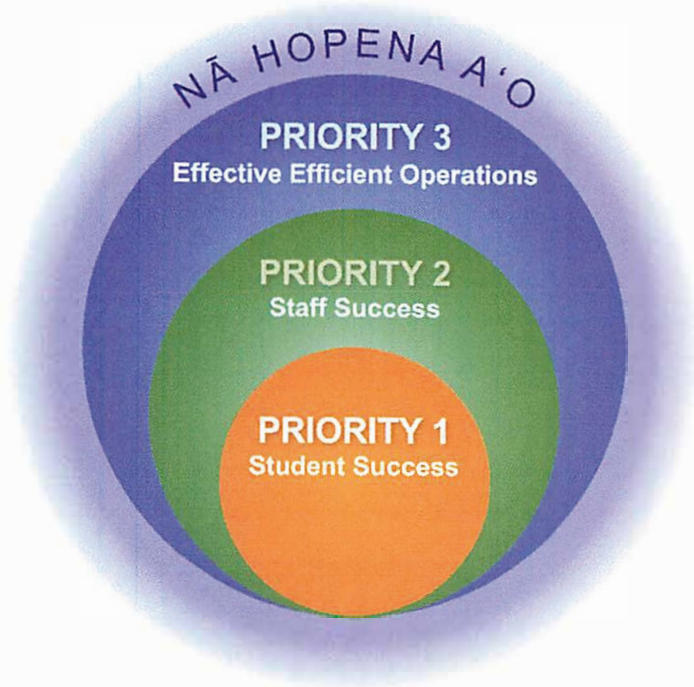


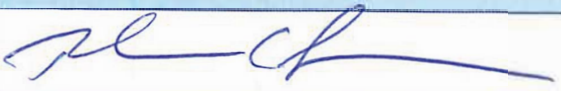


Leihoku Elementary School Academic Plan SY 2024-2025

86-285 Leihoku St, Waianae HI, 96792
(808) 305-7100
<https://sites.google.com/k12.hi.us/leihokuelementary/home>



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

Submitted by Principal Rebecca K. Gebreyesus	
	April 4, 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-3	iReady Magnetic Reading			
K-6	iReady Reading Orton-Gillingham Multisensory	iReady Classroom Mathematics		
4-6	Rewards (Voyager Sopris)			
3-6	iReady Phonics for Reading			

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 ▾
K-6	Other: ▾ DRA (Developmental Reading Assessment)	Select One ▾
2-6	Galileo K12 ▾	Galileo K12 ▾
3-6	Other: ▾ Oral Reading Fluency (ORF)	Select One ▾
1	Other: ▾ Nonsense Word Fluency	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 20-21, Next Full Self-Study: SY 26-27
- Other current accreditation self-study (Mid-cycle Review SY 23-24)

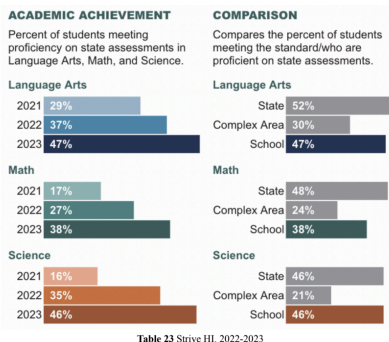
Please identify critical student learning needs and the root/contributing cause(s) why these needs have been prioritized.

“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

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



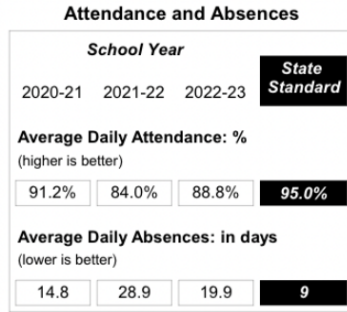
Root/Contributing cause(s):

- 1A) Varying knowledge and implementation of ELA, Math, and Science standards-based curriculum, instruction, and assessment (Staff Members)
- 1B) Varying knowledge of how to examine data regularly and accurately to inform next steps for struggling learners. (Staff Members)
- 1C) Lack of consistent professional development over the years after COVID



