues to be an achievement gap that needs to be closed. Not many ELL students are exiting services. Accelerate Learning and Close the Achievement Gap - Implement MTSS/RTI System]</p>
2	<p>Targeted Subgroup: English Language Learners</p> <p>Identified Student Need(s): [Red Hill's disadvantaged groups are not doing well on state testing in WIDA and end of year SBA. There continues to be an achievement gap that needs to be closed. Not many ELL students are exiting services. Accelerate Learning and Close the Achievement Gap - Implement MTSS/RTI System]</p>
3	<p>Targeted Subgroup: Disadvantage</p> <p>Identified Student Need(s): [Red Hill's disadvantaged groups are not doing well on state testing in WIDA and end of year SBA. There continues to be an achievement gap that needs to be closed. Not many ELL students are exiting services. Accelerate Learning and Close the Achievement Gap - Implement MTSS/RTI System]</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.**

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 (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> <i>Please estimate the additional amount needed to execute the enabling activity.</i>	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2025. Include dates and descriptions for carrying out this enabling activity.	
					AMR Semester 1 Check December 13, 2024	AMR Semester 2 Check May 16, 2025
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.	N/A	[EA 1.1.1 (1) All teachers in grade k will be trained on administering the KEA screener to then be able to discuss and plan for students entering Kindergarten in SY 24-25]; [Tyler Brown and Jamie Kubo]	[Data from the KEA assessment will be shared and analyzed by the kindergarten team as well as with leadership.]	<input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$		



<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>1A 2A 2B 2C 2D</p>	<p>[EA 1.1.2 (1) Additional PD and support with utilizing iReady tiers of intervention, Magnetic Reading and Simplify Writing support to Wonders. Additional information text reading support in Science and Social Studies utilizing Studies Weekly.]</p> <p>[EA 1.1.2 (2) Teachers need PD on inclusive practices and learning walks to see strategies that are successful.];</p> <p>[Jamie Kubo]</p>	<p>[iReady Universal Screener and Progress monitoring data and analysis. Grade level assessments and data collected for PLCs using school-wide rubric. Grade level articulation notes on plans of action]</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</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><i>Required for AMR schools.</i></p>	<p>1A 2A 2B 2C 2D</p>	<p>[EA 1.1.3 (1) School-wide PD on Ready Math for all teachers. Additional PD and support with utilizing iReady tiers of intervention, Think Mathematics, Braining Camp and MSL math support to Wonders. Additional PD and support of Thinking Classroom PD for all teachers and staff.]</p> <p>EA 1.1.3 (2) Teachers need PD on inclusive practices and learning walks to see strategies that are successful.];</p> <p>[Jamie Kubo]</p>	<p>[iReady Universal Screener and Progress monitoring data and analysis. Grade level assessments and data collected for PLCs using school-wide rubric. Grade level articulation notes on plans of action]</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>		



One-Year Academic Plan SY 2024-2025 for AMR Schools

<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>1A 1B 1C 1D 2A 2B 2C 2D</p>	<p>[EA 1.1.4 (1) Looking at the SPED lines in inclusion and reallocating supports accordingly. Streamlining LRE, specifically, placements within the school (inclusion, resource, fsc). EA 1.1.4 (2)Mentoring Support for New Teachers at school and from the District. EA 1.1.4 (3)Ongoing meetings due to the new processes and procedures. (Weekly District SPED meetings, and school level SPED department meetings, and New Teacher Meetings) EA 1.1.4 (4)Currently working on more teachers to get TeSOL certification and 6 credits of SIOP training to support the ELL population at the school. EA 1.1.4 (5)Teachers need PD on inclusive practices and learning walks to see inclusion teams that are successful.]; [Jamie Kubo, Jill Kurisu, Tyler Brown]</p>	<p>[Mentoring support data through Induction and mentoring, DH and SSC meetings with Sped department, Meetings with teachers being SIQ, Inclusive practices learning walks, BERC learning walks.]</p>	<p><input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$</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><i>Required for all schools.</i></p>	<p>N/A</p>	<p>[EA 1.1.5 (1)Grade 6 students attend assemblies with the middle school to see electives offered. Teachers in grade 6 do learning walks at the middle school. Grade 6 will also begin bridging curriculum at Red Hill and to the middle school to help students transition. The team meets with the middle school team to hold transition meetings with identified students.]; [Tyler Brown, Jill Kurisu]</p>	<p>[Meeting notes between middle school and elementary school during transition meetings. Ongoing meetings between administrators.]</p>	<p><input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$</p>		



