



Mayor Joseph J. Fern Elementary School Academic Plan SY 2026-2027

1121 Middle Street
(808) 305-5400

<https://www.fernschool.k12.hi.us/>

- ☒ Title I School
☐ Non-Title 1 School

Vision of a Hawai'i Public School Graduate

The Hawai'i State Department of Education, together with families and communities, envisions every graduate as a lifelong learner who is globally competitive and locally committed. Graduates will:

- *Apply academic knowledge and an innovative mindset to think critically, communicate effectively, and create impactful contributions in the pursuit of excellence.*
- *Be resilient and adaptable to an ever changing world, they take initiative in charting their next steps to advance their life journey—such as in postsecondary education, career, enterprise, service or exploration.*
- *Cultivate well-being and compassion, care for self and others, and build deep roots in Hawai'i to fulfill their kuleana and strengthen their community.*

Submitted by Principal Glen Miyasato	
Glen Miyasato	Apr 8, 2026

Approved by [FKK] Complex Area Superintendent: Rochelle Mahoe, Ph.D.	
[Insert signature] Rochelle Mahoe	Date 04/08/2026

Rochelle Mahoe (Apr 8, 2026 12:36:43 HST)

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

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SCHOOL VISION AND MISSION

Vision Statement	We will be caring, responsible, lifelong learners who SOAR with LOVE!
Mission Statement	We nurture caring and responsible lifelong learners who S - Strive for Excellence O - Own their Choices A - Act with Positive Attitudes R - Respect themselves, others, their school, community and world

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	'23 Wonders -	enVision Mathematics Common Core -	Amplify Science	Teacher-Created Resources based on HCSSS

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
Special Education	Goalbook Teachtown Wonders Reading/Writing Companion	Goalbook Teachtown Teacher-Created Resources based on IEP goals	Teachtown Amplify Science	Teachtown Teacher-Created Resources based on HCSSS
English Learners	Phonics for Reading & Sonday System			

Others	Heggerty, Orton-Gillingham, NCIL, Phonics for Reading, & Sondag System			
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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 ▾	I-Ready ▾
	DIBELS ▾	

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: HMTSS-R

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  Fern CNA 12-13-25
- ☐ Other current assessment/self-study report: [Insert text]
- ☐ Current Western Association of Schools and Colleges (WASC) report [Insert Link]

Year of Last Visit: [Insert year]

Type of Last Visit: **Select One** ▾

Year of Next Action: [Insert year]

Type of Next Action: **Select One** ▾

Year of Next Self-Study:

[Insert year]

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

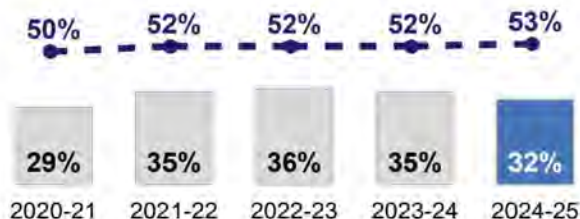
"What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?"

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

1	Student Need: Increase student achievement in English/Language Arts (ELA) summative proficiency and growth for all students. Students need continuing practice of decoding, fluency, and comprehension. SBA proficiency continues to hover in the mid to low 30 percentiles. Root/Contributing Cause: Our data-driven literacy instruction system needs consistent delivery of evidence-based reading strategies across grade levels.
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Language Arts Proficiency

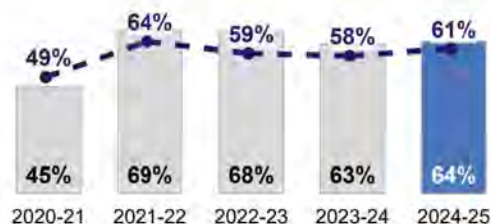
Percent of students demonstrating proficiency on statewide language arts assessments.



Academic Growth

Percent of students making "typical" or better student growth from prior year (based on pre-pandemic growth on the Smarter Balanced Assessment).

Language Arts

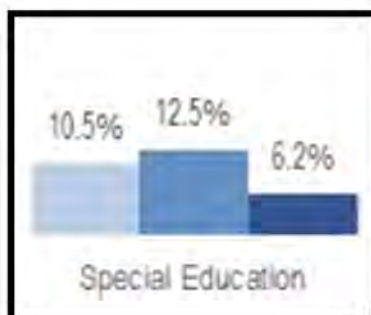


Source: 2025 StriveHI

2

Student Need: Increase student achievement in Special Education (SPED) ELA summative proficiency and growth (focusing first on reading comprehension.) The SBA proficiency in ELA for SPED grades 3-5 students decreased from 10.5 to 6.2% between SY 2022-2025. SPED students' ELA growth percentage decreased from 70.0% in SY 2023-2024 to 44.4% in SY 2024-2025.

