



Makaha Elementary Academic Plan SY 2024-2025

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Submitted by Principal: Kenneth Agcaoili	
	4/5/2024

Approved by Complex Area Superintendent: Disa Hauge	
	04/16/2024



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
K-6	Reading Wonders Ready Reading Phonics for Reading	Ready Math NW Complex-wide curriculum map	Mystery Science	Teacher Created
K-2	Heggerty Phonemic Awareness and Phonics			



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
K-6	iReady ▾	iReady ▾
	Select One ▾	Select One ▾
	Select One ▾	Select One ▾
	Select One ▾	Select One ▾
	Select One ▾	Select One ▾
	Select One ▾	Select One ▾



SCHOOL GOALS

<i>Student Success Indicator</i>	<i>State Baseline 2019</i>	<i>Makaha 2022-23 Actual</i>	<i>Makaha 2024-25 Goal</i>
Chronic Absenteeism	15%	54%	23%
Language Arts SBA above or at proficiency	54%	30%	40%
3rd Grade Literacy (Defined as students above, at or near proficiency for ELA SBA)	75%	52%	78%
Math SBA above or at proficiency	43%	29%	40%
Inclusion Rate	44%	55%	70%
Positive School Climate (Students)	74%	71%	80%



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: February 2024, Next Full Self-Study: February 2030
- Other current accreditation self-study

WASC Self-Study Critical Areas for Follow-Up:

1. Prioritize Improvement and Communicate its Urgency (aligning current of initiatives)
2. Provide Rigorous Evidence-Based Instruction
3. Build a Strong Community Intensely Focused on Student Learning
4. Implement the Hawai'i Multi-Tiered Support System
5. Reduce the gap in achievement between student subgroups, particularly in Language Arts and Mathematics.
6. Develop and implement a communication plan to strengthen both parent and community understanding of GLO's, assessment results, school programs and the services and support being provided to improve student achievement.
7. Update MES's website with current information, i.e. Academic Plan, School Profile, SCC agendas & minutes, etc.
8. Enhance Mākaha's image in the community by:
 - Working with parents to establish a parent organization
 - Working with Complex leaders to improve Mākaha's visual image by repainting the school, campus cleanliness, and renovating its bathrooms
 - Re-establishing Hawai'ian studies
 - Re-establishing Ohana events for families and the community



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:</u> Prioritize Improvement and Communicate its Urgency.</p> <p><u>Root/Contributing cause(s):</u> 1A: Lack of clarity and a clearly articulated vision regarding how initiatives will improve student learning and contribute to school turnaround and student success.</p>
2	<p><u>Student Need:</u> Provide Rigorous Evidence Based Instruction.</p> <p><u>Root/Contributing cause(s):</u> 2A: Lack of consistent implementation of effective, evidence-based instructional practices, combined with insufficient professional development in research-based Tier 1 instructional strategies and efforts to enhance academic discourse.</p>
3	<p><u>Student Need:</u> Build a Strong Community Intensely Focused on Student Learning.</p> <p><u>Root/Contributing cause(s):</u> 3A: Lack of sufficient family and community engagement, particularly in areas of student learning, timely communication about student progress, and involvement in the school improvement process.</p>
4	<p><u>Student Need:</u> Implement the Hawai'i Multi-Tiered Support System</p> <p><u>Root/Contributing cause(s):</u> 4A: Inconsistent implementation of HMTSS Tier 1 elements, highlighting a need for common schoolwide professional development on evidence-based tiered interventions and data-driven procedures for monitoring student progress.</p>
5	<p><u>Student Need:</u> Reduce the gap in achievement between student subgroups, particularly in Language Arts and Mathematics.</p> <p><u>Root/Contributing cause(s):</u> 5A: Lack of consistent implementation of effective, evidence-based instructional practices, combined with insufficient professional development in research-based Tier 1 instructional strategies and efforts to enhance academic discourse.</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 **Targeted Subgroup:** Low SES
Identified Student Need(s): ELA SBA: Non-Disadvantaged 32.14% - Disadvantaged 22.61% = 9.53% Gap
Math SBA: Non-Disadvantaged 35.71% - Disadvantaged 24.78% = 10.93% Gap