One-Year Academic Plan SY 2024-2025 for AMR Schools

<p>1.1.6 Provide all students with a structured Science Curriculum.</p> <p><i>(To add additional desired outcomes, duplicate this row, including source of funds checkboxes, as needed)</i></p>	<p>6A 6B</p>	<p>[EA 1.1.6 (1)Vertical articulation of each grade level will occur during PLC and Grade level articulation for Mystery Science Implementation.</p> <p>EA 1.1.6 (2)Additional Informational Text reading from Studies Weekly Science will be purchased for grades K-6. Differentiated texts will provide opportunities for students to get access to the content knowledge.</p> <p>];</p> <p>[Jamie Kubo]</p>	<p>[Grade level assessments, Cross Grade level articulation, PLC and HSA science data.]</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</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 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 (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> <i>Please estimate the additional amount needed to execute the enabling activity.</i>	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2025. Include dates and descriptions for carrying out this enabling activity.	
					AMR Semester 1 Check December 13, 2024	AMR Semester 2 Check May 16, 2025
1.2.1 All students desire to and attend school regularly. <i>Required for all schools.</i>	NA	[EA 1.2.1 (1)Consistent morning messages and Friday optimistic closure activities to have students be here on time and ready. Plans to support incentives for students being successful within programs such as iReady growth and class spirit.]; [Tyler Brown, Daniel Kaetsu]	[Panorama surveys and attendance records]	<input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$		



<p>1.2.2. All students demonstrate positive behaviors at school.</p> <p><i>Required for all schools.</i></p>	<p>5A</p>	<p>EA 1.2.2 (1)Identify the Tiers for Behavior RTI and what does support look like and who delivers the support.</p> <p>EA 1.2.2 (2)Choose Love and Tribes implementation and specific plans for how each is delivered within the classes. Refinement across grade levels within PLC to see how each program plays a role.</p> <p>EA 1.2.2 (3)Continue to build the capacity for Anchored4Life program at Red Hill. Students will continue to have lessons weekly.</p> <p>EA 1.2.2 (4)Defining possible supports for Tier 2 and 3.</p> <p>EA 1.2.2 (5)Look closely at Panorama data given within the grade levels to see the needs of supports for students. Data will be looked at through PLCs as well. Panorama resources for student action plans to be utilized more with teachers.</p> <p>[Jamie Kubo, Tyler Brown, Daniel Kaetsu, Jill Kurisu]</p>	<p>[Panorama data, Lei Kulia Data, School Behavioral Referral data.]</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>		
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One-Year Academic Plan SY 2024-2025 for AMR Schools

<p>1.2.3. All students experience a Nā Hopena A'o environment for learning.</p> <p><i>Required for all schools.</i></p>	<p>4A</p>	<p>EA 1.2.3 (1)Morning messages and focused lessons will be shared to implement the monthly statement focus within the classrooms.];</p> <p>[Tyler Brown, Jamie Kubo]</p>	<p>[Data through surveys and through Hawaiian Studies Class]</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>		
<p><i>(To add additional desired outcomes, duplicate this row, including source of funds checkboxes, as needed)</i></p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</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 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 (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> <i>Please estimate the additional amount needed to execute the enabling activity.</i>	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2025. Include dates and descriptions for carrying out this enabling activity.	
					AMR Semester 1 Check December 13, 2024	AMR Semester 2 Check May 16, 2025
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. <i>Required for all schools.</i>	N/A	[EA 1.3.1 (1)Grade levels will continue to try to get guest speakers from the community to share about their careers and community. There will continue to be partnerships with our Military Community as well as other outside organizations sharing at the school. (Ex: monthly military involvement activities, Kupuna partnership, etc.); [Tyler Brown, Jamie Kubo]	[Student reflections and data of partnerships with grade levels and school-wide events held.]	<input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$		



One-Year Academic Plan SY 2024-2025 for AMR Schools

<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>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>		
<p>1.3.3. All students graduate high school with a personal plan for their future.</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>		