Root/Contributing Cause: FES needs consistent alignment between standards, curriculum, assessment, and IEP goals with processes for teachers to develop and implement responsive instructional plans that include appropriate accommodations and modifications. Through our partnership with Dr. Michael Solis, we discovered that our curriculum does not align to grade level standards. In addition, we need to identify and instruct students within their zone of proximal development (ZPD).



SPED ELA Proficiency

2022-2023	2023-2024	2024-2025
10.5%	12.5%	6.2%

Source: 2025 CNA Workbook

3

Student Need: Increase student achievement in SPED mathematics summative proficiency and growth. SPED students' SBA and HSA-Alt math growth percentage decreased from 70.0% in SY 2023-2024 to 33.3% in SY 2024-2025.

Root/Contributing Cause: FES SPED teachers need a consistently implemented standards-based instructional system. Currently, SPED teachers are using teacher-created resources to teach math.



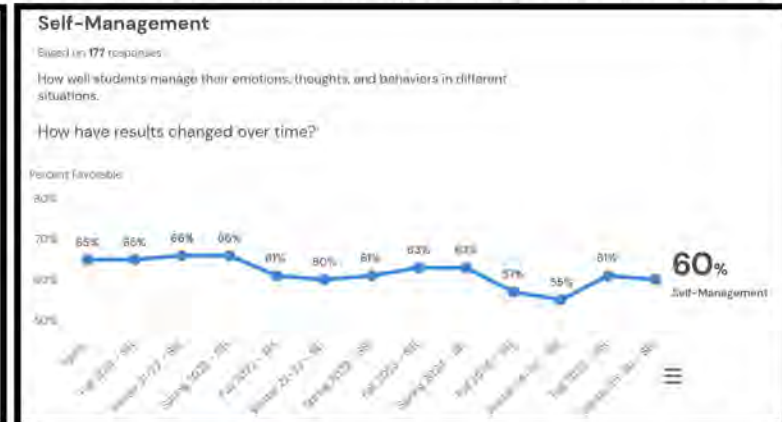
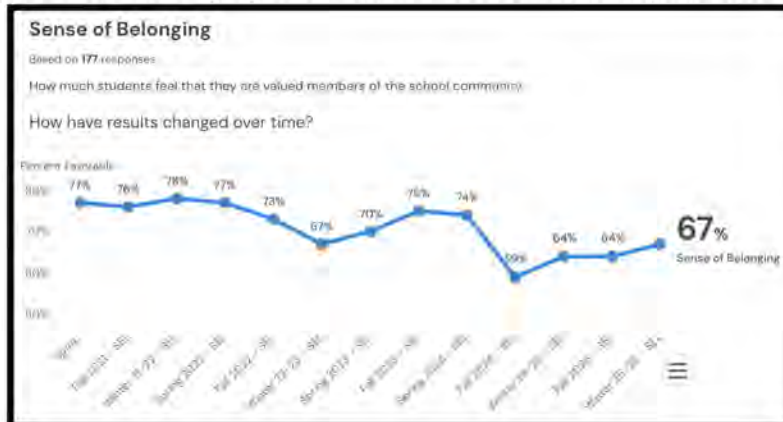
SPED Mathematics Proficiency		
2022-2023	2023-2024	2024-2025
10.5%	12.5%	6.2%

Source: 2025 CNA Workbook

4

Student Need: Increase students' Social/Emotional Learning (SEL) and focusing first on increasing their Emotional Regulation. Based on our Fall 2025 Panorama Survey, students' Emotional Regulation has decreased from 48% to 46% over the last 2 years. Although students' Sense of Belonging has increased from 59% to 67% over the last 2 years, there is still a need to continue improving in this area. In addition, students' Self Efficacy has increased 40% to 50% over the last 2 years, however, there is still a need to continue improving in this area.

Root/Contributing Cause: Students need explicit instruction in behavior expectations in our various school settings. Students need continuing intentional and regular positive relationship-building opportunities to build strong positive class and school culture. The students' sense of belonging to our school needs improving. Students need instruction in an SEL program that meets their current needs.

