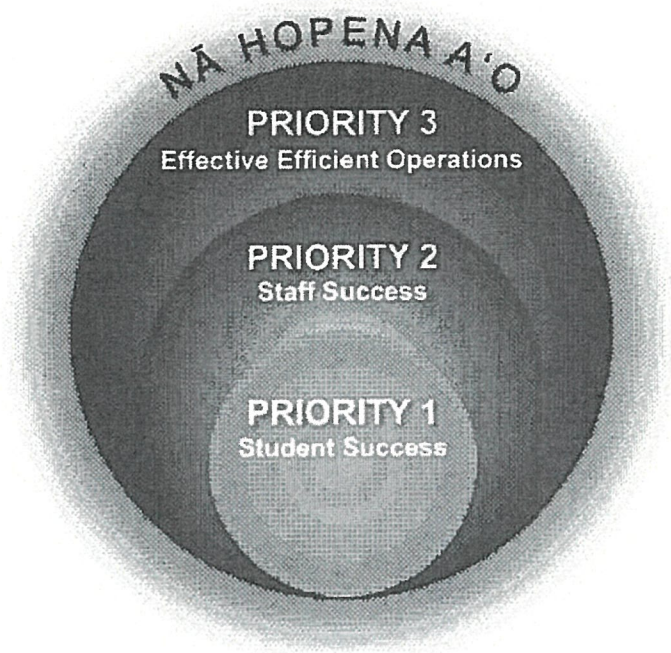




Olomana School Academic Plan SY 2024-2025

42-522 Kalanianaʻole Highway
808-307-1600
olomanaschoolhi.k12.hi.us



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

Submitted by Principal Stacey Oshio	
Signature <i>Stacey Oshio</i>	Date <i>4/1/24</i>

Approved by Complex Area Superintendent Lanelle Hibbs	
Signature <i>Lanelle Hibbs</i>	Date <i>04/11/2024</i>



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
Grades 7-12	Teacher Created Curriculum	Teacher Created Curriculum	Teacher Created Curriculum	Teacher Created Curriculum

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
Grades 7-12	STAR ▾	STAR ▾



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: 2018], Next Full Self-Study: 2024
- 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>Student Need: Academic Achievement</p> <p>Root/Contributing cause(s): Most students enrolling at Olomana School begin their academic journey trailing by at least one grade level in both reading and math. According to our universal screening assessment, 95% of students lag behind in math, while 74% are below the expected reading level. Additionally, a considerable number of students come with credit deficits and exhibit a lack of motivation. Educators struggle with the challenge of engaging these students within a demanding curriculum while differentiating instruction to meet the diverse needs. Furthermore, many teachers lack specialized training in teaching foundational literacy and math skills, which presents a hurdle in offering appropriate guidance to students performing significantly under grade level. Teachers need to adeptly implement a curriculum grounded in rigorous standards and relevance while also fostering meaningful connections with students to tackle their academic deficiencies. Numerous students exhibit competencies significantly below their expected grade level, posing a challenge for teachers in managing the delicate balance between reinforcing foundational skills and introducing new material.</p>
2	<p>Student Need: Student Engagement</p> <p>Root/Contributing cause(s): Our Olomana Youth Center (OYC) students face persistent attendance challenges that significantly affect their academic performance. Our faculty and staff encounter difficulties in implementing effective strategies aimed at resolving this issue and enhancing student attendance rates.</p>
3	<p>Student Need: Social-Emotional Well-Being</p> <p>Root/Contributing cause(s): Since the pandemic, both students and staff have conveyed feelings of disengagement, decreased motivation, and a diminished sense of belonging. Many students arrive with behaviors and life experiences that hinder their success in an academic setting. A significant challenge is students' insufficient skills in self-regulation and managing inappropriate behaviors. Faculty members also face difficulties in addressing students exhibiting avoidance behaviors, seeking excessive attention, and displaying disrespectful conduct.</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:

Identified Student Need(s):



