# Jefferson Elementary School Academic Plan SY 2025-2026

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☐ Non-Title 1
School
☑ Title 1
School
☐ Kaiapuni School
(Self Contained)
☐ Kaiapuni School
(Shared School Site)

| Submitted by Principal Garret Zakahi | |
|---|---|
| Garret Zakahi | 03-14-2025 |

| Approved by Complex Area Superintendent Linell Dilwith | |
|---|---|
| *(signature)* | APR 1 4 2025 |

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

<table>
<tr><td colspan="5" style="background:#1a3a6b;color:white"><strong>VIABLE QUALITY CURRICULUM</strong></td></tr>
</table>

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 <u>comprehensive instructional program(s)</u> 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 |
|---|---|---|---|---|
| Gr. K-5 | '23 Wonders | ORIGO Stepping Stones 2.0 | | |
| | | | | |
| | | | | |

**Please list all <u>supplementary instructional materials</u> used to enrich or 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 |
|---|---|---|---|---|
| Gr. K-2 | OG/ Heggerty | | | |
| Gr. 3-5 | OG Morphology | | | |
| Gr. K-5 | | Building Thinking Classroom | Mystery Science | Scholastic News |

## 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: |

## 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 <u>screening and/or progress monitoring assessments</u> 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 |
| --- | --- | --- |
| Gr. K-5 | I-Ready | I-Ready |
| Gr. K-5 EL Students | WIDA Screener | |
| Gr. K | HI KRA | HI KRA |

## IDENTIFIED SCHOOL NEEDS

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

- ☑ Current Comprehensive Needs Assessment (CNA)
- ☐ Other current assessment/self-study report:
- ☑ Current Western Association of Schools and Colleges (WASC) report

Year of <u>Last Visit</u>: 2024          Year of <u>Next Action</u>: 2027          Year of <u>Next Self-Study</u>:
Type of <u>Last Visit</u>:Full Self-Study          Type of <u>Next Action</u>: Mid-Cycle Report & Visit          2030

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**Please identify <u>critical student learning needs</u> and the <u>root/contributing cause</u> 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.

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**1**

**<u>Student Need:</u>**   Increase student achievement in ELA, Math, and Science.

**<u>Root/Contributing Cause:</u>**

SBA/HSA Science Proficiency

|  | **2021-22** | **2022-23** | **2023-24** |
|---|---|---|---|
| **ELA** | 56% | 51% | 44% |
| **Math** | 44% | 48% | 41% |
| **Science** | 46% | 49% | 43% |

Source: Strive HI Report

Quintile Targets

|  | **2023 Proficiency** | **2029 Quintile Target** | **Avg Annual % to Meet Target** |
|---|---|---|---|
| **ELA** | 50.71% | 63.22% | 2.09% |
| **Math** | 48.30% | 56.58% | 1.38% |
| **Science** | 48.89% | 57.67% | 1.46% |

Source: School Level - CA KMR Quintile Report

## SY 2023-24  SBA/HSA Science Subgroups of Proficiency

| | IDEA | EL | Disadvantaged | Native Hawaiian |
|---|---|---|---|---|
| **ELA** | 7.14% | 26.32% | 37.21% | 12.50% |
| **Math** | 0% | 37.25% | 33.33% | 0% |
| **Science** | 11.11% | 20.00% | 48.15% | 0% |

Source: LEI Kūlia

<u>WASC Schoolwide Critical Areas for Follow-Up:</u>

The Leadership Team, faculty and support staff need to create an intentional professional learning structure to collect data, monitor progress, and celebrate student outcomes and instructional practices. A plan, developed with teacher input, to promote horizontal and vertical articulation of tiered instructional support and effective teaching practices needs to be refined and implemented. The Leadership Team will provide clear professional learning and instructional expectations at the beginning of the school year to all faculty and staff. *(WASC #1)*

The Leadership and grade level teams need to refine and implement a systemic structure for data analysis for the purpose of designing inclusive and equitable practices to support the success of all students. Grade level teachers will utilize the data team process to implement strategies leading to improved student proficiency and the narrow achievement gap for all grade levels. *(WASC #2)*

The Leadership Team and teachers need to select research-based social studies, science and writing curricula augmented with training and coaching to support effective implementation. *(WASC #3)*

The ART and teachers need to expand opportunities for students to receive feedback and reflect on their ongoing academic progress and GLO performance, empowering a sense of ownership through goal setting while emphasizing student voice. Teachers will establish and execute consistent methods to ensure that every student remains aware of learning objectives and performance standards across all content areas. *(WASC #5)*

1A Scores have decreased to 41% in Math; 44% in ELA; and 43% in Science. Need to monitor the implementation of PD, inconsistency on the understanding of the Tiered system, need to utilize the data team process effectively to identify the needs of students in Math, ELA and Science.