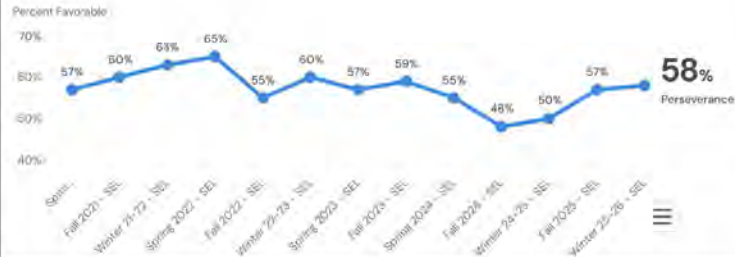


Perseverance

Based on 177 responses

How well students are able to persevere through setbacks to achieve important long-term goals.

How have results changed over time?



Self-Efficacy

Based on 177 responses

How much students believe they can succeed in achieving academic outcomes.

How have results changed over time?



Social Awareness

Based on 177 responses

How well students consider the perspectives of others and empathize with them.

How have results changed over time?



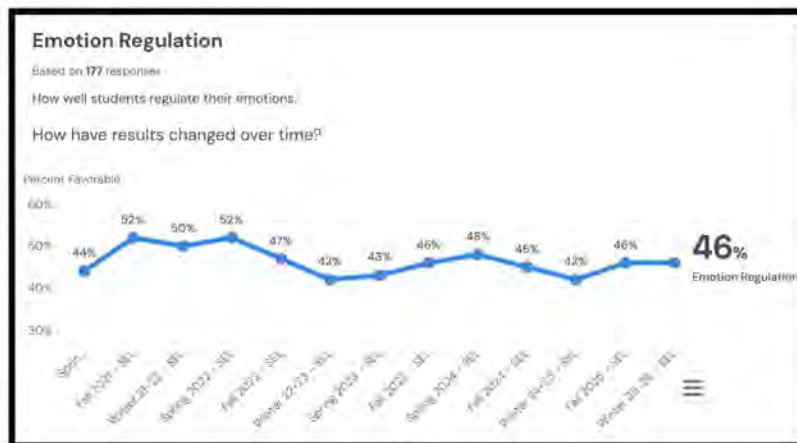
Growth Mindset

Based on 177 responses

Student perceptions of whether they have the potential to change those factors that are central to their performance in school.

How have results changed over time?





Source: Panorama

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 **Targeted Subgroup (for all schools):** Special Education (SPED)

Identified Student Need(s): Increase student achievement in Special Education (SPED) ELA and mathematics summative proficiency and growth.

Summative Proficiency

Subject	2022-2023	2023-2024	2024-2025
ELA	10.5%	12.5%	6.2%
Mathematics	10.5%	12.5%	0.0%

Summative Growth

Subject	2022-2023	2023-2024	2024-2025
ELA	53.8%	70.0%	44.4%
Mathematics	53.8%	70.0%	33.3%

Source: 2025 CNA Workbook



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.	Need for accurate individualized data on entering Kindergarten student learning needs.	EA 1.1.1(1) 100% of kindergarten teachers and support staff have an account with hawaii.kready.org . 1. Data is entered for each item for a child within 30 days of the student entering Kindergarten and the teacher must Generate a Student Report. 2. Using the students' data, teachers can differentiate instruction. EA 1.1.1(2) All kindergarten teachers administer and monitor data using our Fern Kindergarten Assessment. [Grades K-2 Curriculum Coordinator; Kindergarten Grade Level Chairperson]	Implementation Evidence: 100% of kindergarten teachers and some support staff are trained (SSC, SpEd/FSC teachers). Student Measurable Outcomes: Completion of KEA: 100% of students are assessed, data is inputted, and student reports are generated.	• WSF, \$ • Title I, \$500 • Title II, \$ • Title III, \$ • Title IV-A, \$ • Title IV-B, \$ • IDEA, \$ • SPPA, \$ • Homeless, \$ • Grant: __, \$ • Other: __, \$