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>
<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>Teachers need to adeptly implement a curriculum grounded in rigorous standards and relevance while also fostering meaningful connections with students to tackle their academic deficiencies</p>	<p>1.1.4 EA1: All teachers will engage in ongoing Professional Development(PD) and work with consultants and grade level teams to develop a guaranteed, viable curriculum for each course.</p> <ul style="list-style-type: none"> Teachers will develop and analyze common standards aligned assessments. (Pre/Post) Teachers will develop skills to collect, disaggregate, analyze, and report student progress Teachers will revise and develop proficiency scales for Guaranteed Viable Curriculum (GVC) Teachers will utilize effective formative assessment strategies in daily lessons and use the assessment data to differentiate teaching to meet each student’s individual needs. 	<p>Unit Assessment Data</p> <p>100% of staff attendance in content meetings & content meeting minutes</p> <p>100% of courses with completed GVC</p> <p>100% of completed Standards aligned curriculum maps accessible to all through a shared document.</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: Olomana School Funds, \$130,000



		<p>1.1.4 EA2: Maintain and monitor credit recovery opportunities.</p> <ul style="list-style-type: none"> Plan and provide students with Extended Learning Opportunity (ELO) ELO outside of regular school hours. Explore reintroducing the Accelerated Reader (AR) credit program push at OYC Explore possible course variety expansion <p>1.1.4 EA3: Content Teams will refocus on data assessment.</p> <ul style="list-style-type: none"> Determine how to address school wide goals as a content Set aside time to collect, disaggregate, analyze, and report student progress Participate in ongoing PD on data teams/assessments Explore use of Smarter Balanced Assessment (SBA) interim cumulative tests to measure growth <p>Ilikea Maiava (English Department Head), Nick Johns (Special Ed Department Head), Austin Vegas (Math Department Head), David Miyahira (PBL Lead), Jennifer Ishida (Science Department Head)</p>	<p># of students participating in ELO opportunities</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>Most students enrolling at Olomana School begin their academic journey trailing by at least one grade level in both reading and math.</p>	<p>1.1.5 EA1: Create a protocol for students who are straddling 8th and 9th grade [ex: interventions, advisory, Career and Technical Education (CTE)].</p> <p>1.1.5 EA2: Create an individualized plan and space for students who transfer to Olomana mid-quarter to continue education to earn credits</p> <p>Jennifer Ishida (Science Department Head), Lester Higa (CTE Coordinator)</p>	<p>Alternate bell schedule for middle school</p> <p>100% of transfer students with a Individualized transition plans</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"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input checked="" type="checkbox"/> Other:__, \$1000</p>



★ 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>
<p>1.2.1. All students desire to and attend school regularly.</p> <p><i>Required for all schools.</i></p>	<p>Our OYC students face persistent attendance challenges that significantly affect their academic performance. Our faculty and staff encounter difficulties in implementing effective strategies aimed at resolving this issue and enhancing student attendance rates.</p>	<p>1.2.1 EA1: Develop Student Focus Groups to provide student voice: Students and teachers work together to understand the challenges with students coming to school regularly.</p> <p>1.2.1 EA2: Increase on-campus incentives by expanding the current YbB8 (Yellow bumper Before 8) incentives.</p> <p>1.2.1 EA3: Explore more off-campus attendance incentives (i.e. field trips)</p> <p>Andrew Beh (Social Studies Department Head), David Miyahira (PBL Lead), John Secreto (Vice Principal)</p>	<p>85% of students attend 90% or more days of instruction.</p> <p>Attendance 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 checked="" type="checkbox"/> Other: Olomana School Funds,, \$5000</p>



