

Ala Wai Elementary School Academic Plan SY 2026-2027

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- ☒ Title I School
☐ Non-Title 1 School

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Approved by Complex Area Superintendent Linell Dilwith	
	4/16/26

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

TABLE OF CONTENTS

VIABLE QUALITY CURRICULUM.....3

UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS.....3

HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS).....3

IDENTIFIED SCHOOL NEEDS.....4

PRIORITY 1.....7

 ★ GOAL 1.1.....7

 ★ GOAL 1.2.....13

 ★ GOAL 1.3.....17

PRIORITY 2.....19

PRIORITY 3.....23

 ★ GOAL 3.3.....23

 ★ Family and Community Engagement.....25

APPENDIX A: SCHOOL COMMUNITY COUNCIL ASSURANCES FORM.....27

APPENDIX B: BELL SCHEDULE.....29

VIABLE QUALITY CURRICULUM

This section highlights the **comprehensive instructional programs** and **supplementary instructional materials** used by each core subject area.

Please utilize the dropdown list to select the **comprehensive instructional program(s)** being used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the program. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
K-5	Magnetic Literacy	Ready Math	Mystery Science	Integrated

Please list all **supplementary instructional materials** used to extend the comprehensive instructional programs identified above, and specify the grade level(s) or course name. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
K-5	Heggerty, UFLI, Orton Gillingham, Core5, iReady	iReady	Science Spin	Scholastic News Little Thinkers

UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

This section highlights school-administered **screening, and/or other progress monitoring assessments** designed to quickly identify the needs of students in **Kindergarten through Grade 9** who may require additional support.

Please utilize the dropdown list to identify the **screening and/or progress monitoring assessments** used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the assessment. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics
K-5	i-Ready Screener, WIDA Screener, iReady Literacy Tasks, DIBELS/AIMSWEB Plus, PAST, Phonics Survey, Magnetic Literacy Unit/Weekly Assessments, Core5	iReady Screener, Ready Classroom Assessments
K	KEA, Teacher created BOY Assessments	KEA

HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

The Department is committed to ensuring that every student receives the support necessary for success. This commitment includes providing personalized support to meet individual student needs, documenting student interventions and monitoring progress.

How does your school document **HMTSS student interventions**? Please select all that apply. If "Other" is selected, please explain.

☐ Panorama	☒ School-created template	☐ Other:
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IDENTIFIED SCHOOL NEEDS

Academic Plans require the identification of school needs based on data and other information analyzed as part of the school improvement process. The **Comprehensive Needs Assessment (CNA) Data Workbook** (linked [here](#)) and **Lei Kulia** (linked [here](#)) are data resources to help guide and support continuous school improvement.

This section highlights the critical student learning needs that require immediate attention for improvement, student subgroup(s) achievement gaps, and root/contributing cause for those needs and gaps, as identified in one or more of the following:

- ☒ Current CNA [AWES Comprehensive Needs Assessment \(CNA\) 2025-2026](#)
- ☒ Other current assessment/self-study report: WASC Self-Study Report
- ☒ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: SY23-24

Type of Last Visit: Full Self-Study -

Year of Next Action: SY 26-27

Type of Next Action: Mid-Cycle Report (No Visit) -

Year of Next Self-Study:

[SY29-30]

Please identify **critical student learning needs** and the **root/contributing cause** 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?"

Please number the student need and root/contributing cause for ease of cross-referencing.

1	<u>Student Need: Literacy</u> Over the last three years, overall ELA proficiency has declined to 42.2%, with 39.9% of students on or above grade level on the Spring i-Ready Reading screener, indicating that fewer than half of students are meeting grade-level expectations despite targeted literacy efforts. This trend is most acute for diverse learners, with only 16% of English Learners and 0% of students with special education services proficient in ELA, alongside a 39.5% proficiency gap between high needs and non-high needs students, signaling an equity concern in access to and impact of Tier 1 and intervention literacy instruction across the school. Universal screener results indicate that vocabulary and informational text skills are the primary areas of need in reading. <u>Root/Contributing Cause:</u> ● 3A.3 - Data-Driven Instructional Teams: Instructional teams need to use student ELA learning data and instructional strategy data to design integrated and tiered literacy instruction that responds to students' vocabulary and informational text needs. ● 3B.12 - Ability to Read: Educators need to place a strong emphasis on students' ability to read to learn in all content areas, as demonstrated in ELA curriculum and pacing guides and classroom walkthroughs. ● 3B.13 - Vocabulary Development: Educators need to emphasize vocabulary development, both general academic vocabulary and ELA-specific terminology, as demonstrated in their curriculum and pacing guides and classroom walkthroughs.
2	<u>Student Need: Math</u> Although Grade 3 students consistently outperform our school in math (e.g., 46% proficiency vs. 41.4% overall in 2024-25), overall math proficiency has decreased to 41.4%, and the percentage of students on or above grade level on the Spring i-Ready Math screener has fallen to 38.6%. As cohorts move from one grade level to the next, proficiency drops sharply (e.g., Grade 4 at 34.4% math proficiency, a 13.9% decrease from the previous year), suggesting that current core instruction, articulation, and intervention structures are not adequately supporting students to maintain or build on early math success. Universal screener and SBA data confirm that areas of needs in math include number sense, specifically within numbers and operations.