Reading Proficiency 1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently <u>receive necessary and timely support</u> to become proficient. <u>Student SBA Goal:</u> Increase SBA score from 32% proficiency to 34%.	1 Need consistent delivery of evidence-based reading strategies across grade levels.	EA 1.1.2(1) Complete and implement the pacing guide (includes program instruction and assessments) 1. Heggerty 2. OG phonemes, learned words, syllabication, & morphology 3. Wonders vocabulary, fluency, comprehension, & writing EA 1.1.2(2) Refine and implement the Science of Reading and explicit instruction strategies: 1. Phonemic Awareness (Heggerty) 2. Phonics (OG) 3. Fluency (Wonders) 4. Vocabulary (Wonders) 5. Comprehension (Wonders) EA 1.1.2(3) Continue to monitor progress and adjust instruction using a data-driven literacy assessment and intervention system 1. Quarterly Heggerty (K-2) 2. Quarterly Orton-Gillingham (OG) 3. Tri-annual DIBELS 4. Tri-annual iReady diagnostics EA 1.1.2(4) Continue to provide staff with pertinent professional development (Sonday, Phonics for Reading, Heggerty, OG). Continue to make refinements to Tier 2 WIN group such as evaluate effectiveness of group instructors and assign them strategically to best support learner needs. <i>[Grades K-2 Curriculum Coordinator; Grades 3-5 Curriculum Coordinator, Literacy Coach]</i>	Implementation Evidence: By August 2026, grade level pacing guides for the school year will be completed. Update where the grade level is currently in the pacing at DLT and make changes during grade level meetings. Quarterly learning walks will be completed by the literacy coach to ensure 100% implementation and monitor for sustainability. Student Measurable Outcomes: SY 26-27: <u>Student Proficiency Goals:</u> 40% of students will be proficient on iReady ELA by EOY 85% of students will be proficient in phonemic awareness on iReady ELA by EOY 70% of students will be proficient in phonics on iReady ELA by EOY 85% of students will be proficient in high frequency words on iReady ELA by EOY	☐ WSF, \$ ☐ Title I, \$15,000 EA1.1.2(3) ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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		EA 1.1.2(5) Continue monthly HMTSS-R meetings with the Literacy Team to monitor student progress and make adjustments as necessary. <i>[Principal; Literacy Coach]</i>	30% of students will be proficient in vocabulary on iReady ELA by EOY 30% of students will be proficient in Literature Comprehension on iReady ELA by EOY 25% of students will be proficient in Informational Comprehension on iReady ELA by EOY 13% of EL students will be proficient on iReady ELA by EOY 9% of SpEd students will be proficient on iReady ELA by EOY <u>Student Growth Goals:</u> 60% of students will meet their typical growth on iReady ELA by EOY 35% of students will meet their stretch growth on iReady ELA by EOY 57% of EL students will meet their typical growth on iReady ELA by EOY 28% of EL students will meet their stretch growth on iReady ELA by EOY	
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			24% of SpEd students will meet their typical growth on iReady ELA by EOY 9% of SpEd students will meet their stretch growth on iReady ELA by EOY	
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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. <u>Student SBA Goal:</u> Increase SBA score from 33% proficiency to 35%	Needs consistent implementation of responsive, data-informed teaching practices that effectively differentiate instruction and provide appropriate accommodations to support diverse learning needs.	EA 1.1.3(1) 100% of teachers complete and implement the pacing guide (includes program instruction and assessments) using enVision math program. EA 1.1.3(2) 100% of teachers continue to implement the enVision math program, with necessary adjustments. 1. Implement the Solve and Share and Visual Learning Bridge with the Effective Mathematical Teaching Practices (EMTPs) EA 1.1.3(3) 100% of students are assessed and monitored using: 1. enVision topic assessments 2. Tri-annual iReady diagnostics EA 1.1.3(4) 100% of teachers analyze topic assessments and iReady diagnostic data in Data Learning Teams in order to refine and adjust instruction to support students during RTI time. EA 1.1.3(5) 100% of teachers attend the complex-sponsored elementary math instructional strategies trainings and begin initial implementation of strategies. <i>[Grades K-2 Curriculum Coordinator; Grades 3-5 Curriculum Coordinator]</i>	Implementation Evidence: By August 2026, grade level pacing guides for the school year will be completed. Update where the grade level is currently in the pacing at DLT and make changes during grade level meetings. Data Learning Team (DLT) notes and pacing guides will document the full implementation of our math program. Quarterly learning walks will monitor the effectiveness of the Solve and Share (enVision). CPL walkthroughs conducted by coaches to implement the Learning Bridge (enVision). Student Measurable Outcomes: SY 26-27: 60% of students will show proficiency on each enVision topic assessment.	☐ WSF, \$ ☐ Title I, \$20,000 EA1.1.3(5) ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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			SY 27-28: 70% of students will show proficiency on each enVision topic assessment. 25% of students will be proficient on iReady Math by EOY 10% of EL students will be proficient on iReady Math by EOY 5% of SpEd students will be proficient on iReady Math by EOY <u>Student Growth Goals:</u> 57% of students will meet their typical growth on iReady Math by EOY 28% of students will meet their stretch growth on iReady Math by EOY 53% of EL students will meet their typical growth on iReady Math by EOY 25% of EL students will meet their stretch growth on iReady Math by EOY 30% of SpEd students will meet their typical growth on Math by EOY	
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			22% of SpEd students will meet their stretch growth on iReady Math by EOY	
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1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. <u>SPED Student SBA Goals:</u> Increase SpEd ELA proficiency from 14% to 17%. Increase SpEd math proficiency from 9% to 12%. Reduce ELA and Math Achievement Gap by 2%	2, 3 Need consistent alignment between standards, curriculum, assessment, and IEP goals with processes for teachers to develop and implement responsive instructional plans that include appropriate accommodations and modifications. Through our partnership with Dr. Michael Solis, we discovered that our curriculum does not align to grade level standards. In addition, we need to identify and instruct students within their zone of proximal development (ZPD).	EA 1.1.4(1) Continue collaboration of Inclusive Practice (IP) team meetings and professional development (PD) for grades K-5 inclusion general education and special education (SPED) teachers based on standards-based curriculum. 1. 100% SPED resource teachers implements and monitors Specialized Design Instruction (SDI). 2. Continue to hire PPEs for all inclusion classes so as to provide SDI support in the inclusion setting 3. Continue to monitor SDI implementation using Cycles of Professional Learning (CPL). a. Teachers receive PD from Dr. Solis and implements specific reading comprehension strategies. EA 1.1.4(2) Develop and implement a shared direction and instructional vision with standards-aligned pacing guide for SPED students (similar to ELA and Math implementation). 