2 **Targeted Subgroup:** SPED
Identified Student Need(s): ELA SBA: Non-SPED 28.47 - SPED 11.11% = 17.36% Gap
Math SBA: Non-SPED 26 - SPED 37% = -11% (No Gap)



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>
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.	5A	<p>Enabling Activities:</p> <p>EA 1.1.1(1): MES Kindergarten classes will administer the Kindergarten Entry Assessment (KEA).</p> <p>EA 1.1.1(2): MES Kindergarten classes will have a staggered start to the school year. This will allow teachers to administer the KEA to smaller groups of students.</p> <p>EA 1.1.1(3): MES non-classroom teachers will help to support Kindergarten teachers during KEA testing.</p> <p>EA 1.1.1(4): Parent orientation and coffee hours targeting Kindergarten parents will be held. The topics covered during these</p>	<p>KEA Results</p> <p>KEA Completion Rates</p> <p>DIBELS Initial: 0% Intermediate: 10%</p>	<input checked="" type="checkbox"/> WSF, \$ <input checked="" 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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		meetings will range from social-emotional learning to academic readiness. Name of Accountable Lead: Jennifer Lee - Academic Coach		
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<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>2A</p>	<p>Enabling Activities:</p> <p>EA 1.1.2(1): K-6 will maintain the integration of Reading Wonders as our primary curriculum. We will utilize Curriculum Maps and Pacing Guides to enhance common formative assessments (CFA). The data from CFAs will guide curriculum and instructional decisions during Data Team meetings.</p> <p>EA 1.1.2(2): I-Ready Reading will be used to supplement Reading Wonders.</p> <p>EA 1.1.2(3): Teachers use data from the monthly CFA to run the Doug Reeves 6-Step data team process.</p> <p>EA 1.1.2(4): IRA teachers</p> <ul style="list-style-type: none"> to provide student instructional supports so teachers can consistently monitor student progress through participating in data teams. to provide student instructional supports for grade level content/skill specific instructional need areas <p>EA 1.1.2(5): Provide LETRS Professional Development</p> <p>EA 1.1.2(6): Principal and Leadership Team walkthroughs with specific feedback given to teachers</p> <p>EA 1.1.2(7): K-2 will use the Heggerty Bridge to Reading for foundational skills - Phonemic Awareness and Phonics.</p> <p>EA 1.1.2(8): K-6 will continue to implement reading RtI block 4-5x a week for 30 minutes. SPED subgroup will adjust duration based on need.</p>	<p>Galileo Reading Benchmark Initial: 5% Intermediate: 20%</p> <p>iReady Reading: Initial: 10% Intermediate: 50%</p> <p>DIBELS: Initial: 10% Intermediate: 30%</p> <p>SBA Block</p> <p>SBA Interim</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input checked="" 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 checked="" 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>EA 1.1.2(9): Teachers administer BOY, MOY, EOY DIBELS assessment and use assessment data to modify instruction and curriculum.</p> <p>Name of Accountable Lead: Shanna La`a - Academic Coach</p>		
<p>1.1.2.1. All students decode fluently by winter of grade 1. As measured by NWF winter</p>	<p>2A</p>	<p>Enabling Activities:</p> <p>EA 1.1.2.1(1): MES Kindergarten will administer the KRA (Kindergarten Readiness Assessment) at the beginning of the school year to assess SEL and academic skills.</p> <p>EA 1.1.2.1(2): Kindergarten Summer Start is provided to upcoming kindergarteners during the summer prior to their first year of kindergarten.</p> <p>EA 1.1.2.1(3): Grades K-2 will provide phonics instruction using Heggerty principles.</p> <p>EA 1.1.2.1(4): Rtl-A groups during phonics instruction will be ability based with the most struggling learners together in smaller groups.</p> <p>Name of Accountable Lead: Jenn Lee - Academic Coach</p>	<p>DIBELS Initial: 10% Intermediate: 20%</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input checked="" 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 checked="" type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$