<p>1.2.2. All students demonstrate positive behaviors at school.</p> <p><i>Required for all schools.</i></p>	<p>Since the pandemic, both students and staff have conveyed feelings of disengagement, decreased motivation, and a diminished sense of belonging. Many students arrive with behaviors and life experiences that hinder their success in an academic setting. A significant challenge is students' insufficient skills in self-regulation and managing inappropriate behaviors.</p>	<p>1.2.2 EA1: Students, parents/guardians and staff will participate in an overview of the behavior matrix.</p> <p>1.2.2 EA2: Ensure all school behavioral expectations are understood by communicating to students and parents on an individual basis during the intake process.</p> <p>1.2.2 EA3: Explore Gotcha Being Good programs that work to recognize/acknowledge and celebrate students and staff that display behaviors from the Behavior Matrix and ways to reward these students and staff members.</p> <p>1.2.2 EA4: Provide Trauma Informed Care Training for all staff and provide new staff with a more comprehensive professional development. The team will explore the Trauma Sensitive Schools Checklist</p> <p>1.2.2 EA5: Explore ways for school staff to identify and communicate individual student supports. Panorama system use.</p> <p>1.2.2 EA6: Continue Social Emotional Learning (SEL) student skill building through school counseling, GVC unit planning embedded lessons, and data review through Panorama SEL surveys. SEL professional development will be ongoing.</p> <p>Kelli Taniguchi (Student Services Coordinator)</p>	<p>100% of staff trained on the behavior matrix</p> <p>100% of students and parents/guardians that participated in the OYC Intake meeting</p> <p>100% of staff that participated in Trauma Informed Care Training</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 checked="" type="checkbox"/> Other: Title I, Part D, \$5000 <input checked="" type="checkbox"/> Other: Olomana School Funds, \$1000
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One-Year Academic Plan SY 2024-2025

<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>1.2.3 EA1: Provide professional development on Nā Hopena A’o and how to create environments and opportunities that embrace the values.</p> <p>1.2.3 EA2: Create learning environments that embrace the values of Hā.</p> <p>1.2.3 EA3: General Learner Outcomes (GLOs) are aligned to Hawaiian values and are posted and referred to throughout the school.</p> <p>Karen Mahiko (Academic Coach), Susie Serna (Title I Coordinator)</p>	<p>100% of staff that have completed HĀ orientation and/or training.</p> <p>% of positive student responses on the SEL survey (Sense of Belonging & Self-Management)</p> <p>100% of classrooms that have the aligned GLOs posted.</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$5,000</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 1.3 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>1.3.1 EA1: Provide Career and Community Opportunities</p> <ul style="list-style-type: none"> ○ 9th-10th grade "house": Provide opportunities for guest speakers and field trips for career exploration ○ 11th-12th grade "house": provide more streamlined experiences/opportunities that are aligned to students' goals/interests to prepare for post secondary plans. <p>1.3.1 EA2: School-wide service learning project</p> <p>1.3.1 EA3: Internship team will continue to work with the district support team, intermediary, and students to improve the internship program and the process to solicit community partners.</p> <p>Jennifer Ishida (English Department Head), Lester Higa (CTE Coordinator)</p>	<p># of students participating in career & community exploration opportunities and experiences</p> <p># of students participating in internship program</p> <p># students participating in service learning project</p> <p># of meetings with community supports (district support, Community School Partners)</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$5,000</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>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>1.3.2 EA1: All teachers implement and engage students in Gold Standard PBL lessons throughout the year.</p> <ul style="list-style-type: none"> ○ Students demonstrate learning through alternative assessments. ○ Teachers will receive Project Based Learning (PBL) coaching and support throughout the school year, Conferences/PD Sessions ○ Create a PBL Cadre (1 person per content) to support teachers in PBL <p>Ilikea Maiava (English Department Head), David Miyahira (PBL Lead)</p>	<p>Student work/evidence/sample assessments from PBL</p> <p>100% of Teachers with 1 Uploaded PBL Lesson Plan a semester</p> <p># of PBL support Sessions, meeting minutes/sign in</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>1.3.3 EA1: Create a student-driven individualized post-secondary plan through Personal Transition Plan (PTP) classes. (High School to Post-Secondary Transition)</p> <p>Lester Higa (CTE Coordinator), Jen Ishida (Science Department Head)</p>	<p>100% of students graduating with an individualized post-secondary plan</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$1000.00</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>