1. Monitor and analyze student achievement data in ELA standards-based curriculum (Wonders 2023) 2. Monitor and analyze student achievement data in Math standards-based curriculum (enVision Math) 3. Implement and monitor student achievement in SEL/behavior EA 1.1.4(3) Select and implement an assessment tool to monitor all SPED student progress in reading and math: 1. Continue to monitor and analyze the Goal Book & Wonders as systematic tools to diagnose students' reading and math skill levels. 2. Use assessment results to monitor IEP goals and progress reports. 3. 100% of grades K-5 SPED resource teachers use iReady reading and math diagnostics.	Implementation Measures: By October 2026: SPED pacing guides are completed and will update every ____ IP Team - Special education and general education teachers participate in collaborative planning sessions to review all IEPs and plan for instruction. Establish baseline data on student reading comprehension levels and identify ZPD for all students. By December 2026: 100% of teachers receive training on implementing evidence-based reading comprehension strategies with appropriate accommodations Quarterly -Conduct classroom observations to verify that 85% of lessons include appropriate accommodations and modifications as designed Student Measurable Outcomes:	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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<u>EL Student SBA Goals:</u> Increase SBA EL ELA proficiency from 15% to 17% Increase SBA EL Math proficiency from 19% to 21% 69% or more of our ELs will meet GTT	FES SPED teachers need a consistently implemented standards-based instructional system. Currently, SPED teachers are using teacher-created resources to teach math. Need to implement high leverage strategies to achieve our school and complex strategic goals in the EL success plan will improve the education experience and outcome for EL students.	EA 1.1.4(4) Continue SPED teacher coaching and PD program. Quarterly SPED department meeting. Possible PD such as data collection, ongoing coaching, and mentoring. EA 1.1.4(5) Continue to provide time for special education teachers to collaborate and work with their staff on data collection & progress monitoring for Enabling Activity 2 (suggest 1.5 hrs) at the Aha Kuka sessions. <i>[Student Services Coordinator]</i> Subgroup: EL EA 1.1.4(6) 100% of teachers will use the following agreed upon explicit instruction components in all classrooms: 1. Opportunities to respond 2. I Do-We Do-You Do 3. Checks for understanding 4. Review routines <i>[Grades K-2 Curriculum Coordinator/EL Coordinator; Grades 3-5 Curriculum Coordinator/EL Coortherdinator]</i>	24% of SPED students meet individual iReady ELA typical growth 30% of SPED students meet the individual iReady Math typical growth 3% of SPED students meet individual iReady ELA stretch growth 22% of SpEd students will meet their stretch growth on iReady Math by EOY Implementation Evidence: All classroom teachers will use explicit instruction as measured by Learning Walks by admin team Progress monitoring data folders for EL students. Student Measureable Outcomes: 69% or more of our ELs will meet English Language Proficiency (formerly known at GTT) (2% increase from SY 23-24)	
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			50% of ELs 4.0 or higher will meet reclassification measures.	
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1.1.5. All students transition successfully at critical points, from preschool to elementary; from elementary to middle school; and non-natural transitions during the school year. Annual Student Goals: ????Panorama Sense of Belonging data shows increase from Fall to Spring for 70% of transitioned students. Baseline data from Student Ambassador Survey Panorama Sense of Belonging data shows an increase from winter '25-'26 to winter '26-'27 from 67% to 70% for all students.	Need to provide transitions into a new school environment is a social, behavioral, and academic challenge for students.	EA 1.1.5(1) Annually revisit Fern Kindergarten Transition Plan and revise as needed. <i>[Principal; Kindergarten Grade Level Chairperson]</i> EA 1.1.5(2) Continue Linapuni Transition Day activity for incoming 2nd graders from Linapuni Elementary. <i>[Principal; Grade 2 Chairperson; Counselors]</i> EA 1.1.5(3) Continue orientation day for all grade 5 students. Continue annual meeting with Dole and Kalakaua Middle Schools admin and counselors for transitioning students who receive Tier II and III counseling support. <i>[Principal; Grade 5 Chairperson; Counselors]</i> EA 1.1.5(4) Continue EL Newcomer class. <i>[Principal; EL Coordinators]</i> EA 1.1.5(5) Continue transition plans for the following: (a) SPED resource to Fully Self-Contained (FSC) (b) Preschool FSC to kindergarten FSC (c) Grade 5 SPED transition to middle school (d) Summer Jump Start for entering Kinder students EA 1.1.5 (6) Welcome ambassadors for students entering mid-year: Students will develop a way to collect new student perception data on how welcome they felt when entering Fern, and their sense of belonging at the end of the year. <i>[Vice Principal; Student Services Coordinator]</i>	Implementation Evidence: Revised Kindergarten Transition plan posted in Fern Google Links and Resources. Panorama Survey data for Sense of Belonging at 70% positive or better by EOY. Emails setting up middle school transition days. EL class schedule. Student Measureable Outcomes: ????Panorama Sense of Belonging data shows increase from Fall to Spring for 70% of transitioned students. Baseline data from Student Ambassador Survey Panorama Sense of Belonging data shows an increase from winter '25-'26 to winter '26-'27 from 67% to 70% for all students.	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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1.1.6. All students will make achievement gains in science.	Need for additional time and support for teachers to understand and skillfully use the new curriculum.	EA 1.1.6(1) Continue to implement Amplify Science curriculum in grades K-5. EA 1.1.6(2) Continue PD from Amplify Science on curriculum implementation <i>[Principal; Grades K-2 Curriculum Coordinator; Grades 3-5 Curriculum Coordinator]</i>	Implementation Evidence: By August 2026, grade level pacing guides for the school year will be completed. Update where the grade level is currently in the pacing at DLT and make changes during grade level meetings. 100% teachers implement Amplify Science curriculum Student Measureable Outcomes:	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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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.	Need to build a positive school culture so students will want to come to school.	EA 1.2.1(1) Continue to implement our comprehensive plan to address attendance needs  SY 2025-26 Fern Attendance Policy 1. Proactive and reactive attendance strategies (activities) need to be systematized 2. Working with families to address the importance of attendance (i.e., parent letters, meetings/home visits/events) EA 1.2.1(2) Provide attendance incentives for students to participate: 1. Eagle Point System 2. Eagle Store 3. Awards assembly recognition for exemplary behavior 4. Grades 4-5 Esports initiative for chronic absentees 5. Collaborate with parents to encourage their students to attend school daily 6. Students who come regularly, quarterly (i.e., extra recess) [SSC/Counselors]	Implementation Evidence: Attendance Plan Eagle Point Store data Awards Assembly programs Esports Progress Reports Student Measurable Outcomes:	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, ☐ Grant:__, \$ ☐ Other:__, \$