<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>2A</p>	<p>Enabling Activities:</p> <p>EA 1.1.3(1): Math Gap: K-6 will continue implementing iReady Math as our core curriculum.</p> <p>EA 1.1.3(2): Curriculum Maps, Pacing Guides will be used to refine common formative assessments (CFA). CFA data will be used during Data Teams to inform curriculum and instruction.</p> <p>EA 1.1.3(3): K-6 will continue to implement math RtI block 4-5x a week for 30 minutes.</p> <p>EA 1.1.3(4): The principal and teachers gather artifacts from Walkthrough or Model of Instruction (MOI) data and shared with the faculty/individual teacher regularly.</p> <p>EA 1.1.3(5): Job-Embedded Professional Development furnished to teachers</p> <p>EA 1.1.3(6): Conduct grade level Math <u>Lesson Studies</u>: Observe and Discuss Effective Teaching</p> <p>EA 1.1.3(7): Teachers practice and <u>reflect</u> on their progress toward their goals</p> <p>EA 1.1.3(8): Induction and Mentoring Program provided for teachers</p> <p>EA 1.1.3(9): All teachers know the essential standards, when to teach them (monthly pacing guides), and how they will be assessing students (monthly common formative assessments (CFA))</p> <p>EA 1.1.3(10): Teachers administer BOY, MOY, EOY math iReady assessment and use assessment data to modify instruction and curriculum.</p>	<p>Galileo Math Benchmark Initial: 5% Intermediate: 20%</p> <p>iReady Math: Initial: 10% Intermediate: 50%</p> <p>SBA Block</p> <p>SBA Interim</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input checked="" 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 checked="" 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>EA 1.1.3(11): Teachers use data from the monthly CFA to run the Doug Reeves 6-Step data team process.</p> <p>EA 1.1.3(12): Align MES curriculum maps with the NW Complex Curriculum Maps</p> <p>EA 1.1.3(13): Technology coordinator will support students and teachers with various network, hardware, and software issues throughout campus.</p> <p>Name of Accountable Lead: Jenn Lee - Academic Coach</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>2A</p>	<p>Enabling Activities:</p> <p>EA 1.1.4(1): Implement Model of Instruction (MOI)</p> <p>EA 1.1.4(2): Provide professional development on implementing The New Art and Science of Teaching (NASOT).</p> <p>EA 1.1.4(3): Implement strategies from NASOT</p> <p>EA 1.1.4(4): Consistent use and implementation of iReady</p> <p>EA 1.1.4(5): Provide tutoring to supplement classroom instruction.</p> <p>Name of Accountable Lead: Jorell Manoa - Academic Coach</p>	<p>Walkthrough data: 10% Initial 30% Intermediate</p> <p>Galileo Reading/Math Benchmark Initial: 5% Intermediate: 20%</p> <p>iReady Reading/Math: Initial: 10% Intermediate: 50%</p>	<p><input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$175,000 (CSI Grant-HRS) \$25,000 (CSI Grant-IGNITE) \$125,000 (CSI-Grant After-school Tutoring) <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 checked="" type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> 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>2A</p>	<p>Enabling Activities:</p> <p>EA 1.1.5(1): Transition meetings are held with the Waianae Intermediate.</p> <p>EA 1.1.5(2): Field trip to Waianae Intermediate School (WIS)</p> <p>EA 1.1.5(3): 6th grade classes rotate between core classes</p> <p>EA 1.1.5(4): Use technology that is similar to WIS</p> <p>EA 1.1.5(5): Follow a Binder format similar to WIS to build organizational skills.</p> <p>Name of Accountable Lead: Francine Kodama - Student Services Coordinator</p>	<p>Transition Meeting Minutes</p>	<ul style="list-style-type: none"><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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★ 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>4A</p>	<p>Enabling Activities:</p> <p>EA 1.2.1(1): Attendance procedures in place and consistently used</p> <p>EA 1.2.1(2): Implement incentive programs to encourage positive behaviors. For example, Spelling RRPP, RRPP Store, Classroom incentives (ex. Lunch bunch), Perfect Attendance Awards, Ohana Fairs, Ohana Nights, Spirit Weeks, and collaboration with Hoa Aina o Makaha.