1B The achievement gap decreased due to all students showing fewer gains towards proficiency. Lack of understanding of the HMTSS for instruction, need to have a system for determining the effectiveness of instructional practices.

| | |
|---|---|
| **2** | **Student Need:** Regular Attendance - decrease in the percentage of students attending school regularly

**Root/Contributing Cause:**
Regular Attendance
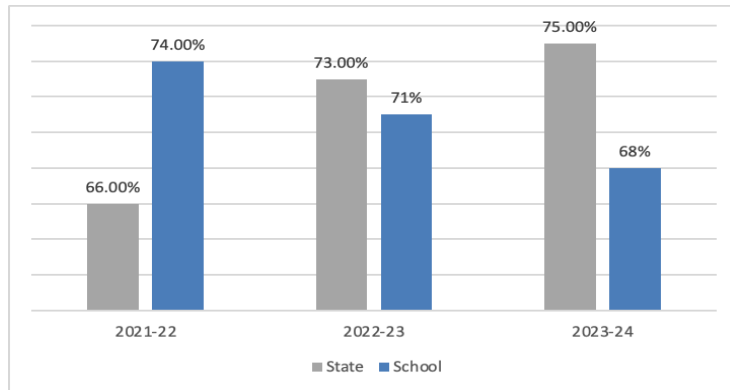


Source: Strive HI

WASC Schoolwide Critical Area:

The Leadership Team, faculty, and staff need to develop and implement a unified Multi-Tiered Systems of Support with consistent, clear expectations to ensure equitable student support. *(WASC #4)*

2A Regular attendance - decrease in the percentage of students attending 90% of instructional days. Need to have the expectations of the attendance procedures to be communicated with all stakeholders.

2B Need for consistency in implementation of attendance procedures.

2C The Native Hawaiian subgroup has shown a decrease in the percentage of regular attendance.Need to have the expectations of the attendance procedures to be communicated with all stakeholders. |
| **3** | **Student Need:** English Learner (EL) - increase in the overall student proficiency

**Root/Contributing Cause:**

*English Language Proficiency (ELP)*

| School Year | ELP | State Target for the SY |
|---|---|---|
| 2023-24 | 74.30% | 48% | |

Source: LEI Kūlia

WASC Schoolwide Critical Area:

The Leadership Team, faculty, and staff need to develop and implement a unified Multi-Tiered Systems of Support with consistent, clear expectations to ensure equitable student support. (WASC #4)

3A There are currently 63% of all teachers who are SIQ certified. Need to monitor teachers progress toward SIQ, have the expectation shared with teachers.

3B English Language Proficiency is at 74.30%. EL Team pull-out instruction is focused on the needs of students identified through the targeted domains from the WIDA Access.

| In order to address student subgroup(s) achievement gaps, please list the <u>targeted subgroup(s)</u> and their <u>identified need(s)</u>. Enabling activities should address identified subgroup(s) and their needs. | |
|---|---|
| **1** | **Targeted Subgroup:** English Learners<br><br>**Identified Student Need(s):** Increase student exits using WIDA ACCESS testing and increase overall student proficiency rates to close the achievement gap.<br><br><table><tr><th></th><th>2021-22</th><th>2022-23</th><th>2023-24</th></tr><tr><th>ELA Gap</th><td>49</td><td>35</td><td>36</td></tr><tr><th>Math Gap</th><td>30</td><td>22</td><td>20</td></tr><tr><th>Science Gap</th><td>54</td><td>55</td><td>53</td></tr></table><br>Source: LEI Kulia |
| **2** | **Targeted Subgroup:** SPED<br><br>**Identified Student Need(s):** The achievement gap decreased due to all students showing fewer gains towards proficiency to close the achievement gap.<br><br><table><tr><th></th><th>2021-22</th><th>2022-23</th><th>2023-24</th></tr><tr><th>ELA Gap</th><td>72</td><td>71</td><td>55</td></tr><tr><th>Math Gap</th><td>62</td><td>67</td><td>57</td></tr><tr><th>Science Gap</th><td>15</td><td>76</td><td>62</td></tr></table><br>Source: LEI Kulia |
| **3** | **Targeted Subgroup:** Low SES<br><br>**Identified Student Need(s):** The achievement gap decreased due to all students showing fewer gains towards proficiency to close the achievement gap. |