	<u>Root/Contributing Cause:</u> ● 3A.3 - Data-Driven Instructional Teams: Instructional teams need to use student math learning data and instructional strategy data to design integrated and tiered math instruction that respond to students' numbers and operations gaps as they move between grade levels. ● 3B.1 - Aligned Curriculum: Instructional teams need to develop vertically aligned, standards-based curriculum for each grade level to support coherent progression in numbers and operations and number sense. ● 3B.13 - Vocabulary Development: Educators need to emphasize vocabulary development, both general academic vocabulary and math-specific terminology, as demonstrated in their curriculum and pacing guides and classroom walkthroughs.
3	<u>Student Need: Science</u> Although Science proficiency has shown recent signs of recovery, increasing to approximately 43% in 2024-25, it follows a significant long-term decline from 59% in 2018-19. There is a critical need to improve student proficiency and engagement by fully integrating Next Generation Science Standards (NGSS) practices with Project-Based Learning (PBL) and STEAM initiatives, ensuring all students have consistent opportunities to apply inquiry-based skills—such as questioning, investigating, and modeling—to build deep conceptual understanding. Our WASC accreditation process affirmed our school's self-study as identifying scientific inquiry and evidence-based reasoning as an area of need. <u>Root/Contributing Cause:</u> ● 3B.6 - Cooperative Learning: Educators need to use cooperative learning methods to encourage questioning, collaborative investigations, and sharing of explanations using evidence. ● 3B.9 - Real-World Connections: Educators need to intentionally connect concepts and investigations to students' real-world interests, cultures, and future goals so that all learners see value in new topics and practices.
	<u>Overall School Needs</u> Literacy, math, and science outcomes—and gaps across student groups—are driven not only by classroom instruction, but also by the strength of our leadership and culture (Universal Improvement Process Domains 1, 3, and 4). By addressing common root causes across content areas and subgroups, we can better coordinate existing initiatives, protect collaboration time, provide coherent professional learning, use more consistent SEL practices, and build learning-focused relationships with families, all of which are essential to sustaining gains for diverse learners. <u>Root/Contributing Cause:</u> ● 1A.4 – Instructional Leadership: School leaders need to devote at least 50% of their time to direct instructional support and coaching, including classroom observations, feedback, and participation in PLCs focused on literacy, math, science, and SEL. ● 1B.2 – School Improvement Feedback: The school improvement team needs to provide and respond to quarterly feedback on progress toward implementation milestones and annual targets, using academic and SEL data to refine strategies during the year. ● 1C.4 – Integrated HMTSS: School leaders need to ensure a schoolwide continuum of integrated supports within a three-tiered framework so that students receive aligned and appropriately intensive Tier 1, Tier 2, and Tier 3 academic, behavioral, SEL supports, and attendance supports. ● 3C.5 – Teach SEL: Educators need to explicitly teach and reinforce social-emotional competencies such as positive social skills, self-respect, relationships, resiliency, and responsibility for the consequences of decisions and actions. ● 3C.7 – Family and Student Stories: Educators need to seek an understanding of each student's personal "story" and that of their family in order to appropriately engage the student and family and tailor academic and SEL supports. ● 4A.3 – Family Partnerships: The school needs to regularly communicate with families about academic and SEL expectations and provide concrete, culturally and linguistically responsive strategies they can use at home to support students' literacy, numeracy, and well-being.

To address student subgroup(s) achievement gaps, please list the **targeted subgroup(s)** and their **identified need(s)**. Enabling activities should address identified subgroup(s) and their needs.

1	<u>Targeted Subgroup: English Learners</u> Identified Need: In 2024-25, only 16% of English Learners were proficient in ELA and 28.3% in math, indicating that current multilingual supports and language scaffolds are not yet ensuring equitable access to grade-level reading, writing, and math content; WIDA ACCESS data show that reading and writing are primary areas of need for ELs, suggesting that students require more explicit instruction and support in academic language, comprehension, and written expression across content areas, and these results point to the need for stronger integration of language objectives, vocabulary, and discourse routines within Tier 1 instruction and interventions so ELs can meaningfully engage with core literacy, math, and science tasks.
2	<u>Targeted Subgroup: Students with Special Education Services</u> Identified Need: In 2024-25, students with special education services fell to 0% proficiency in ELA, math, and science after previously demonstrating measurable proficiency. Many students have significant learning and cognitive needs and are performing multiple grade levels below, though many are demonstrating measurable growth according to universal screener data. Students require additional supports in developing foundational reading and numeracy skills. To improve outcomes, the focus will be on strengthening adult actions, including collaborative planning across classroom teachers, coaches, support staff, grade-level teams, and specials teachers; consistent implementation of scaffolds and accommodations across all settings; targeted small group instruction; ongoing progress monitoring to guide instruction; and regularly reviewing and adjusting student placements and supports to ensure each student is receiving instruction in the most appropriate setting.
3	<u>Targeted Subgroup: Economically Disadvantaged (Low SES) Students</u> Identified Need: With 68% of the student body identified as Economically Disadvantaged, this subgroup continues to show substantial achievement gaps of about 40% in ELA and 29% in math, indicating that current academic and socio-emotional supports are not closing opportunity gaps; universal screening and progress monitoring data show that economically disadvantaged students require additional development in foundational reading and numeracy skills, suggesting that Tier 1 instruction and interventions are not consistently addressing unfinished learning, and these persistent gaps, alongside barriers such as housing instability, absenteeism, and limited access to learning resources, highlight the need for more coordinated multi-tiered systems of supports, family engagement, and enrichment structures that directly support students' academic growth.



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 Outcome <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>Estimate the additional amount needed for enabling activities.</i>
1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and <u>provided necessary and timely support</u> to develop foundational skills for learning.	1A.4 Instructional Leadership 3A.3 Data-Driven Instructional Teams 3B.12 Ability to Read 3C.5 Teach SEL 3C.7 Family and Student Stories 4A.3 Family Partnerships	Enabling Activity: Assess incoming K students using the HIDEOE's Kindergarten Entry Assessment (KEA) within the first 30 days of school, and schedule quarterly data meetings for K teachers, counselor, and coaches to review results and plan supports for individual students. Accountable Lead: Title 1 K-2 Interventionist Literacy Coach, Curriculum 3-5 Literacy Coach Enabling Activity: Implement a 2-week Kinder Summer Transition Camp focused on foundational early literacy, numeracy, and school readiness skills (e.g., routines, SEL, and classroom expectations), and embed a 'Know Your Kinder' process in which staff conduct a teacher-made pre-assessment, gather family input about each child's strengths and needs, and use this information to plan individualized supports for the school year. Accountable Lead: Vice Principal, Title 1 K-2 Interventionist Literacy Coach Enabling Activity: Develop and implement a preschool to	Annual Goal: By May 2027, 100% of entering kindergarten students will complete the KEA within the first 30 days of school, and at least 80% will place in Tier 1 proficiency on the Spring i-Ready Reading and Math universal screener, as documented on the K data wall. Interim Measures: ☐ Q1: By the end of Quarter 1, 100% of entering kindergarten students will have KEA results entered and reviewed in one data meeting, and at least 80% of K families will have participated in a transition conversation (Kinder Camp survey, conference, or articulation-based outreach). ☐ Q2: By the end of Quarter 2, at least 33% of kindergarten students will meet or exceed mid-year expectations on a teacher-made foundational skills assessment, and 100% of EOEL and SpEd PK students will have documentation from	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☒ Grant: Legislature Summer Allocation, \$ ☐ Other: __, \$