</p> <p>EA 1.2.1(3): Establish appropriate relationships with students (ex. 17 proactive strategies, classroom culture)</p> <p>EA 1.2.1(4): Check ins and home visits will be conducted by the Counseling department</p> <p>EA 1.2.1(5): Establish relevant connections between the established content and careers. An example of this are Career and Technical Education (CTE) career day, CTE Fridays, and CTE showcase.</p>	<p>RRPP Initial: 10% of classrooms spelling RRPP Intermediate: 30% of cl classrooms spelling RRPP</p> <p>Panorama Survey</p> <p>Perfect Attendance: % of students with perfect attendance Infinite Campus attendance letters (sheet)</p> <p>Chronic Absenteeism Keep below 5% increase per quarter</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$175,000 (CSI Grant-HRS)</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>EA 1.2.1f(6) Issue attendance notifications based on predefined absence thresholds.</p> <p>EA 1.2.1(7): Provide professional development on the topics covered in High Reliability Schools (HRS) Levels 1 and 2</p> <p>Name of Accountable Lead: Kriss Conley</p>		
<p>1.2.2. All students demonstrate positive behaviors at school.</p> <p><i>Required for all schools.</i></p>	<p>4A</p>	<p>Enabling Activities:</p> <p>EA 1.2.2(1): Implement incentive programs to encourage positive behaviors. For example, Student of the quarter, RRPP store/HERO points, GLO awards.</p> <p>EA 1.2.2(2): Student council will act as the interface between the student body and the principal.</p> <p>EA 1.2.2(3): Non-school hours opportunities will provide support for student to feel successful in school. These opportunities include Place-based After-school Literacy Support (PALS), and after school tutoring</p> <p>EA 1.2.2(4): Implement CHAMPS in grades K-3.</p> <p>EA 1.2.2(5): Implement Second Step program to increase social emotional learning.</p> <p>EA 1.2.2(6): Provide multiple and varied opportunities for parent communication.</p> <p>Name of Accountable Lead: Dane Toyama</p>	<p>Report Cards - GLOs</p> <p>Logs: Parent-Teacher Communication logs</p> <p>HERO: Data from HERO app</p> <p>Infinite Campus: Referral/Non referral data</p> <p>IRA Folders</p>	<p><input checked="" type="checkbox"/> WSF, \$10,000</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>1.2.2. All students are supported by a school culture driven by PBIS and HMTSS systems that encourage them to have positive behaviors.</p>	<p>4A</p>	<p>Enabling Activities: EA 1.2.2(1): Implement the Second Step program to increase social-emotional learning. EA 1.2.2(2): Implement the MES Response to Intervention - Behavior (RtI-B) Flowchart Name of Accountable Lead: Dane Toyama - School Counselor</p>	<p>Rti-B: Student concern summary forms for RtI-B Panorama Survey Counseling data-at-a-glance IRA folders</p>	<p><input checked="" type="checkbox"/> WSF, \$1,500 <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>1.2.3. All students experience a Nā Hopena A’o environment for learning. <i>Required for all schools.</i></p>	<p>3A</p>	<p>Enabling Activities: EA1.2.3(1) - The school provides multiple opportunities to acknowledge the success of the whole school as well as individuals within the school EA1.2.3(2) - Implement place-based projects with Hoa Aina o Makaha EA1.2.3(3) - Provide PD for Nā Hopena A’o environment for learning Referenced in 1.2.2 EA 1.2.2(4): Implement CHAMPS in grades K-3. EA 1.2.2(5): Implement Second Step program to increase social emotional learning. Name of Accountable Lead: Dane Toyama - School Counselor</p>	<p>Walkthrough data Report Cards - GLOs IRA folders</p>	<p><input checked="" type="checkbox"/> WSF, \$1,500 <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>