2 **Student Need:** Decrease chronic absenteeism and increase attendance daily rates

Student Conduct



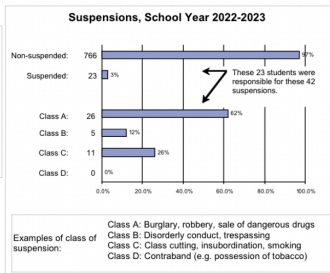
3-6 SBA

	Chronic Absenteeism	SBA Reading	SBA Math	NGSS
'22-'23	43%	47%	38%	46%
'21-'22	72%	37%	27%	35%
'20-'21	23%	29%	17%	16%

Root/Contributing cause(s):

- 2A) Various circumstances at home and trips/community sports that prevent students in coming to school
- 2B) High rates of students qualifying for MVA-1 support (inconsistent housing situations)
- 2C) Lack of consistent parent engagement since COVID

3 **Student Need:** Decrease student suspension and office referral rates. Support positive student behavior and well being which positively impacts student achievement.



Root/Contributing cause(s):

- 3A) Lack of consistency in implementation of social emotional learning curricula
- 3B) Initiative overload for MTSS which divides our focus
- 3C) Inconsistent behavior expectations between school and home



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.

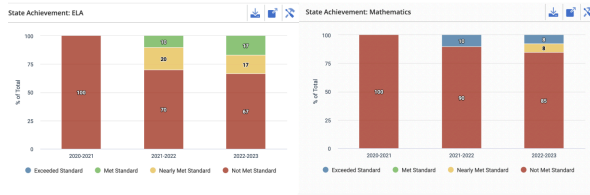
1

Targeted Subgroup: Special Education (SPED)

Identified Student Need(s):

1A) Decrease the student achievement gap in English Language Arts (ELA), Mathematics and Science.

ELL data



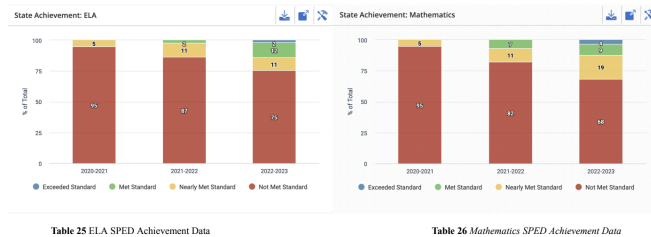
2

Targeted Subgroup: English Language Learners

Identified Student Need(s):

2A) Decrease the student achievement gap in English Language Arts (ELA), Mathematics and Science.

Additional Student Achievement Data
SPED data



3

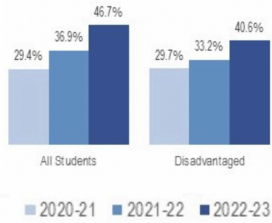
Targeted Subgroup: Disadvantage Students



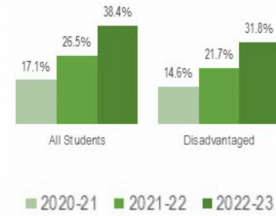
Identified Student Need(s):

Decrease the student achievement gap in English Language Arts (ELA), Mathematics and Science.