1.2.2. All students demonstrate positive behaviors at school.	4 Need for explicit instruction in behavior expectations in our various school settings. Students need continuing intentional and regular positive relationship-building opportunities to build strong positive class and school culture. The students' sense of belonging to our school needs improving. Students need instruction in an SEL program that meets their current needs. Lack of behavior data tracking system for data-driven decisions/interventions.	EA 1.2.2(1) Print and post newly revised PBIS matrices EA 1.2.2(2) Counselors and teachers explicitly instruct students on revised PBIS matrices. Morning broadcast will present reminders and examples of revised matrices behaviors. EA 1.2.2(3) Continue positive behavior incentive programs. 1. Eagle store 2. Classroom incentives (including iReady incentives) 3. School wide recognition EA 1.2.2(4) Select and implement an evidence-based SEL curriculum that will benefit all students. EA 1.2.2(5) VP create and maintain a user friendly behavior data tracking system for use by HMTSS team to make data-driven behavior interventions. EA 1.2.2(6) Continue regular classroom efforts to build positive relationships. 1. Student profiles project 2. Create, teach and practice school "belonging" mantra EA 1.2.2(7) Counseling Team continues to employ positive efforts such as student community improvement projects and practical health/wellness sessions to foster positive student behaviors. <i>[HMTSS Team]</i>	Implementation Evidence: Revised matrices posted by 08/03/2026. Admin confirms each homeroom teacher has taught/reviewed behavior expectations quarterly (via Action Plan meetings) Teachers report annually to Admin on their PBS incentive system (by 08/03/2026) (Google Doc) Morning Broadcast produces video (PSA) for each matrix setting and shows each once per semester. Behavior data tracking system in full operation by 08/15/2026 Teachers report quarterly to Admin on their regular relationship-building activities (Action Plan) All students create their profile slide in CS DLT by 09/30/2026. Admin/Counselors visit homerooms to discuss by 10/31/2026 School Mantra project completed by 12/15/2026 New SEL program selected and purchased by 07/30/2026 Counselors report to HMTSS team on implementation and progress	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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			Student Measurable Outcomes: Year 1: Baseline student behavior data collected Year 2: Reduction of A, B, C Chapter 19 Violations by 5% Year 3: Reduction of A, B, C Chapter 19 Violations by 10% from baseline Year 4: Reduction of A, B, C Chapter 19 Violations by 25%	
1.2.3. All students experience a Nā Hopena A'o environment for learning.	Need to develop a sense of belonging to our school, cultures, and greater community.	EA 1.2.3(1) Continue to support 'Ike Hawai'i (Kupuna) program <i>[Principal]</i> EA 1.2.3(2) All teachers responsible for regular relationship-building in class. <i>[Principal]</i> EA 1.2.3(3) Continue student, staff, and family participation in school events students, staff, and community participate in school events (Literacy Fair, STEM Fair, Field Day, etc.) <i>[Principal]</i>	Implementation Evidence: DLT rotation schedule Action Plan meeting notes Committee Meeting minutes Student Measurable Outcomes:	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