		kindergarten transition plan that supports children in the school's EOEL, Head Start, and Special Education Preschool programs as they enter kindergarten, including scheduled articulation meetings between preschool and kindergarten teachers to align expectations, share readiness data, and identify specific strategies to support each child's transition to kindergarten. Accountable Lead: PK/K Team (SW6)	at least one articulation meeting to inform individual K supports. ☐ Q3: By the end of Quarter 3, at least 60% of kindergarten students will place in Tier 1 proficiency on the Winter i-Ready Reading and Math screener, and all K teachers will have updated the data wall and intervention plans for any students below benchmark in foundational skills. ☐ Q4: By the end of Quarter 4, at least 80% of kindergarten students will place in Tier 1 proficiency on the Spring i-Ready Reading and Math screener, and the K data wall and intervention logs will document the end-of-year status and next-year transition recommendations for 100% of students.	
Reading Proficiency 1.1.2. All students read proficiently by the <u>end of third grade</u>, and those who do not read proficiently <u>receive necessary and timely support</u> to become proficient.	1A.4 Instructional Leadership 1B.2 School Improvement Feedback 3A.3 Data-Driven Instructional Teams 3B.1 Aligned Curriculum 3B.12 Ability to Read 3B.13 Vocabulary Development	Enabling Activity: Establish structured Read Aloud and Think-Pair-Share routines where teachers model "reading to learn" through think-alouds and text-based discussion, with look-fors included in walkthrough tools. Accountable Lead: Librarian, EL Design Team (SW6) Enabling Activity: Implement LETRS-aligned explicit vocabulary instruction for all content areas, selecting key academic words for each unit and using consistent routines (introduce, practice, and apply words in speaking and writing) as aligned to curriculum maps and documented in PLC+ minutes, with look-fors included in walkthrough tools. Accountable Lead: Title 1 K-2 Interventionist Literacy Coach, Curriculum 3-5 Literacy Coach (SW6)	Annual Goal: By May 2027, statewide ELA assessment proficiency will increase by at least 2.5% and growth will increase by at least 2% from SY25–26 to SY26–27 supported by targeted literacy instruction focused on vocabulary and informational text. Interim Measures: ☐ Q1: By the end of Quarter 1, 100% of students will complete the Fall i-Ready Reading screener, and at least 23% of students will be placed in Tier 1 proficiency for vocabulary and 21% in informational text. ☐ Q2: By the end of Quarter 2, at least 40% of students will be placed in Tier 1 proficiency for vocabulary and 37% for informational text on the Winter i-Ready Reading screener, and classroom walkthroughs will show that at least 80% of teachers are consistently implementing structured Read Aloud routines and LETRS-aligned explicit vocabulary instruction.	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

			☐ Q3: By the end of Quarter 3, 100% of students will take either the SBA ELA Interim (3-5) or i-Ready Reading Growth Monitoring Assessment (K-2). ☐ Q4: By the end of Quarter 4, at least 51% of students will be placed in Tier 1 proficiency for vocabulary and 49% for informational text on the Spring ELA screener.	
Mathematics Proficiency 1.1.3. All students are proficient in mathematics by the end of fifth grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient.	1A.4 Instructional Leadership 1B.2 School Improvement Feedback 3A.3 Data-Driven Instructional Teams 3B.1 Aligned Curriculum 3B.13 Vocabulary Development	Enabling Activity: Develop a vertical math curriculum crosswalk that identifies priority skills, power standards, and assessments that are aligned across grades to ensure seamless transitions and shared approaches to address proficiency gaps. Accountable Lead: Curriculum 3-5 Literacy Coach Enabling Activity: Refine academic discourse through quality interactions and clear discussion routines (i.e. think-pair-share, anchor charts, Purpose-Prompt-Product, Building Thinking Classrooms) to intentionally target students' use of precise language to explain their reasoning and deepen number sense in numbers and operations. Accountable Lead: EL Design Team (SW6)	Annual Goal: By May 2027, statewide Math assessment proficiency will increase by at least 2% and growth will increase by at least 2% from SY25–26 to SY26–27, supported by targeted math instruction focused on number sense and numbers and operations. Interim Measures: ☐ Q1: By the end of Quarter 1, 100% of students will complete the Fall i-Ready Math screener, and at least 19% of students will be placed in Tier 1 proficiency for numbers and operations. ☐ Q2: By the end of Quarter 2, at least 36% of students will be placed in Tier 1 proficiency for numbers and operations on the Winter Math i-Ready screener, and vertical articulation notes will document that grade-level teams have initiated a draft math curriculum crosswalk. ☐ Q3: By the end of Quarter 3, 100% of students will take either the SBA Math Interim (3-5) or i-Ready Math Growth Monitoring Assessment (K-2). ☐ Q4: By the end of Quarter 4, at least 49% of students will be placed in Tier 1 proficiency for numbers and operations on the Spring Math screener.	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. <i>Required for all schools.</i>	1A.4 Instructional Leadership 1B.2 School Improvement Feedback 1C.4 Integrated HMTSS 3A.3 Data-Driven Instructional Teams	Enabling Activity: Implement quarterly grade-level Professional Learning Communities (PLC+) ELA and math inquiry cycles in which teams analyze data to design tiered small groups and plan integrated strategies that respond to students' individual needs. Accountable Lead: Title 1 K-2 Interventionist Literacy Coach, Curriculum 3-5 Literacy Coach, Librarian (SW6) Enabling Activity: Develop and monitor individual Wildly Important Goals (WIGs) for every student in reading and math, using baseline i-Ready screener data so that students in Tier 1 proficiency set WIGs based on typical growth and students in Tier 2 and Tier 3 proficiency set WIGs based on stretch growth. Student-facing WIGs will track growth by the number of i-Ready Math and Core5 Reading lessons completed, while teacher monitoring will focus on each student's growth and proficiency data toward their WIG. Accountable Lead: Grade Level Chairs, Title 1 K-2 Interventionist Literacy Coach	Annual Goal: By May 2027, increase statewide ELA, Math, and Science assessment proficiency for high-needs students (English Learners, students receiving special education services, and economically disadvantaged students) by at least 3% from SY25–26 to SY26–27, thereby reducing the overall achievement gap between high-needs and non-high-needs students. Interim Measures: ☐ Q1: By the end of Quarter 1, all students will be identified for Tier 1, Tier 2, or Tier 3 targeted support with small-group for ELA and math instruction as documented on the data wall, and 100% of students will have an individual reading and math WIG entered on the accountability scoreboard. ☐ Q2: By the end of Quarter 2, PLC+ minutes will document that all teams have used inquiry cycles to adjust tiered small-group instruction for high-needs students in response to Fall i-Ready and classroom assessment data, and at least 70% of students will be on track toward meeting their reading and math WIGs based on i-Ready Winter screener and lesson-completion data. ☐ Q3: By the end of Quarter 3, all PLC+ teams will have completed at least two ELA and two math inquiry cycles, with updated tiered small-group plans for all students in Tiers 2 and 3, and at least 75% of high-needs students will demonstrate positive growth toward their literacy and math WIGs, as evidenced by i-Ready progress monitoring and completed lesson data. ☐ Q4: By the end of Quarter 4, 100% of students will show growth toward their targeted or stretch ELA and math WIGs, with at least 70% meeting or exceeding their typical or stretch growth WIGs.	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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1.1.5. All students transition successfully at critical points, from elementary to middle school. <i>Required for all schools.</i>	3C.7 Family and Student Stories 4A.3 Family Partnerships	Enabling Activity: Plan and facilitate a Grade 5 family–child activity focused on middle school readiness in which students and caregivers engage together in activities about schedules, organization, and self-advocacy, and receive registration and course-selection support so families leave with a clear plan for the transition to Grade 6. Accountable Lead: Grade 5 Teachers Enabling Activity: Develop and implement a middle school transition plan that includes transition meetings among counselors, student services coordinators, and English Learner coordinators, and a fifth-grade visit to Washington Middle School or a presentation at Ala Wai so students understand expectations and feel prepared for the move to Grade 6. Accountable Lead: Counselor	Annual Goal: By May 2027, 100% of Grade 5 students will participate in at least one structured middle school readiness experience and report feeling prepared for the transition to Grade 6 on an end-of-year student survey. Interim Measures ☐ Q1: By the end of Quarter 1, a written middle school transition plan and calendar will be developed and shared with Grade 5 staff and families, outlining key readiness events. ☐ Q2: By the end of Quarter 2, 100% of Grade 5 students will have participated in at least one classroom lesson on schedules, organization, or self-advocacy for middle school. ☐ Q3: By the end of Quarter 3, at least 70% of Grade 5 students and their families will have participated in a middle school experience. ☐ Q4: By the end of Quarter 4, student and family feedback will indicate that at least 85% feel “prepared” or “very prepared” for the transition to Grade 6.	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
1.1.6. All students will receive support through a multi-tiered system for academics, behavior, social emotional and physical health.	1A.4 Instructional Leadership 1B.2 School Improvement Feedback 1C.4 Integrated HMTSS 3C.4 Teach SEL	Enabling Activity Revise and communicate a schoolwide/classroom data wall and HMTSS document that clearly defines Tier 1, Tier 2, and Tier 3 supports across academic, behavior, SEL, attendance, and physical health domains, and share it with staff and families so everyone understands available supports and referral processes. Accountable Lead: Vice Principal Enabling Activity: Refine and clarify the HMTSS referral process for students who may need additional supports or evaluation by specifying required interventions, progress-monitoring tools, data collection	Annual Goal: By May 2027, 100% of students will be identified on the classroom data wall for Tier 1, Tier 2, or Tier 3 supports, and all students who may need additional supports or further evaluation will have an attached intervention log that includes teacher assessment data and STAR intervention data documenting their response to intervention. Interim Measures ☐ Q1: By the end of Quarter 1, all classroom digital data walls will list every student with an initial Tier 1, Tier 2, or Tier 3 designation for academic (ELA and Math), behavior, social-emotional, physical, and	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☒ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☒ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☒ Other:__, \$