LANGUAGE ARTS PROFICIENCY BY SUBGROUP



MATH PROFICIENCY BY SUBGROUP





<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>1.1.2a. All students decode fluently by winter of grade 1.</p>	<p>1A, 1B, 1C</p>	<p>EA1.1.2 (1) Establish and monitor the effectiveness of Response to Intervention [AVID Committee]</p> <p>a. Review data to implement effective RTI instruction/differentiation</p> <p>EA1.1.2 (2) Implement intervention reading/decoding strategies [Lori Simbahon, Kimberly Hollingsworth - ELA Coach]</p> <p>a. Small group instruction by additional staff member b. I-Ready Reading to be utilized for targeted instruction, differentiation, and instructional support.</p> <p>EA1.1.2a (1) Continue the role of a reading specialist to address the needs of who perform well below grade level [Doris Aczon - Reading Specialist]</p> <p>a. Provide targeted, small group reading instruction</p> <p>EA1.1.2a (2) Implement consistent phonics instruction [Kimberly Hollingsworth - K-2 ELA coach]</p>	<p>DRA</p> <p>Data collection</p> <p>Iready Fall-Winter-Spring Diagnostics</p> <p>Galileo K-12 Reading Benchmark</p> <p>Quarterly summative assessments</p> <p>Data Collection Sheet</p> <p>Nonsense Word Fluency</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 checked="" 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>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>	1A, 1B, 1C	<p>EA1.1.3 (1) Implement consistent mathematical instruction [Gerald Ishikawa - Math Coach]</p> <ul style="list-style-type: none"> a. Provide instructional support through bi-weekly articulation and differentiated teacher meetings (DTM) b. Establish and maintain data team cycles to determine effective instructional strategies <p>EA1.1.3 (2) Establish and monitor the effectiveness of Response to Intervention [Gerald Ishikawa - Math Coach]</p> <ul style="list-style-type: none"> b. Review data to implement effective RTI instruction/differentiation 	<p>Iready Fall-Winter-Spring Diagnostics</p> <p>Galileo K-12 Math Benchmark Assessments</p> <p>Data Teams/Data collection</p> <p>Quarterly summative assessments</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 checked="" 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>
	1C	<p>EA1.1.3 (3) Engage stakeholders in professional development opportunities to further knowledge and implementation of mathematical concepts and instruction [Gerald Ishikawa - Math Coach]</p>		



One-Year Academic Plan SY 2024-2025

<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</p>	<p>EA1.1.4 (1) Consistently engage in school-wide instructional strategies to close the achievement gap [Kimberly Hollingsworth, Gerald Ishikawa, Lori Simbahon]</p> <ul style="list-style-type: none"> a. Establish dedicated RTI time blocks b. Clearly articulate learning targets/success criteria c. Vertical and horizontal articulation and planning to ensure curricular/instructional, social/emotional, GLO alignment along the K-6 continuum d. Continue AVID instructional strategies e. Pull-out/small group instruction 	<p>Data Sheet</p> <p>Iready</p> <p>DRA</p> <p>Pacing Guides</p> <p>Quarterly Summative Assessments</p> <p>Instructional Cycles for Improvement</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 checked="" type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$
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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>1B, 3A</p>	<p>EA.1.1.5 (1) Engage in transition activities from elementary to intermediate school [Grade 6 Teachers]</p> <ul style="list-style-type: none"> a. Arrange grade 6 visitation to the Intermediate school b. Students preview elective classes c. Establish familiarity with the new setting <p>EA.1.1.5 (2) Transitional meetings involving Leihoku teachers, Intermediate/Middle School teachers, parents, and students with IEPs [Case Coordinators]</p> <p>EA.1.1.5 (3) Transitional meeting with intermediate school for identified students with emotional and/or behavior challenges [School Counselors]</p> <p>EA. 1.1.5 (4) Early Learning Preschool Program (EOEL) [Preschool Teachers]</p>	<p>IEP documentation</p> <p>Class registration through google documentation</p> <p>Documentation</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 checked="" type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input checked="" type="checkbox"/> Other: EOEL
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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>2A, 2B, 2C</p>	<p>EA1.2.1 (1) Monitor and follow up on the attendance status of all students through policy expectations [Classroom Teachers, Attendance Clerk, Counselors]</p> <ul style="list-style-type: none"> a. Attendance is inputted into a school-wide, longitudinal data tracker b. Tier 2 support services to track attendance via classroom teacher or tier 2 monitor c. Monitor the issuance of complex mandated attendance notices to families <p>EA1.2.1 (2) Implement attendance intervention strategies [Attendance Clerk, Counselors, School Social Worker, Homeless Liaison, Translator]</p> <ul style="list-style-type: none"> a. Incentive programs for students and parents b. Mentoring programs c. Intervene by meeting with families to develop an attendance improvement plan d. Effective messaging and engagement (phone calls, home visits, etc) <p>EA1.2.1 (3) Consistently implement Tier 1 MTSS strategies</p>	<p>Daily Attendance Rate</p> <p>Data Tracker</p> <p>Chronic Absenteeism Rate</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 checked="" type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input checked="" type="checkbox"/> Other: ELL