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

<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>1.3.1. 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>1.3.1a All students will participate in a complex-wide Ola Moku civic learning experience at a DOK4 level.</p>	<p>3A</p>	<p>Enabling Activities:</p> <p>EA1.3.1(1) - Proceed with the implementation of the Career and Technical Education (CTE) program. This program includes:</p> <ul style="list-style-type: none"> ● Career Day ● Field Trips ● CTE Fridays ● CTE Spirit Week ● CTE Showcase <p>EA1.3.1(2) - Provide opportunities for community and civic projects, which include:</p> <ul style="list-style-type: none"> ● Partnership with Hoa 'Aina O Makaha ● Student Council ● Creative Expo-6th Grade ● Computer Science ● Assemblies ● Guest Speakers ● Fire Safety Week ● Wildfire Project 	<p>CTE: Student feedback form from CTE Parent survey Teacher survey Report Card CTE Attendance Sheet Showcase Passport Career Day, Showcase sign-in sheets</p> <p>Student council notes/student suggestion box</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$6,000 <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>Name of Accountable Lead: Annalyn Mesina-Nonaka: Inclusionary Practices Coach</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>2A</p>	<p>Enabling Activities:</p> <p>EA1.3.2(1) - Provide opportunities for students to demonstrate foundational literacy skills. These skills range from the basic ability to recognize letters and words to the more advanced capability to understand and critique complex texts</p> <p>EA1.3.2(2) - Provide opportunities for students to demonstrate numeracy skills. These skills include the ability to apply mathematical concepts in various contexts.</p> <p>EA1.3.2(3) - Provide opportunities for students to demonstrate problem-solving and critical thinking tasks across the curriculum. which fosters an environment where pupils not only absorb information but learn to apply it in various contexts.</p> <p>Name of Accountable Lead: Shanna La`a - Academic Coach</p>	<p>Walkthrough data: 10% Initial 30% Intermediate</p> <p>Galileo Reading/Math Benchmark Initial: 5% Intermediate: 20%</p> <p>iReady Reading/Math: Initial: 10% Intermediate: 50%</p>	<p><input checked="" 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