	3A.3 Data-Driven Instructional Teams 4A.3 Family Partnerships	timelines, and team meeting checkpoints, ensuring consistent, well-documented evidence of student response to intervention. Accountable Lead: Student Services Coordinator Enabling Activity Implement a STAR block four times per week as a dedicated intervention period in which students—including students receiving special education services and English Learners—identified for Tier 2 and Tier 3 supports receive targeted pull-out small-group instruction, and all remaining students engage in targeted tiered classroom instruction for ELA and math based on data wall plans. Accountable Lead: Title 1 K-2 Interventionist Literacy Coach, Curriculum 3-5 Literacy Coach (SW6) Enabling Activity: Implement a targeted English Language Development (ELD) pull-out and afterschool program utilizing research-based strategies to address explicit academic language development, vocabulary, and discourse routines—specifically addressing the reading and writing needs identified in WIDA ACCESS data—to ensure ELs can meaningfully access and engage with core content. Accountable Lead: EL Coordinator (SW6)	attendance domains based on baseline assessments and teacher input. ☐ Q2: By the end of Quarter 2, 100% of students flagged as potentially needing additional supports or evaluation will have an intervention log started and attached to the data wall, and have an HMTSS review meeting to discuss next steps. ☐ Q3: By the end of Quarter 3, all classroom data walls will reflect revised target students and Tier placements based on midyear data, and teachers will have updated classroom small-group, STAR, and ELD plans for all Tier 2 and Tier 3 students. ☐ Q4: By the end of Quarter 4, an HMTSS year-end review will confirm that all evaluation decisions for referred students were based on the documented intervention logs and data wall evidence, with clear recommendations for refining the process for the following year.	
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★ **GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.**

Desired Outcome <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>Estimate the additional amount needed for enabling activities.</i>
1.2.1. All students desire to and attend school regularly. <i>Required for all schools.</i>	1C.4 Integrated HMTSS 3B.9 Real-World Connections 3C.5 Teach SEL 3C.7 Family and Student Stories 4A.3 Family Partnerships	Enabling Activity: Communicate Ala Wai's attendance procedures and expectations to students, staff, and families at the start of the year and each quarter through the handbook, AWES Attendance Procedures document, school website, Seesaw, newsletters, and family meetings. Accountable Lead: Vice Principal Enabling Activity: Celebrate positive attendance through schoolwide campaigns (e.g., posters, announcements), classroom and grade-level recognition, and student leadership spotlights that reinforce the message that attending 90% or more of instructional days is a key leadership habit and supports success in school and in life. Accountable Lead: Counselor Enabling Activity: Implement a tiered system of attendance interventions in which teachers, counselors, and administrators consistently follow the AWES Attendance Procedures for tardies and absences) to identify barriers and provide restorative, individualized support or students with emerging or chronic absenteeism concerns. Accountable Lead: Vice Principal	Annual Goal: By May 2027, the percentage of Ala Wai students who are regularly attending (17 or fewer absences) will increase from 66.4% to at least 70%, while the school maintains a daily attendance rate of 90% or higher. Interim Measures: ☐ Q1: By the end of Quarter 1, attendance procedures and expectations will have been communicated to 100% of families and staff through at least two channels; baseline data for regularly attending students and daily attendance will be confirmed, and a schoolwide attendance campaign and recognition plan will be launched. ☐ Q2: By the end of Quarter 2, schoolwide campaign and recognition systems will be in place in all classrooms and common areas; quarterly data will show that the percentage of regularly attending students has increased by at least 3% from the baseline, and average daily attendance for the first semester is at or above 90%. ☐ Q3: By the end of Quarter 3, the tiered attendance intervention process will be	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☒ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