		<p>[Counselors, MTSS Committee]</p> <ul style="list-style-type: none"> a. Provide a safe and secure environment b. Build and maintain positive student/teacher relationships (17 +1 proactive strategies) 		
<p>1.2.2. All students demonstrate positive behaviors at school.</p> <p><i>Required for all schools.</i></p>	3A, 3B, 3C	<p>EA.1.2.2(1) Consistently put Tier 1 MTSS strategies into practice [All Teachers, Counselors, MTSS Committee]</p> <p>EA.1.2.2 (2) Increase opportunities to celebrate positive behaviors [Counselors, MTSS Committee, School Leadership]</p> <p>EA.1.2.2 (3) Develop and maintain positive relationships with families to support positive behaviors in school [School Leadership, All Teachers, Staff, Counselors, MTSS Committee, School Committees]</p> <ul style="list-style-type: none"> a. Family engagement nights (Back to School Night, CTE showcase, Ohana Night, etc) b. May Day c. Winter Fair d. Field Trips e. School Community Council f. Parent Teacher Conferences g. Grade Level activities h. Variety Show i. Spelling Bee j. Coffee Hour with Principal 	<p>Suspension data</p> <p>Student referral data</p> <p>Attendance Data</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 checked="" type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input checked="" type="checkbox"/> Other: ELL



One-Year Academic Plan SY 2024-2025

<p>1.2.2. All students are supported by a school culture driven by PBIS and MTSS systems that encourage them to have positive behaviors.</p>	<p>3A, 3B, 3C</p>	<p>EA1.2.2 (1) Engage stakeholders in a risk assessment (BEISY) [Counselors, Behavioral Health Specialist]</p> <p>EA1.2.2 (2) Provide a streamlined process in identifying and referring students who need additional behavioral supports and services [Counselors]</p> <p>EA1.2.2 (3) Providing students with additional behavioral supports and services [Counselors]</p> <ol style="list-style-type: none"> 1 on 1 adult supervision Adult support (whole class) Informal Counseling Tier 2 intervention by support staff Tier 3 (BHS) 	<p>BEISY Report</p> <p>Referral Data</p> <p>Suspension Data</p> <p>Counselor Logs</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 checked="" type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input checked="" type="checkbox"/> Other: ELL</p>
<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>1A, 3A, 3B, 3C</p>	<p>EA1.2.3 (1) Tier I MTSS Strategies for all Students including SEL [MTSS Committee, All Teachers]</p> <p>EA1.2.3 (2) Engage students in Computer Technological Education [Computer Science Teacher, Tech Support]</p>	<p>Referral Data</p> <p>Suspension Data</p> <p>MTSS Committee Minutes</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 checked="" 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

<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>1A</p>	<p>1.3.1. (1) Engage in a civic project DOK4 Ola Moku (Fire prevention) [All Teachers]</p> <p>1.3.1 (2) Continue to implement CTE that include planning, instruction, and showcase for grades K-6 [All classroom teachers]</p> <p>1.3.1 (3) Consistently implement student success skills for grades K-6 using AVID organizational strategies for college and career readiness [All classroom teachers, AVID site team]</p> <ol style="list-style-type: none"> a. Time management b. Organization c. Planning d. WICOR (Writing, Inquiry, Collaboration, Organization, Reading) 	<p>Percentage of student participation and culminating survey</p> <p>AVID Instructional Cycles for Improvement</p>	<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 checked="" 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