★ **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.	Need for student engagement in career, community, and civic opportunities.	EA 1.3.1(1) Teacher-led career, community, and civic opportunities <i>[Vice Principal/Grade Level Chairpersons]</i> EA 1.3.1(2) Continue to provide students with a broad range of community engagement learning opportunities (e.g., food banks, environmental efforts, career fairs, FHS Seniors sharing academy presentations, etc.) <i>[Vice Principal/Grade Level Chairpersons]</i> EA 1.3.1(3) Fully implement grades K-5 Code.Org computer science curriculum <i>[Principal/Computer Science Teacher]</i>	Implementation Evidence: DLT Agenda Fliers School website Pacing Guide K-5 Checklist Student Measureable Outcomes: Upper and lower grade ART members annually report the activities provided to students.	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

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, career academies, or International Baccalaureate (IB) programmes.	Need to have at least grade level proficiency in reading, writing, math, tech, as well as strong GLO abilities.	EA 1.3.2(1) Continue out-of-school EL tutoring program. <i>[EL Coordinators]</i> EA 1.3.2(2) Continue participation in co-curricular opportunities like HONSEF, Speech Festival. <i>[Vice Principal]</i> EA 1.3.2(3) Continue to hold Summer Learning Hub. <i>[Vice Principal]</i> EA 1.3.2(4) Continue complex area PC days and initiatives <i>[Principal]</i>	Implementation Evidence: Baseline and post-assessment data from tutors. Student Measurable Outcomes: 2% increase in SBA students reading on near grade level data. Summer Hub data: Increase in enrollment and ADA; progress report to VP on individual student reading and math goals.	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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PRIORITY 2: High-Quality Educator Workforce In All Schools

- ★ All students are taught by effective teachers.
- ★ All schools are staffed by effective support staff.
- ★ All schools are led by effective school administrators.