		Enabling Activity: Provide afterschool tutoring and technological devices (e.g., laptops, hotspots) for students experiencing homelessness or significant barriers to attendance and participation, so they can complete schoolwork, stay connected to instruction, and receive targeted academic support outside the regular school day. Accountable Lead: Principal	fully implemented for all students meeting thresholds for concern, and data will show that at least 70% of students are on track for regular attendance, with year-to-date daily attendance at or above 90%. ☐ Q4: By the end of Quarter 4, end-of-year data will show that at least 75% of students are regularly attending, and the school's average daily attendance rate for the year will be 90% or higher, with documentation that tiered interventions were provided for all students with chronic absenteeism.	
1.2.2. All students demonstrate positive behaviors at school. <i>Required for all schools.</i>	1A.4 Instructional Leadership 1B.2 School Improvement Feedback 1C.4 Integrated HMTSS 3B.1 Aligned Curriculum 3C.5 Teach SEL 3C.7 Family and Student Stories	Enabling Activity: Implement the Leader in Me curriculum with direct lessons, integrated classroom routines, and schoolwide activities that explicitly teach and practice the 8 Habits of Highly Effective People grounded in the Leader in Me core paradigms so students can explain and apply common leadership language to their daily behavior choices. Accountable Lead: Lighthouse Coordinators (SW6) Enabling Activity: Revise and implement the schoolwide PBIS matrix so that expectations in all settings are framed through our school vision, the 8 Habits, and the Three Personal Standards—Show Respect, Make Wise Decisions, Solve Problems—and reinforce these through classroom circles, recognition systems, and reteaching when problem behaviors occur. Accountable Lead: Counselor	Annual Goal By May 2027, repeated behavior incidents will decrease by at least 20% from SY25–26 to SY26–27, and Panorama SEL student perception survey results will show at least a 5% increase in students' sense of belonging. Interim Measures ☐ Q1: By the end of Quarter 1, 100% of classrooms will have introduced core Leader in Me lessons and explicitly taught PBIS expectations, and baseline data for repeated behavior referrals will be documented in the digital data wall and Panorama sense of belonging will be identified and shared with staff. ☐ Q2: By the end of Quarter 2, repeated behavior referrals will decrease by at least 10% compared to Quarter 1, and Winter Panorama will show no decline in sense of belonging from baseline. ☐ Q3: By the end of Quarter 3, repeated behavior referrals will show at least a 15% decrease compared to the same period in SY25–26, and staff will review behavior and SEL data to adjust reteaching and recognition plans. ☐ Q4: By the end of Quarter 4, the total number of repeated behavior referrals for	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

			the year will have decreased by at least 20% compared to SY25–26, and Spring Panorama SEL results will show progress toward the 5% point increase in sense of belonging.	
1.2.3. All students experience a Nā Hopena A'o environment for learning. <i>Required for all schools.</i>	1A.4 Instructional Leadership 1B.2 School Improvement Feedback 1C.4 Integrated HMTSS 3C.5 Teach SEL 3C.7 Family and Student Stories 4A.3 Family Partnerships	Enabling Activity: Deliver integrated opportunities for students to engage in art, music, computer, library, and physical education where teachers intentionally embed explicit vocabulary and social-emotional learning skills so students build both content knowledge and SEL growth across specials classes. Accountable Lead: Specials Teachers Enabling Activity: Utilize student voice to improve our Leader in Me initiatives that include integrated lessons, mini-assemblies, schoolwide leadership roles, Haumana Lighthouse, and Creativity, Responsibility, Enrichment, Wellness (CREW) hour. Accountable Lead: Lighthouse Coordinators Enabling Activity: Implement a Culture Action Team plan that empowers students and promotes a sense of belonging through the SEL Strategy of the Month aligned to the Book of the Month, and Emotional Bank Account lessons, so that students regularly see, hear, and implement the 8 Habits in visible, relational ways across campus. Accountable Lead: Culture Action Team Enabling Activity: Implement a Leadership Action Team plan that promotes integrated approaches and family community partners through home-connections and English Learner strategies. Continue to support 8 Habits by coordinating staff TLIM boosters, "Word of the Week", "Quote of the Week" and Book of the Month aligned to each Habit, so	Annual Goal By May 2027, TLIM Measurable Results Assessment (MRA) data will show at least a 2% increase in students' leadership and life skills indicators from SY25–26 to SY26–27, and Lighthouse self-assessment ratings will move from Developing toward Mature and Sustaining in all areas. Interim Measures ☐ Q1: By the end of Quarter 1, baseline TLIM MRA and Lighthouse self-assessment ratings will be confirmed and shared with staff, and each TLIM Action Team and the Support Team will name at least one Lighthouse element it is working to move from Developing toward Mature. ☐ Q2: By the end of Quarter 2, collected artifacts (lesson plans, leadership events, student WIGs/portfolios) will provide stronger evidence in at least one identified Lighthouse focus element per team, with no decline from baseline MRA indicators. ☐ Q3: By the end of Quarter 3, a midyear Lighthouse self-review will document clear movement toward Mature in at least one of the focus areas (Integrated Approaches, social-emotional environment, or Achieve Goals), with examples from multiple grade levels. ☐ Q4: By the end of Quarter 4, end-of-year TLIM MRA results will show progress toward the 2 percentage point increase in leadership and life skills indicators, and a year-end Lighthouse self-assessment will document movement toward or attainment	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☒ Other: Aloha Aina Funds, \$

		students and families build a shared leadership language that supports positive behavior at school and at home. Accountable Lead: Leadership Action Team Enabling Activity: Implement an Academic Action Team plan that empowers student-led instruction through leadership notebooks and student-led conferences. Continue to reinforce classroom structures where students set goals, track their own progress, and reflect using the 8 Habits language, strengthening both academic ownership and leadership skills. Accountable Lead: Academic Action Team	of the Mature and Sustaining levels for all areas.	
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★ **GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.**