|  | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| **ELA Gap** | 38 | 27 | 25 |
| **Math Gap** | 27 | 62 | 24 |
| **Science Gap** | 27 | 39 | 25 |

Source: LEI Kulia

| 4 | **Targeted Subgroup:** Native Hawaiian ethnicity |
|---|---|

**Identified Student Need(s):**  The Native Hawaiian ethnicity subgroup has shown a decrease in the percentage of regular attendance.

| 2021-22 | 2022-23 | 2023-24 |
|---|---|---|
| 83% | 87% | 85% |

# 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**<br>*"What do we plan to accomplish?"* | **Root/ Contributing Cause**<br>*"Why are we doing this?*<br>*Reference the Identified School Needs section.* | **Enabling Activities**<br>*"How will we achieve the desired outcome?"*<br><br>***and** Name of Accountable Lead(s)*<br>*"Who is responsible to oversee and monitor implementation and progress?"* | **Monitoring of Progress (Initial & Intermediate Outcomes)**<br>*"How will we know progress is being made?"* | **Anticipated Source of Funds**<br>*"What funding source(s) should be utilized?"*<br>*Estimate the additional amount needed to execute the enabling activity.* |
| 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.  *(SW 6)* | To determine necessary support for kindergarteners and provide early interventions.<br><br>All kindergarteners are assessed, with 29% identified as needing additional support. | EA 1.1.1 (1) Early literacy instruction through consistent implementation of OG will be provided for all students.<br>*(Principal Zakahi; Vice Principal West)*<br>● Heggerty phonological awareness and Orton-Gillingham (OG) phonics instruction 5x/week<br>● i-Ready universal screener<br><br>EA 1.1.1 (2) Tier 2 instruction provided for students identified as needing support to develop foundational skills for learning.<br>● Targeted small group instruction<br>● Differentiated materials<br>*(Jessica Barbera - Literacy Coach)*<br><br>EA 1.1.1 (3) Kindergarten Entry Assessment administered within the first two weeks of a student's enrollment in school.<br>● Target social, emotional, and physical needs of identified students<br>*(Jessica Barbera - Literacy Coach)* | <u>**Initial**</u>:<br>100% of incoming Kindergarteners assessed using the KEA<br><br><u>**Intermediate**</u>:<br>KEA report<br>KEA Action Plan for identified students | ☐ WSF, $<br>☑ Title I, $<br>☐ Title II, $<br>☐ Title III, $<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA, $<br>☐ SPPA, $<br>☐ Homeless, $<br>☐ Grant:__, $<br>☐ Other:__, $ |

| Reading Proficiency | 1A Scores have decreased from 51% to 44% in ELA | EA 1.1.2 (1) Strengthen tiered instruction in all ELA classrooms by following and using the same viable core curriculum of Reading Wonders. *(Principal Zakahi; Vice Principal West)* | Initial: 44% of students are proficient in ELA SBA | ☐ WSF, $ |
|---|---|---|---|---|
| 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.*(SW 6)* | EL: 26.3% proficiency on ELA SBA

Low SES: 31.21% proficiency on ELA SBA

SPED: 7.14% proficiency on ELA SBA

There will be 5% increased proficiency levels on the Access testing and 12% of EL students will exit | EA 1.1.2 (2) Implement instructional strategies to target all learners:

  a.  EL strategies in all classrooms monitored through EL Coordinators attendance in weekly grade level articulations.  *(Ivy Kitamura - EL Coordinator K-2; Angeline Morrell - EL Coordinator 3-5)*
  b.  Heggerty instruction for phonological awareness and OG instruction daily for grades K -2 *(Jessica Barbera - Literacy Coach)*
  c.  OG Morphology for grades 3-5 *(Jessica Barbera - Literacy Coach)*
  d.  Tiered instruction provided to all students K-5 *(JES HMTSS Team)*
  e.   i-Ready universal screener given 3x/year to help target specific groups
  f.  Teachers will utilize the PLC+ process to identify instructional strategies for students in Tier 1-3