Desired 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.	Need for highly quality instruction to support student learning. 13.86% of teachers in FKK are non-highly qualified. 23.38% of teachers at Fern are non-highly qualified.	School administrators will follow the principal timeline for Highly Qualified Teachers (HQT). 1. Ensure parent notice of Right to Request Teacher Qualifications is made available to all parents. 2. Notify NHQ Teachers of their NHQ Status and Parent Notification letter of the NHQ Status. 3. Send Parent Notice of NHQT letters to parents whose children are assigned classes taught by non- Highly Qualified teachers. 4. Upload all documentation to shared drive HQ folder Administrators will complete a highly qualified professional development plan for Non-Highly Qualified Teachers (NHQT) to assist teachers in becoming Highly Qualified. Lead: Principal or HQ designee, FKK HQ EO	Implementation Evidence: FKK HQ EO will monitor HQ documentation via shared drive Measureable Outcomes: Baseline: 1/24/25: 77% of teachers at Fern were SIQ #1 August 2026 #2 October 2026 #3 October 2026 & January 2027	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ Grant:__, \$ ☐ Other:__, \$



PRIORITY 2: High-Quality Educator Workforce In All Schools

2.1.2. All teachers are effective or receive the necessary support to become effective.	Need for high quality instruction for student learning. Effective Tier 1 instruction is the priority in our CNA. (pp. 13-15 CNA)	EA 2.1.2(1) Maintain 2 instructional coaches to support Tier I instruction and add one literacy coach for Tiers 1-3 ELA support. <i>[Principal]</i> EA 2.1.2(2) Continue to have school-level mentors to support year 3 teachers. <i>[Principal]</i> EA 2.1.2(3) Continue focused effective instructional practice PD in ELA and math. <i>[Principal]</i> EA 2.1.2(4) Begin PD for science instruction via Amplify Curriculum. <i>[Principal; Grades K-2 Curriculum Coordinator; Grades 3-5 Curriculum Coordinator]</i> EA 2.1.2(5) Provide PD and support for SpEd and EL teachers. <i>[Principal; EL Coordinators; Student Services Coordinator]</i> Please include a specific activity to address special education teachers]; 1. SY 26-27: West Ed PD on Math Practices 2. SY 26-27: Dr. Michael Solis PD and coaching for SpEd Resource teachers	Implementation Evidence: • DLT Agenda • PD Agenda Student Measureable Outcomes: N/A	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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PRIORITY 2: High-Quality Educator Workforce In All Schools

		3. Literacy Coach via CLSD 2 grant to improve reading instruction.		
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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.	Need community, parent, teacher, student, and classified input to guide and advise on school/student progress.	EA 3.3.1(1) Continue SCC membership and regular meetings and post agendas and meeting notes on school website. <i>[Principal; School Community Council Chair]</i>	Implementation Evidence: • SCC meeting agenda Student Measureable Outcomes: N/A	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

★ 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 Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.	Need to build trust and engagement with families and community to contribute to student learning. Need to maintain strong parent and community engagement. Pp. 6-7 CNA	(1) Continue to open lines of communication between families and school with frequent call outs, in-person engagement events, updated website, emails and bulletins. [Principal/Technology Coordinator] (2) Continue to participate in Kalihi Connection Coalition monthly meetings to work collaboratively with other service organizations in this community. [Principal/PCNC] (3) Continue Hui Kāko'o Mākua meetings to engage our large percentage of EL families. [Principal/PCNC] (4) Continue to host family engagement events (i.e., Literacy Fair, STEM Fair, awards assemblies, May Day) [Principal]	Implementation Evidence: • Panorama • SQS Parent Survey at 94% favorable ratings or better Student Measureable Outcomes: N/A	☐ WSF, \$ ☐ Title I, \$ ☐ Title III, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

★ Other Systems of Support				
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>
Provide individualized Tier II and III supports for student learning. <i>(To add additional desired outcomes, duplicate this row, including source of funds checkboxes)</i>	Need targeted individualized supports to close the gap for sub groups.	(1) Provide additional support personnel and materials for Tier II and III instruction to support closing achievement gaps. <i>[Principal]</i>	Implementation Evidence: Student Measureable Outcomes: - Improved achievement scores in DIBELS and math assessments. - Consider adding iReady as another data point	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

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 **Mayor Joseph J. Fern 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 **Dec 8, 2025** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Feb 23, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☐ Other (list): **[Insert text. Examples: School Leadership Team, Curriculum Committee, School Safety Committee]**
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: **Feb 23, 2026**

Attested:

Mayor Joseph J. Fern Elementary School Principal	Signature	Date
Glen Miyasato		☐ Date
SCC Chairperson	Signature	Date

Tammy Sanekane		☐ Date
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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:

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

Attested:

SCC Chairperson	Signature	Date
Tammy Sanekane		☐ Date

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>	1,125 hours
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement
Mayor Joseph J. Fern Elementary School Bell Schedule: 📄 2026-2027 Bell Schedule - Fern Elementary	