<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>1A</p>	<p>1.3.2 (1) Continue to implement CTE that include planning, instruction, and showcase for grades K-6 [All classroom teachers]</p> <p>1.3.2 (2) Consistently implement student success skills for grades K-6 using AVID organizational strategies for college and career readiness [All classroom teachers, AVID site team]</p> <ol style="list-style-type: none"> a. Time management b. Organization c. Planning d. WICOR (Writing, Inquiry, Collaboration, Organization, Reading) 	<p>Showcase</p> <p>AVID cycles for improvement</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 checked="" 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 and Name of Accountable Lead(s) <i>"How will we achieve the desired outcome?"</i> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <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>
2.2.1 All teachers are supported by an Instructional Leadership team that gives regular classroom feedback, provides professional development opportunities, and supports teams in	1A, 1B, 1C, 3A, 3B	EA.2.2.1 (1) Instructional Leadership Team: 5 Academic Coaches [School Leadership] EA 2.2.1 (2) Consistently implement instructional cycles for improvement in AVID and MTSS site team meetings. The cycle is as follows: <ol style="list-style-type: none"> a. Determine a focus/PIP b. Input training c. Safe practice 	Academic Coaching Cycle(s) Instructional cycle for improvement Committee Meeting Minutes	<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 checked="" type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$



<p>Professional Learning Communities.</p>		<ul style="list-style-type: none">d. Collect/Analyze evidence from classroom observations/coaching/feedbacke. Team discussion/Looking at student work (LASW)f. Assessment targeted learning walksg. Provide on-going teacher support and build teacher capacity through PD. <p>[Administration, Academic Coaches, Site Teams, School Leadership]</p> <p>EA 2.2.1 (3) Provide ongoing professional development opportunities (online, in-state/out of state conferences) [School Leadership, Academic Coaches]</p>		<p><input type="checkbox"/> Other: __, \$</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 and Name of Accountable Lead(s) <i>"How will we achieve the desired outcome?"</i> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <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>3.3.1 (1) Principal shall recruit SCC members for all role groups. [Principal]</p> <p>3.3.1 (2) SCC shall meet quarterly [Principal, SCC Lead]</p>	<p>Meeting agenda, minutes and notes</p>	<ul style="list-style-type: none"> <input checked="" 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: __, \$



★ 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 Families and community members are offered opportunities to participate in school activities	2C, 3C	EA.3.3.2. (1) Establish PCNC Position [Principal] EA.3.3.2 (2) Continually use Social Media Platforms to engage families [Elena Forsythe - Tech Coordinator, Curriculum Coordinator] EA.3.3.2 (3) Family Engagement Opportunities <ul style="list-style-type: none"> - Ohana Nights - Christmas Fair - Kindergarten Orientation - Parent Teacher Conferences - Grade Level/Classroom Specific (ie Promotion Ceremony) - CTE Showcase - May Day - Variety Show - Principal Coffee Hour [School Leadership, All Staff]	Sign In Sheets Parent/Staff Evaluation Agenda minutes Social Media following and commenting	<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 checked="" type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$



★ 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 and Name of Accountable Lead(s) <i>"How will we achieve the desired outcome?"</i> <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>
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APPENDIX: SCHOOL BELL SCHEDULE

Pursuant to [Hawaii Revised Statutes Section 302A-251](#), as well as the current Hawaii State Teachers Association (HSTA) collective bargaining agreement, all Hawaii public schools must establish school schedules (including teacher work year, teacher schedule, and bell schedules) that meet student instructional hours and school year requirements. **However, in certain circumstances, a preferred bell schedule may not comply with existing regulations and will therefore require a School Community Council (SCC) waiver, effective for up to one school year.**

This section showcases Leihoku 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 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)	1415
Did your school submit a SCC Waiver Request Form? Please explain.	Yes. Additional PD Waiver Day for staff professional development

Bell Schedule: [Leihoku Elementary Bell Schedule](#)