*(Jessica Barbera - Literacy Coach)*

EA 1.1.2 (3) Teachers will use writing genres in all grade levels *(Jessica Barbera - Literacy Coach)*

EA 1.1.2 (4) Utilizing the Evaluate assessment as a means to support teachers in showing student growth in ELA proficiency. *(Jessica Barbera - Literacy Coach)*

*(WASC Schoolwide Critical Areas: #1, 2, 3, 4, 5)* | SBA ELA proficiency rates will increase by 2.09%

Students setting quarterly goals on i-Ready

Intermediate:
EL: 28% of ELs will show proficiency on ELA SBA

Low SES: 33% will show proficiency on ELA SBA

SPED: 9% will show proficiency on ELA SBA

i-Ready data- All students will show 5% growth by spring

EL subgroup: 80% of ELs will demonstrate 35% gain on i-Ready from fall to spring

WIDA Access Data

Data Team Form to compare Wonders assessments to i-Ready on particular strands | ☑ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |

| Mathematics Proficiency<br><br>1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient. *(SW 6)* | **1A** Scores have decreased from 48% to 41% in Math<br><br>EL: 37.25% proficiency on Math SBA<br><br>Low SES: 33.33% proficiency on Math SBA<br><br>SPED: 0% proficiency on Math SBA | EA 1.1.3 (1) All grades K-5 are using the same viable core curriculum of Stepping Stones.<br>   a. Building Thinking Classrooms implementation in all grade levels<br>   b. Utilizing the Evaluate assessment as a means to support teachers in showing student growth in math proficiency *(Kelly Sutcliffe - Math Coach)*<br>*( Kelly Sutcliffe - Math Coach)*<br><br>EA 1.1.3 (2) i-Ready universal screener given 3x/year to help target specific groups<br><br>   a. Teachers will utilize the Intervention block to target student instructional needs<br>*(Kelly Sutcliffe - Math Coach)*<br><br>EA 1.1.3 (3) Tiered instruction provided to all students K-5<br>*(JES HMTSS Team)*<br><br>   a. Teachers utilize the PLC+ process to identify instructional strategies for students in Tier 1-3<br><br>*(WASC Schoolwide Critical Areas: #1, 2, 4, 5)* | <u>Initial</u>:<br>41% of students are proficient in Math SBA<br><br>SBA Math proficiency rates will increase by 1.38%<br><br>Implementation of BTC in all classrooms<br><br>Students setting quarterly goals on i-Ready<br><br><u>**Intermediate**</u>:<br>EL: 39% of will show proficiency on Math SBA<br><br>Low SES: 35% will show proficiency on Math SBA<br><br>SPED: 1.38% will show proficiency on Math SBA<br><br>i-Ready data- All students will show 5% growth by spring<br><br>EL subgroup: 80% of ELs will demonstrate 35% gain on i-Ready from fall to spring | ☐ WSF, $<br>☑ Title I, $<br>☐ Title II, $<br>☐ Title III, $<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA, $<br>☐ SPPA, $<br>☐ Homeless, $<br>☐ Grant:__, $<br>☐ Other:__, $ |

| | | | Data Team Form to compare Stepping Stones assessments to i-Ready on particular strands | |
|---|---|---|---|---|