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<p><i>(To add additional desired outcomes, duplicate this row, including source of funds checkboxes, as needed)</i></p>	N/A	N/A	N/A	<input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$		
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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>	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2025. Include dates and descriptions for carrying out this enabling activity.	
					AMR Semester 1 Check December 13, 2024	AMR Semester 2 Check May 16, 2025
[2.2.1. RHES.2] <i>(To add additional desired outcomes, duplicate this row, including source of funds checkboxes, as needed)</i>	1A 2A 2B 2C 2D	[EA.2.2.1 (1) Teachers and staff will be trained in Ready Math. Additional PD will be ongoing with Studies Weekly, Thinking Classrooms and ELA alignment. New teachers will also participate in their own learning community for additional support and mentoring]; [Jamie Kubo, Tyler Brown.]	[Berc Learning Walks and EES will showcase teacher growth in areas of focus. EES and IPDP plans and reflections]	<input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$		



Priority 3 Effective and Efficient Operations At All Levels

★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.

Desired 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>	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2025. Include dates and descriptions for carrying out this enabling activity.	
					AMR Semester 1 Check December 13, 2024	AMR Semester 2 Check May 16, 2025
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. RHES.3	N/A	EA.3.3.1 (1)Monthly meetings are held with all stakeholders and minutes are shared on the school website for the broader community to view.; [Tyler Brown, Jamie Kubo]	[Monthly meeting Agendas and Minutes published to the school website.]	<input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:___, \$ <input type="checkbox"/> Other:___, \$		



<i>Required for all schools.</i>						
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★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.

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>	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2025. Include dates and descriptions for carrying out this enabling activity.	
					AMR Semester 1 Check December 13, 2024	AMR Semester 2 Check May 16, 2025
[3.3.2. School and community engagement at the school level and grade level. RHES.3] <i>(To add additional desired outcomes, duplicate this row, including source of funds checkboxes, as needed)</i> <i>Required for AMR schools.</i>	N/A	EA.3.3.2 (1)Grade levels will provide at least one family event where the families and students participate together. Additional on campus events will be scheduled where families can attend to volunteer. Choose Love Family Night will continue as well as off-campus partnerships to showcase and celebrate students. [Tyler Brown, Jamie Kubo]	[SQS survey and family event surveys]	<input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:___, \$ <input type="checkbox"/> Other:___, \$		



★ Other Systems of Support							
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>	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2025. Include dates and descriptions for carrying out this enabling activity.	
						AMR Semester 1 Check December 13, 2024	AMR Semester 2 Check May 16, 2025
3.3.3 Accelerate Learning and Close the Achievement Gap - Implement MTSS/RTI System RHES.4 <i>(To add additional desired outcomes, duplicate this row, including source of funds checkboxes, as needed)</i> <i>Required for AMR schools.</i>	2A 2B 2C 2D	[EA.3.3.3 (1)Thinking Classrooms Professional development has been initiated. Team members have introduced elements of the PD. Additional support and PD is needed to help teachers build thinking classrooms in supporting disadvantaged groups. EA.3.3.3 (2)Additional PD and follow up to support model drawing and thinking maps.]; [Tyler Brown, Jamie Kubo]		[iReady Screener, Progress Monitoring, Lei Kulia database]	<input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:___, \$ <input type="checkbox"/> Other:___, \$		



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 [Red Hill Elementary] current bell schedule(s) and total student instructional hours per year. To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided [bell schedule tool](#).

Total student instructional <u>hours per year</u> <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>	[1053]
Did your school submit a SCC Waiver Request Form? Please explain.	[Yes, Red Hill submitted a form to the SCC for approval for an additional day to the 2 PD days we have had yearly. This additional day was requested to have the Beginning of the Year District Professional Training for the entire AMR South Side District.]
Bell Schedule: https://www.redhillelementary.org/apps/bell_schedules/ , https://docs.google.com/spreadsheets/d/1fu4DY_4GU3RTOViO6Zg3i61hWXSa4tw5-MW9HPKw_pE/edit?usp=sharing]	







AMR Schools' HIDEOE Academic Plan Template, SY24-25 - Red Hill (1)

Final Audit Report

2024-04-11

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