<p>1.3.3. All students graduate high school with a personal plan for their future.</p>	<p>2A</p>	<p>Enabling Activities: Referenced in 1.3.1: EA1.3.1(1) - Proceed with the implementation of the Career and Technical Education (CTE) program. This program includes:</p> <ul style="list-style-type: none"> ● Career Day ● Field Trips ● CTE Fridays ● CTE Spirit Week ● CTE Showcase <p>Name of Accountable Lead: Aannalyn Mesina-Nonaka - IP Coach</p>	<p>CTE: Student feedback form from CTE Parent survey Teacher survey Report Card CTE Attendance Sheet Showcase Passport Career Day, Showcase sign-in sheets</p> <p>Student council notes/student suggestion box</p>	<ul style="list-style-type: none"> <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>
2.1.1: All teachers are supported by an Instructional Leadership team that gives regular classroom feedback, provides professional development opportunities, and supports teams in Professional	1A 2A	<p>Enabling Activities:</p> <p>EA 2.1.1(1): Institute Peer Walkthroughs: Establishing a culture of peer evaluation can be beneficial. It offers an avenue for teachers to learn from one another, fostering a reciprocal learning environment. A common Walkthrough form will be implemented to maintain consistency and objectivity in feedback.</p> <p>EA 2.1.1(2): Principal Walkthroughs: Principals play a crucial role in instructional leadership. Their regular presence in classrooms, armed with a deep understanding of effective pedagogical practices, allows them to provide timely and actionable feedback.</p>	<p>Walkthrough data: 10% Initial 30% Intermediate</p> <p>Galileo Reading/Math Benchmark Initial: 5%</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>Learning Communities.</p>		<p>EA 2.1.1(3): District-Level Personnel Walkthroughs: Expertise from the district office can offer broad perspectives on instructional strategies and classroom management, helping align school-level practices with district-wide goals.</p> <p>Professional Development Opportunities:</p> <p>EA 2.1.1(4): Designing Personalized and Differentiated Professional Development: Recognizing that each teacher has unique strengths and areas for growth, we will tailor PD to meet diverse needs, capitalizing on adult learning theories and best practices.</p> <p>EA 2.1.1(5): Promoting Lesson Study: This Japanese model of teacher-led research where teachers collaborate to target a particular area for development can be particularly powerful. It allows teachers to observe, analyze, and refine their practice continually.</p> <p>EA 2.1.1(6): Utilizing Data Teams: Data Teams that engage in data-informed dialogues about student learning can inform instructional decisions and align efforts across the school.</p> <p>EA 2.1.1(7): Facilitating Modeling: Demonstrating effective practice through modeling allows teachers to observe and discuss aspects of teaching and learning with the benefit of contextual insight.</p> <p>EA 2.1.1(8): Ensure Regular Meetings: Schedule frequent and structured PLC meetings, underscoring their importance within the professional landscape of the school.</p>	<p>Intermediate: 20%</p> <p>iReady Reading/Math: Initial: 10% Intermediate: 50%</p>	
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		<p>EA 2.1.1(9): Define Clear Objectives: Each PLC will have specific goals, whether it be to improve student outcomes in a certain subject area or to implement a new teaching strategy.</p> <p>EA 2.1.1(10): Foster a Culture of Trust and Open Dialogue: Encourage honest discussions about classroom challenges and allow for the synthesis of collective expertise.</p> <p>EA 2.1.1(11): Provide Necessary Resources: Allocate materials, time, and administrative support to enable PLCs to function effectively and achieve their aims.</p> <p>Name of Accountable Lead: Kenneth Agcaoili - Principal</p>		
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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>
<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>3A</p>	<p>Enabling Activities:</p> <p>EA 3.3.1(1): Structured Recruitment Process: Implement a structured nomination and election process, with term limits, to ensure consistent renewal and prevent volunteer fatigue. Recruitment efforts should focus on inclusivity and representation, ensuring that all voices from the school community are heard and considered.</p> <p>EA 3.3.1(2): Documentation and Transparency: Maintain meticulous records of meetings and decisions to foster transparency. Publicly disseminating minutes and resolutions</p>	<p>Full membership established.</p> <p>Agendas and Minutes Posted after the meeting</p>	<ul style="list-style-type: none"> <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>builds trust with the broader school community and provides accountability metrics for SCC activities.</p> <p>EA 3.3.1(3): Formal Feedback Mechanisms: Establish formal mechanisms for community feedback such as surveys, and public comment periods during SCC meetings to gather a broad range of opinions and suggestions.</p> <p>EA 3.3.1(4): Self-Assessment: Administer the SCC Self Assessment Survey that sets a clear and consistent standard for the core elements of an effective SCC. The online survey is utilized to collect data annually on the quality of the SCC implementation at each school and for the system. A school's current SCC members should complete it at the end of the school year. Data from the survey is used to help determine action plans in building and improving the effectiveness of the School Community Council.</p> <p>Name of Accountable Lead: Shanna La'a</p>	<p>Surveys administered.</p> <p>Surveys analyzed and shared</p> <p>Self-Assessment administered and turned in.</p>	
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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>
3.3.2 Provide community programs and events focused on improving student academic achievement and school performance.	3A	<p>Enabling Activities:</p> <p>EA 3.3.2(1): Establish a Community Schools Coordinator (CSC)</p> <p>EA 3.3.2(2): Establish a menu of tailored, top-notch programs and services following the community school model. This encompasses early childhood initiatives, expanded learning opportunities, enriching activities, health services, family involvement, adult education, material aid, and interventions for chronically absent students.</p> <p>Accountable Leads: Kriss Conley - School Counselor</p>	<p>CSC hired</p> <p>Programs established</p>	<input type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$140,000 (CSI-Grant) <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 Mākaha Elementary’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 (Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours) 1080 Hours - 6 hours for 1 Waiver Day = 1074 Hours

Did your school submit a SCC Waiver Request Form? Please explain.

As a hard to fill school, we have about 30% beginning (0-3 years) teachers each year. Compliance requirements use up one of our 2 admin days. We need a PD day to build school culture and strengthen our instructional strategies before school opens.

Our students will get off to a stronger start with teachers better prepared to engage them in their learning. When students experience consistent expectations and supports from adults, they take more responsibility for their learning.

The number of student hours lessened is 6. The date is August 5, 2024.

- Teachers’ first day- 7/30/2024 - Administration Day - Usually Professional Development, Grade Level Planning
- 7/31/2024 - Administration Day - Opening of School Year Packet
- 8/1/2024 - Teacher Work Day
- 8/2/2024 - Teacher Work Day
- Monday, 8/5/2024 - Waiver Day
- 8/6/2024 - Students first Day
- 9/12/2024 - Professional Collaboration Day
- 1/14/2025 - Professional Collaboration Day - Data for Rtl

Yes

Bell Schedule: [Makaha Elementary School Bell Schedule 2024-2025](#)