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>
2.1.2 All teachers are effective or receive the necessary support to become effective.		2.1.2 EA1: Provide opportunities for faculty to attend PD workshops, training, and conferences that support their practice and school improvement efforts. 2.1.2 EA2: Provide onboarding sessions for new hires to ensure understanding of school procedures and processes. 2.1.2 EA3: Continue to implement the Instructional Leadership Team (ILT) Cycle of Professional Development to improve teacher practice and increase student growth. Karen Mahiko (Academic Coach), Susie Serna (Title I Coordinator)	100% of teachers participating in PD beyond the 21 hours of teachers' job embedded training required 100% of new hires participate in onboarding sessions. Two completed ILT Cycles	<input type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$40,000 <input checked="" type="checkbox"/> Title II, \$2,000 <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 checked="" type="checkbox"/> Other: Olomana School Funds, \$20,000



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>3.3.1 EA1: Fill all School Community Council (SCC) representative roles to ensure representation and voice from all stakeholders.</p> <p>Karen Mahiko (Academic Coach), Susie Serna (Title I Coordinator)</p>	<p>100% of stakeholders represented in SCC membership.</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>



★ 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 Students, families, and community members will have access to appropriate resources that support their overall safety and well being.		3.3.2 EA1: Community School Coordinator will work with all stakeholders to determine school needs, create a comprehensive needs assessment, and align appropriate resources needed to engage families. 3.3.2 EA2: Create a comprehensive plan to overcome identified barriers and create a system in which our families and community members can access community/school resources. John Secreto (Vice Principal)	Completed surveys, needs assessment, and schoolwide plan.	<input type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$800 <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 checked="" 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>
4.1.1 Established system that aligns with the school improvement efforts to efficiently and effectively monitor and support school processes, programs, and communication.	The monitoring and support system overseeing all school processes, programs, and communication is currently evolving alongside the implementation of the ART shared leadership model. This evolution aims to accommodate the unique requirements stemming from the school's special status, contributing to ongoing school improvement efforts.	4.1.1 EA1: Refine our school improvement system to monitor and support the school-wide processes, curriculum, instruction, and assessment implementation, the engagement of parents and community, and technology initiatives. Karen Mahiko (Academic Coach), Susie Serna (Title I Coordinator)	Progress on AcPlan 80% of families engaged in activities Progress on the Technology Plan	<input type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$6,000 <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 Olomana School’s current bell schedule(s) and total student instructional hours per year. To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided [bell schedule tool](#).

Total student instructional hours per year (Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)	1820 minutes
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Did your school submit a SCC Waiver Request Form? Please explain.	Yes, Olomana School has requested two waiver days for SY 2024-25.
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Bell Schedule: Bell Schedule may change for SY 2024-25.

OYC Bell Schedule- School Year 2023-24

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00-8:45 (45 minutes)	PERIOD 1	PERIOD 2	PERIOD 3	PERIOD 4	PERIOD 8
8:48-9:33 (45 minutes)	PERIOD 2	PERIOD 3	PERIOD 4	PERIOD 1	
9:33-9:48 (15 minutes)	RECESS	RECESS	RECESS	RECESS	RECESS
9:51-10:36 (45 minutes)	PERIOD 3	PERIOD 4	PERIOD 1	PERIOD 2	PERIOD 8 (Continued)
10:39-11:24 (45 minutes)	PERIOD 4	PERIOD 1	PERIOD 2	PERIOD 3	
11:24-11:54 (30 minutes)	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
11:57-12:42 (45 minutes)	PERIOD 5	PERIOD 5	PERIOD 5	PERIOD 5	Teacher Prep Time
12:45-1:30 (45 minutes)	PERIOD 6	PERIOD 6	PERIOD 6	PERIOD 6	Admin Time
1:33-2:18 (45 minutes)	PERIOD 7	PERIOD 7	PERIOD 7	PERIOD 7	
2:18-3:00 (42 minutes)	Admin Time	Study Hall	Admin Time	Study Hall	