Desired Outcome <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>Estimate the additional amount needed for enabling activities.</i>
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. <i>Required for all schools.</i>	1A.4 Instructional Leadership 3C.5 Teach SEL 3B.6 Cooperative Learning 3B.9 Real-World Connections 3C.7 - Family and Student Stories	Enabling Activity: Implement grade-level and schoolwide community service projects that give back to Ala Wai's community partners and neighborhood organizations and intentionally connect to curriculum standards and the 8 Habits, providing students with authentic leadership and service opportunities. Accountable Lead: Grade Level Chairs Enabling Activity: Plan and facilitate science/'āina-based community field trips that highlight real-world applications of environmental stewardship and inquiry, with post-trip reflections to connect experiences to science standards and student kuleana to care for place. Accountable Lead: Grade Level Chairs Enabling Activity: Implement a grade-level project-based learning unit in which students use a science inquiry cycle and evidence-based reasoning to investigate a local environmental challenge and present their findings at a schoolwide science fair. Accountable Lead: Grade Level Chairs (SW6)	Annual Goal: By May 2027, statewide Science assessment proficiency will increase by 2.4% from SY25-26 to SY26-27, and 100% of students in Grades K–5 will engage in at least one community service project and one science/'āina-based learning experience. Interim Measures: ☐ Q1: By the end of Quarter 1, each grade level will identify and calendar at least one community service project, one science/'āina-based field experience, and one grade-level science inquiry PBL focus for the schoolwide science fair. ☐ Q2: By the end of Quarter 2, at least 50% of grade levels will have completed one community service project or science/'āina-based trip, and student reflections will show that a majority of participating students can name how the activity connected to helping their community or caring for place. ☐ Q3: By the end of Quarter 3, all grade levels will be implementing or finalizing their science inquiry PBL units for the schoolwide science fair, and at least 50% of students will have completed a reflection describing	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☒ Other: SAF Award Funds for Science; Aloha Aina Funds, \$

			the local environmental challenge they investigated. ☐ Q4: By the end of Quarter 4, 100% of students will have participated in at least one community service project and one science/‘āina-based learning experience, and schoolwide reflection artifacts from the science fair and service projects will show that at least 80% of students can describe a specific contribution they made or a responsibility they feel toward their community or environment.	
K-12 Alignment 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.	3B.9 Real-World Connections 3C.5 Teach SEL 3C.7 Family and Student Stories	Enabling Activity: Launch early college and career exploration for upper-grade students by partnering with Kaimukī High School or the University of Hawaii system to offer at least one annual experience (such as a campus visit, virtual tour, or student panel) that highlights academic programs, clubs, and pathways. Accountable Lead: Vice Principal (SW6)	Annual Goal: By May 2027, 100% of upper grade students will participate in at least one early college and career exploration experience and at least 80% will be able to name one program, club, or pathway they are interested in for their future K–12 journey. Interim Measures: ☐ Q1: By the end of Quarter 1, all students will have completed a Dreams, Needs, Abilities (DNA) for students to reflect on their interests. ☐ Q2: By the end of Quarter 2, all grade level teams will have agreed on and scheduled at least one college and career exploration experience. ☐ Q3: By the end of Quarter 3, upper grade students will have participated in the one college and career exploration experience (visit, tour, or panel), and 100% of students will indicate one interest area or pathway in a post-activity reflection. ☐ Q4: By the end of Quarter 4, grade level teams will identify next steps to build upon opportunities for students to further explore future pathways.	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$



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 Outcome <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>Estimate the additional amount needed for enabling activities.</i>
2.1.1 All teacher positions are filled with qualified hires that include SIQ hours and/or TESOL certification by SY26-27.	1A.4 Instructional Leadership 1C. 4 Integrated HMTSS 3B.12 Ability to Read 3B.13 Vocabulary Development 3B.6 Cooperative Learning	Enabling Activity: Implement an EL Coordinator–led support plan to help current and newly hired teachers obtain required SIQ hours and/or TESOL certification by SY26–27, including tracking credential status, sharing pathway options and deadlines, and providing coaching or cohort support so all EL-designated positions move toward full qualification. Accountable Lead: EL Coordinator (SW6)	Annual Goal: By May 2027, 100% of teachers assigned to EL-designated positions will have completed required SIQ hours and/or TESOL certification or be actively enrolled in an approved completion pathway. Interim Measures: ☐ Q1: By the end of Quarter 1, the EL Coordinator will have created an SIQ/TESOL tracking list for all EL-designated positions and met with each identified teacher to review requirements and available pathways. ☐ Q2: By the end of Quarter 2, at least 50% of teachers on the SIQ/TESOL list will be enrolled in or have begun coursework, trainings, or hours toward meeting their credential requirements. ☐ Q3: By the end of Quarter 3, at least 75% of teachers on the SIQ/TESOL list will show	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☒ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$



PRIORITY 2: High-Quality Educator Workforce In All Schools

			documented progress (e.g., completed credits/hours or passed modules) toward SIQ/TESOL completion. ☐ Q4: By the end of Quarter 4, 100% of teachers in EL-designated positions will either have completed SIQ/TESOL requirements or have a signed, individual plan with the EL Coordinator outlining their timeline for completion in SY27–28.	
2.1.2 All teachers are effective or receive the necessary support to become effective.	1A.4 Instructional Leadership 1B.2 School Improvement Feedback 1C.4 Integrated HMTSS 3A.3 Data-Driven Instructional Teams 3B.1 Aligned Curriculum 3B.6 Cooperative Learning 3B.12 Ability to Read	Enabling Activity: Implement HDOE-provided professional development and provide travel opportunities for the literacy team, followed by structured coaching cycles in which literacy coaches model, co-plan, and observe lessons to support classroom teachers in applying schoolwide literacy strategies in their instruction. Accountable Lead: Title 1 K-2 Interventionist Literacy Coach, Curriculum 3-5 Literacy Coach (SW6) Enabling Activity: Provide in-house professional development and travel opportunities on schoolwide instructional strategies—including LETRS explicit vocabulary instruction, structured read-alouds, and think-pair-share—and use PLCs and walkthrough feedback to ensure these routines are regularly planned for and implemented in classrooms. Accountable Lead: Title 1 K-2 Interventionist Literacy Coach, Curriculum 3-5 Literacy Coach (SW6) Enabling Activity: Expand our EL Design Team collaboration with grade levels to embed and integrate EL strategies (e.g., language objectives, sentence frames, structured talk) into units and lessons, and	Annual Goal: By May 2027, 100% of classroom teachers will have participated in at least one full professional learning cycle aligned to schoolwide literacy and EL priorities, and at least 80% of classrooms will show consistent implementation of at least two of these strategies in observation and walkthrough data. Interim Measures: ☐ Q1: By the end of Quarter 1, literacy coaches will have completed initial HDOE professional development, the EL Design Team will be formed with a published support plan, and at least 80% of teachers will have attended an in-house or contracted PD session on LETRS vocabulary, read-alouds, think-pair-share, EL strategies, or Magnetic Literacy. ☐ Q2: By the end of Quarter 2, at least 60% of teachers will have participated in one coaching cycle or PLC “bridge to practice” cycle led by literacy coaches or the EL Design Team, focused on planning and implementing schoolwide literacy or EL strategies, with participation documented in coaching logs or PLC minutes. ☐ Q3: By the end of Quarter 3, grade-level planning notes will show that all teams	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$