| 1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. *(SW 6)* | **1A** Scores have decreased from 48% to 41% in Math; from 51% to 44% in ELA; and from 49% to 43% in Science<br><br>EL**:**<br>ELA: 26.32%<br>Math: 37.25%<br>Science: 20%<br><br>Low SES:<br>ELA: 37.21%<br>Math: 33.33%<br>Science: 48.15%<br><br>SPED:<br>ELA: 0%<br>Math: 0%<br>Science: 11.11%<br><br>Achievement Gap between Non-High Needs and High Needs students is ELA 26%, Math 20%, Science 39% | EA 1.1.4 (1) Teachers utilize intervention time to target all tiers to ensure growth. *(JES HMTSS Team)*<br><br>EA 1.1.4 (2) EL strategies utilized in all classrooms monitored through EL Coordinators attendance in grade level articulations. *(Ivy Kitamura - EL Coordinator K-2; Angeline Morrell - EL Coordinator 3-5)*<br><br>EA 1.1.4 (3) SPED teachers will collaborate on appropriate intervention and support strategies for identified students. *(Deborah Cheeseman - SSC)*<br><br>EA 1.1.4 (4) Teachers will provide instruction of the NGSS through a viable science curriculum. *(Jodi Chun - CSI)*<br><br>EA 1.1.4 (5) Teachers will provide project/problem/place-based instruction through STEM Week 1-2x/year to connect learning in the classroom with real-world experiences. *(Jodi Chun - CSI; Kelly Sutcliffe - Math Coach)*<br>   a.  Grade levels will provide field trips to connect learning in the classroom with real-world experiences.<br>EA 1.1.4 (6) Vertical articulation will allow teachers to align instructional practices *(Jodi Chun -CSI; Jessica Barbera - Literacy Coach; Kelly Sutcliffe - Math Coach)*<br><br>EA 1.1.4 (7) Teachers will utilize the PLC+ process to access student achievement towards the grade level standards. *(Jodi Chun -CSI; Jessica Barbera - Literacy Coach; Kelly Sutcliffe - Math Coach)*<br><br>EA 1.1.4 (8) Enrichment classes will provide all students with instruction in Hawaiian Studies, PE, computer science, SEL, and STEM *(Jodi Chun - CSI)*<br><br>EA 1.1.4 (9) Monthly JES EL Success Initiative meetings - analyze data for EL students. *(JES EL Success TEAM)*<br><br>EA 1.1.4 (10) Monthly JES HMTSS meetings - analyze data of subgroups and Native Hawaiian ethnicity. *(JES HMTSS TEAM)*<br><br>*(WASC Schoolwide Critical Areas: #1, 2, 3, 4, 5)* | <u>**Initial**</u>:<br>44% of students are proficient in ELA<br><br>41% of students are proficient in Math<br><br>Teachers will use i-Ready data to implement Tier 2 instructional strategies in ELA and Math<br><br><u>**Intermediate**</u>:<br>HSA Science proficiency rates will increase by 1.5% to 44.5%<br><br>EL:<br>ELA: 26.32% to 27.82%<br>Math: 37.25% to 38.75%<br>Science: 20% to 21.5%<br><br>Low SES:<br>ELA: 37.21% to 38.71%<br>Math: 33.33% to 34.83%<br>Science: 48.15% to 49.65%<br><br>SPED:<br>ELA: 0% to 1.5%<br>Math: 0% to 1.5%<br>Science: 11.11% to 12.61% | ☐ WSF, $<br>☑ Title I, $<br>☐ Title II, $<br>☐ Title III, $<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA, $<br>☐ SPPA, $<br>☐ Homeless, $<br>☐ Grant:__, $<br>☐ Other:__, $ |

| | | | ELA, Math, and Science Achievement Gaps will decrease by 5%<br><br>i-Ready growth data- All students will show 5% growth by spring<br><br>Grade level learning walks | |
|---|---|---|---|---|
| 1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school. *(SW 6)* | Students gain a sense of belonging and acceptance when given an opportunity to preview the next steps in their education. | EA 1.1.5 (1) PreK transition to kindergarten<br>   ● Kindergarten Summer School Transition<br>*(Jessica Barbera - Literacy Coach)*<br><br>EA 1.1.5 (2) Grade 5 transition to middle school<br>   a. Middle School tour/ orientation visit<br>*(Kelly Sutcliffe - Math Coach)*<br><br>EA 1.1.5 (3) Transition meetings for students with IEP or 504 plans moving to middle school.<br>*(Deborah Cheeseman - SSC; Jennifer Koo - Counselor)* | Panorama SEL Survey<br><br>Transition meeting minutes | ☐ WSF, $<br>☑ Title I, $<br>☐ Title II, $<br>☐ Title III, $<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA, $<br>☐ SPPA, $<br>☐ Homeless, $<br>☐ Grant:__, $<br>☐ Other:__, $ |