MON					TUE					WED					THUR					FRI				
What	Type	MIN	Start	End	What	Type	MIN	Start	End	What	Type	MIN	Start	End	What	Type	MIN	Start	End	What	Type	MIN	Start	End
Opening	5	5	7:45	7:50	Opening	5	5	7:45	7:50	Opening	5	5	7:45	7:50	Opening	5	5	7:45	7:50	Opening	5	5	7:45	7:50
Homeroom1	5	10	7:50	8:00	Homeroom1	5	10	7:50	8:00	Homeroom1	5	10	7:50	8:00	Homeroom1	5	10	7:50	8:00	Homeroom1	5	10	7:50	8:00
Instr Period1	2	165	8:00	10:45	Instr Period1	2	165	8:00	10:45	Instr Period3	2	140	8:00	10:20	Instr Period1	2	165	8:00	10:45	Instr Period1	2	165	8:00	10:45
Passing1	5	5	10:45	10:50	Passing1	5	5	10:45	10:50	Recess2	5	10	10:20	10:30	Passing1	5	5	10:45	10:50	Passing1	5	5	10:45	10:50
Recess	5	15	10:50	11:05	Recess	5	15	10:50	11:05	Passing1	5	5	10:30	10:35	Recess	5	15	10:50	11:05	Recess	5	15	10:50	11:05
Passing1	5	5	11:05	11:10	Passing1	5	5	11:05	11:10	Lunch1	3	30	10:35	11:05	Passing1	5	5	11:05	11:10	Passing1	5	5	11:05	11:10
Lunch1	3	30	11:10	11:40	Lunch1	3	30	11:10	11:40	Instr Period4	2	115	11:05	13:00	Lunch1	3	30	11:10	11:40	Lunch1	3	30	11:10	11:40
Passing1	5	5	11:40	11:45	Passing1	5	5	11:40	11:45	Closing	5	10	13:00	13:10	Passing1	5	5	11:40	11:45	Passing1	5	5	11:40	11:45
Instr Period2	2	125	11:45	13:50	Instr Period2	2	125	11:45	13:50	Meeting1	8	50	13:10	14:00	Instr Period2	2	125	11:45	13:50	Instr Period2	2	125	11:45	13:50
Closing	5	10	13:50	14:00	Closing	5	10	13:50	14:00	1Prep, comr	4	45	14:00	14:45	Closing	5	10	13:50	14:00	Closing	5	10	13:50	14:00
1Prep, comr	4	45	14:00	14:45	1Prep, comr	4	45	14:00	14:45						1Prep, comr	4	45	14:00	14:45	1Prep, comr	4	45	14:00	14:45
Student Minutes:	375	Start to end of Student day			Student Minutes:	375	Start to end of Student day			Student Minutes:	325	Start to end of Student day			Student Minutes:	375	Start to end of Student day			Student Minutes:	375	Start to end of Student day		
Tchr Instruct Time:	290	Instr & Advisory			Tchr Instruct Time:	290	Instr & Advisory			Tchr Instruct Time:	255	Instr & Advisory			Tchr Instruct Time:	290	Instr & Advisory			Tchr Instruct Time:	290	Instr & Advisory		
Tchr Duty-free Lunch:	30	Lunch			Tchr Duty-free Lunch:	30	Lunch			Tchr Duty-free Lunch:	30	Lunch			Tchr Duty-free Lunch:	30	Lunch			Tchr Duty-free Lunch:	30	Lunch		
Tchr Prep Time:	45	Floating and common preps			Tchr Prep Time:	45	Floating and common preps			Tchr Prep Time:	45	Floating and common preps			Tchr Prep Time:	45	Floating and common preps			Tchr Prep Time:	45	Floating and common preps		
Tchr "Other" Time:	55	All time not counted in Instr.			Tchr "Other" Time:	55	All time not counted in Instr.			Tchr "Other" Time:	90	All time not counted in Instr.			Tchr "Other" Time:	55	All time not counted in Instr.			Tchr "Other" Time:	55	All time not counted in Instr.		