PRIORITY 2: High-Quality Educator Workforce In All Schools

	3B.13 Vocabulary Development 3C.5 Teach SEL	provides just-in-time coaching for teachers who serve multilingual learners. Accountable Lead: EL Coordinator, EL Design Team (SW6) Enabling Activity: Partner with Magnetic Literacy consultants to deliver contracted professional development focused on effective use of the core curriculum, followed by grade-level planning sessions where teachers align Magnetic Literacy resources with Ala Wai's pacing guides and intervention structures. Accountable Lead: Curriculum 3-5 Literacy Coach (SW6) Enabling Activity: Provide ongoing Leader in Me professional development and travel opportunities to the Leader in Me symposium so staff can strengthen leadership, culture, and academic integration into schoolwide systems as aligned to our Leader in Me framework and action plans. Accountable Lead: Lighthouse Coordinators (SW6)	have aligned Magnetic Literacy resources to pacing guides and intervention structures, and walkthrough data will indicate that at least 70% of classrooms are consistently implementing at least one literacy strategy (LETRS vocabulary, read-alouds, or think-pair-share) and one EL strategy. ☐ Q4: By the end of Quarter 4, 100% of teachers will have completed at least one full learning cycle (PD plus coaching/PLC) in a literacy or EL focus area, and walkthrough/observation tools will show that at least 80% of classrooms consistently implement two or more schoolwide literacy/EL strategies as intended.	
2.2.2 All schools' support staff are effective or receive the necessary support to become effective.	1A.4 Instructional Leadership 1B.2 School Improvement Feedback 1C.4 Integrated HMTSS	Enabling Activity: Develop professional learning communities (PLC) for office staff, the custodian team, and educational assistants so that all staff contribute to a positive, consistent schoolwide culture. Accountable Lead: Principal Enabling Activity: Offer in-house training for paraeducators on implementing STAR block interventions and using supplemental curricula, including how to follow lesson routines, collect simple	Annual Goal: By May 2027, 100% of support staff (office staff, custodians, educational assistants, and paratutors) will participate in at least one role-specific PLC or training cycle, and 90% feel confident, knowledgeable, and supported in their role. Interim Measures: ☐ Q1: By the end of Quarter 1, PLC structures and schedules will be established for office staff, custodians, and educational assistants; at least 75% of these staff will	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$



PRIORITY 2: High-Quality Educator Workforce In All Schools

	3A.3 Data-Driven Instructional Teams 3B.12 Ability to Read 3C.5 Teach SEL	progress-monitoring data, and communicate with classroom teachers about student growth. Accountable Lead: Title 1 K-2 Interventionist Literacy Coach (SW6) Enabling Activity: Provide in-house training for educational assistants and paratutors on working with students with disabilities, including behavior supports, accommodations, and collaboration with special education teachers, to ensure consistent, inclusive support aligned with students' IEPs. Accountable Lead: Student Services Coordinator (SW6) Enabling Activity: Provide contracted onboarding professional development for Leader in Me so that new and returning staff understand the 8 Habits, core paradigms, and key structures (Action Teams, WIGs, leadership roles), and can integrate TLIM language and practices into their daily routines. Accountable Lead: Lighthouse Coordinators (SW6)	attend one initial PLC or training session; and new staff will receive introductory Leader in Me onboarding. ☐ Q2: By the end of Quarter 2, at least 60% of paraeducators, educational assistants, and paratutors will have completed initial in-house training on STAR block routines, supplemental curriculum use, or working with students with disabilities, with sign-in sheets and agendas documenting participation. ☐ Q3: By the end of Quarter 3, 100% of classified staff will have participated in at least one PLC or training cycle. ☐ Q4: By the end of Quarter 4, self-reported data will show that at least 90% of support staff feel confident, knowledgeable, and supported in their role.	☐ Grant: __, \$ ☐ Other: __, \$
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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 Outcome <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>Estimate the additional amount needed for enabling activities.</i>
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. <i>Required for all schools.</i>	1A.4 Instructional Leadership 1B.2 School Improvement Feedback 4A.3 Family Partnerships	Enabling Activity: Communicate the purpose and role of the School Community Council to all stakeholders and publish a yearlong SCC meeting calendar (with topics and input opportunities) through multiple school communication channels. Accountable Lead: Principal Enabling Activity: Engage the SCC chairperson regularly and ensure that key school plans and issues (e.g., Academic Plan, Financial Plan, bell schedule, major initiatives) are standing agenda items for SCC meetings so stakeholder input directly informs school decisions Accountable Lead: Principal Enabling Activity: Identify, strengthen, and expand community partnerships (e.g., health, mental health, after-school, cultural, and social service organizations) by mapping current partners, clarifying shared goals, and coordinating services	Annual Goal: By May 2027, the School Community Council will maintain full, representative membership, hold at least four documented meetings with quorum, and provide recorded input on both the Academic Plan and Financial Plan, as evidenced by agendas, minutes, and SCC Assurances forms. Interim Measures: ☐ Q1: By the end of Quarter 1, SCC membership for all required stakeholder roles will be confirmed, bylaws will be reviewed and updated if needed, and a full-year SCC meeting calendar with key topics will be shared with the school community. ☐ Q2: By the end of Quarter 2, the SCC will have held at least two meetings with quorum, and agendas/minutes will document discussion of school priorities and identification of input needed for upcoming Academic and Financial Plans.	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$



PRIORITY 3: Effective and Efficient Operations At All Levels

		and events so families can access concrete supports, resources, and learning opportunities that promote student well-being and success. Accountable Lead: Principal/PCNC Facilitator	☐ Q3: By the end of Quarter 3, the SCC will have reviewed draft versions of the Academic Plan and Financial Plan, and minutes will capture specific feedback or recommendations provided to the principal. ☐ Q4: By the end of Quarter 4, the SCC will have held at least four meetings with quorum, completed the SCC Assurances form, and verified in minutes that required responsibilities under Act 51/Act 221 have been addressed.	
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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 Outcome <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>Estimate the additional amount needed for enabling activities.</i>
3.3.2 All families are engaged in school events/activities and have regular two way communication .	1A.4 Instructional Leadership 1B.2 School Improvement Feedback 1C.4 Integrated HMTSS 3B.9 Real-World Connections 3C.5 Teach SEL 3C.7 Family and Student Stories 4A.3 Family Partnerships	Enabling Activity: Refine Parent Community Networking Center (PCNC)--'Ohana Center--services that build upon supportive partnerships among home, school, and community by coordinating family engagement events, recruiting and organizing volunteers, and connecting families with community resources so that all families feel welcomed, informed, and actively involved in supporting student success and well-being. Accountable Lead: Principal/PCNC Facilitator Enabling Activity: Implement a two-way communication system using platforms such as Seesaw, Tuesday Folder, school social media, newsletters, and family meetings so families receive regular updates on academic and SEL expectations and have clear channels to ask questions, share feedback, and communicate their child's needs. Accountable Lead: Principal Enabling Activity: Plan and facilitate 'Ohana Lighthouse schoolwide events that highlight student leadership, showcase the 8 Habits in action, and provide families with simple practices they can use at home to reinforce TLIM language and skills. Accountable Lead: 'Ohana Lighthouse	Annual Goal: By May 2027, Panorama School Quality Survey results for families in the area of engagement will remain at or above 94.5%, at least 80% of families will report that they feel informed and regularly engaged through two-way communication and family events, and the SCC and PCNC will coordinate with at least five active community partners to provide supports and learning opportunities for families. Interim Measures ☐ Q1: By the end of Quarter 1, a family communication plan and annual calendar of Ohana Lighthouse, schoolwide, and grade-level family events will be shared with all families; at least 70% of families will be connected to at least one two-way communication platform (e.g., Seesaw or school messaging); and an inventory of existing and potential community partners will be completed. ☐ Q2: By the end of Quarter 2, usage data will show that at least 70% of families have opened or responded to messages on two-way platforms;	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

		Enabling Activity: Host schoolwide and grade-level family events that focus on student leadership, social-emotional learning, and academic learning where families engage in hands-on activities with their children and leave with concrete, culturally and linguistically responsive strategies and resources to support learning at home. Accountable Lead: Support Team, Grade Level Chairs	participation logs will show that at least 40% of families have attended at least one family event; and the SCC/PCNC will have engaged at least three community partners in planning or delivering supports (e.g., workshops, resource fairs, or services). ☐ Q3: By the end of Quarter 3, at least 60% of families will have attended a family event; a midyear family survey check-in will indicate that we are on track to remain at or above 94.5% on Panorama Family Engagement; and at least one community-partnered event or service will have been offered in at least two areas (e.g., health/mental health, academic or SEL support). ☐ Q4: By the end of Quarter 4, participation logs will show that at least 80% of families attended at least one family event; end-of-year Panorama School Quality Survey results will confirm that engagement remains at or above 94.5%; and records will show at least five active community partnerships providing ongoing services, events, or resources for families.	
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APPENDIX A: SCHOOL COMMUNITY COUNCIL ASSURANCES FORM

One of a School Community Council's (SCC) main functions is to review the school's Academic Plan and Financial Plan for the upcoming school year and either recommend revisions of the plans to the principal or recommend the plans for approval by completing the SCC Assurances Form.

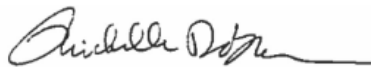
The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name and signature of the SCC chairperson must be included on both pages of the form, regardless of revisions or comments added to the second page.

Hawaii State Department of Education School Academic Plan and Financial Plan Annual Assurances and Recommendation for Approval

The **Ala Wai Elementary School** School Community Council (SCC) recommends the school plans to the Complex Area Superintendent for approval and assures the following:

1. The SCC is correctly constituted and was formed in accordance with the Board of Education policy, Department of Education procedures and state law.
2. The SCC reviewed its responsibilities under the Board of Education policy, Department of Education procedures and state law, including those related to the review of the Academic Plan and Financial Plan.
3. The SCC sought and considered all recommendations from the school community or committees before recommending the plans for approval. (Check all that apply)
 - ☒ A School Community Council Meeting was conducted on **Jan 26, 2026** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Apr 2, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☒ Other (list): School Improvement Team, Leadership Alaka'i Team, PLC+ Activators Team, Faculty/Staff
4. The SCC reviewed the Academic Plan and Financial Plan and found that they are based upon a thorough analysis of student performance data, and use evidence-based interventions.
5. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The principal has provided a clear explanation to the SCC about the status of each of the recommendations made by the SCC regarding the Academic Plan and Financial Plan.
7. This school plan was adopted through consensus or by vote by the School Community Council on: **Apr 2, 2026**

Attested:

Ala Wai Elementary School Principal	Signature	Date
Michelle DeBusca		Apr 2, 2026
SCC Chairperson	Signature	Date
Nikie Torio		Apr 2, 2026

SCC Recommendations to the Academic Plan and Financial Plan:

The School Community Council, in review of the Academic and Financial Plans, has provided the principal with the following recommendations for consideration. These recommendations are included as a means to share these issues with the Complex Area Superintendent and to identify the action taken by the principal on the SCC recommendations. If no recommendations were made, please write "N/A." **SCC Chairperson signature is required on both pages.**

SCC Recommendation:	Rationale for the SCC Recommendation:	Principal's Response to SCC Recommendation:
N/A		

SCC Comments: Statement of Problem or Concerns regarding the Academic Plan and Financial Plan review process.

N/A

Attested:

SCC Chairperson	Signature	Date
Nikie Torio		Apr 2, 2026

APPENDIX B: BELL SCHEDULE

Pursuant to [Hawaii Revised Statutes Section \(HRS\) 302A-251](#), as well as the current Hawaii State Teachers Association 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.**

To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided [bell schedule tool](#).

Total student instructional hours per year <i>(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)</i>	1080
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement
Ala Wai Elementary School Bell Schedule: SY2026-2027 Bell Schedule	