| | | | | |
|---|---|---|---|---|
| 1.1.6 All students will receive support through a multi-tiered system for academics, behavior, social emotional and physical health.<br>*(SW 6)* | **1A, 1B, 2A**<br>Students are supported in academics to feel successful in school and show academic growth<br><br>Students are supported to feel successful in school and show growth in their behaviors | EA 1.1.6 (1) Faculty & staff will have yearly PD to learn and implement the tiered system for academics and behaviors. *(JES HMTSS Team)*<br>HMTSS:<br>  a. Academics<br>    ○ Core curriculum differentiation<br>    ○ EL strategies<br>    ○ Targeted small group instruction<br>  b. Behavior<br>    ○ GLOs<br>    ○ ALOHA<br>    ○ Chapter 19 referrals<br>    ○ BSP<br>    ○ PSAP<br>  c. SEL<br>    ○ ALOHA<br>    ○ SEL enrichment<br>  d. Physical<br>    ○ PE for grades K-5 2x/month<br>    ○ Fresh Fruits and Vegetables Program<br>EA 1.1.6 (2) Other: Attendance: Addressing the contributing causes for absences which may fall under any one or more of the HMTSS domains. *(JES HMTSS Team)*<br><br>*(WASC Schoolwide Critical Areas: #1, 2, 4, 5)* | **<u>Initial</u>:**<br>Completion and monitoring of school blueprint that defines the schools system of support<br><br>Completion and monitoring of the HMTSS Assessment Tool that evaluates the implementation of the school system<br><br>**<u>Intermediate</u>:**<br>Grade level articulation minutes with updates on academic, behavior, and/or attendance concerns<br><br>Walkthroughs and learning walks<br><br>Academic Data:<br><br>● i-Ready 5% increase in growth from fall to spring<br>● SBA/HSA data<br>Behavior:<br>● Referrals to office decrease<br>● Chapter 19 class offense data decrease in number of offenses<br>● Behavior Matrix implementation | ☐ WSF, $<br>☑ Title I, $<br>☐ Title II, $<br>☐ Title III, $<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA, $<br>☐ SPPA, $<br>☐ Homeless, $<br>☐ Grant:__, $<br>☐ Other:__, $ |

| | | | SEL:<br>● Panorama SEL survey 5% increase in positive responses across all categories | |
|---|---|---|---|---|

| | ★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment. | | | |
|---|---|---|---|---|
| **Desired Outcome** *"What do we plan to accomplish?"* | **Root/ Contributing Cause** *"Why are we doing this?"* *Reference the Identified School Needs section.* | **Enabling Activities** *"How will we achieve the desired outcome?"* **and Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"* | **Monitoring of Progress (Initial & Intermediate Outcomes)** *"How will we know progress is being made?"* | **Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.* |
| 1.2.1.    All students desire to and attend school regularly. | **2A** Regular attendance - decrease from 71% to 68% in the percentage of students attending 90% of instructional days  **2B** Need for consistency in implementation of attendance procedures  **2C** The Native Hawaiian subgroup has shown a decrease from 87% to 85% in the percentage of regular attendance | EA 1.2.1 (1) Outreach by school level BSHAS and counselors will be consistently used to bring students back to school.  a.    Parent communication  b.    Home visits  *(Jennifer Koo- Counselor; Principal Zakahi; Vice Principal West; BSHA)*  EA 1.2.1 (2) Specific/communicated process of reaching out to families *(Jennifer Koo - Counselor)*  a.    Attendance notifications to families  b.    Attendance incentives  c.    PBIS committee  EA 1.2.1 (3) Provide opportunities for students to participate in physical fitness activities that promote a healthy lifestyle  a.    Amazing Break Challenge: Families are given a challenge of various activities to do over the Fall, Winter and Spring Breaks  *(Jodi Chun - CSI)*  EA 1.2.1 (4) Determining  the contributing factors in order to address the absences using a tiered system of support. *(JES HMTSS)*  EA1.2.1 (5) Revisit HMTSS Tiers for Attendance Procedures and Strategies:  a.    Revisit attendance procedures | <u>Initial</u>: Increase in the percent of students attending 90% or more days of instruction from 68% to 73%; Native Hawaiian subgroup from 85% to 90%  <u>Intermediate</u>: Panorama Perception Survey  PBIS Agenda and Minutes  HMTSS monthly meetings  Grade level articulation minutes with attendance concerns shared | ☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $ |

| | | | |
|---|---|---|---|
| | | b. Communication to all stakeholder<br>c. Tier 1 strategies to encourage students to attend school every day<br>d. Continue to celebrate perfect attendance monthly and quarterly<br><br>*(JES HMTSS; JES PBIS)*<br><br>EA 1.2.1 (6) Native Hawaiian subgroup attendance<br>    a. Monitoring of identified students<br>    b. Work with classroom teachers and counselor to provide tiered support for attendance<br>*(Jodi Chun - CSI)*<br><br>*(WASC Schoolwide Critical Area: #4)* | | |
| 1.2.2. All students demonstrate positive behaviors at school. | **2A** Students who demonstrate positive behaviors in school will become positive members in our community<br><br>Sense of Belonging decreased from 59 to 52<br><br>Class B offenses increased to 48 incidents in SY 2023-24 | EA 1.2.2 (1) PBIS committee will implement and monitor a behavior matrix *(Kathryn Childress - PBIS Lead)*<br>    ● ALOHA cards<br>    ● Cafeteria behaviors<br>    ● Ch 19 referrals<br>    ● Survey conducted by PBIS team<br>    ● Staff input<br><br>EA 1.2.2 (2) Teachers will provide lessons and feedback to students on their progress on GLOs *(Jodi Chun - CSI)*<br>    a. Create opportunities for students to self-assess in order to set goals<br><br>EA 1.2.2 (3) Teach and demonstrate practices of ALOHA<br>    ● Align SEL program and classroom instruction through collaboration with teachers.<br> *(Jodi Chun - CSI)*<br><br>*(WASC Schoolwide Critical Areas: # 4, 5)* | <u>**Initial**</u>:<br>School Quality Survey<br><br>Panorama Survey<br><br>Creation of lessons for ALOHA values<br><br><u>**Intermediate**</u>:<br>Referrals to office decrease<br><br>Chapter 19 Class offense data decrease in number of Class B offenses<br><br>PBIS ALOHA cards data | ☐ WSF, $<br>☐ Title I, $<br>☐ Title II, $<br>☐ Title III, $<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA, $<br>☐ SPPA, $<br>☐ Homeless, $<br>☐ Grant:__, $<br>☐ Other:__, $ |

| 1.2.3. All students experience a Nā Hopena Aʻo environment for learning. | Integration of place-based learning for students to connect to our community.<br><br>Sense of Belonging decreased from 59% to 52% | EA 1.2.3 (1) Teachers receive ongoing PD on Nā Hopena Aʻo to provide students with integrated lessons of place-based learning into the curriculum and field trips. *(Jodi Chun - CSI)*<br><br>EA 1.2.3 (2) Students will be provided lessons in Hawaiian Studies class 2x/month and STEM class weekly as part of the Enrichment Classes. *(Jodi Chun - CSI)*<br><br>*(WASC Schoolwide Critical Areas: #1, 2, 3, 5)* | **Initial**:<br>Perception surveys data<br><br>**Intermediate**:<br>Grade level articulation minutes with HĀ lessons<br><br>Implementation of database for sharing of HĀ lessons<br><br>Increase in positive responses for Sense of Belonging and School Belonging | ☐ WSF, $<br>☐ Title I, $<br>☐ Title II, $<br>☐ Title III, $<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA, $<br>☐ SPPA, $<br>☐ Homeless, $<br>☐ Grant:__, $<br>☐ Other:__, $ |

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

| Desired Outcome<br>*"What do we plan to accomplish?"* | Root/<br>Contributing Cause<br>*"Why are we doing this?"*<br>*Reference the Identified School Needs section.* | Enabling Activities<br>*"How will we achieve the desired outcome?"*<br>***and** Name of Accountable Lead(s)*<br>*"Who is responsible to oversee and monitor implementation and progress?"* | Monitoring of Progress<br>(Initial & Intermediate Outcomes)<br>*"How will we know progress is being made?"* | Anticipated Source of Funds<br>*"What funding source(s) should be utilized?"*<br>*Estimate the additional amount needed to execute the enabling activity.* |
|---|---|---|---|---|
| 1.3.1.    All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. | All students will be given the opportunity to explore different careers of interest | EA 1.3.1 Provide opportunities for all students in career, community, and civic engagement for students through:<br>   a.  Community activities<br>   b.  Genki Ala Wai Project Gr. K-5<br>   c.  Gr. 5 Legacy Project<br>   d.  Gr. 5 Kamp Project<br>   e.  HPD partnership<br>   f.  Jr. Achievement<br>   g.  Student Council<br>   h.  Career Day<br><br>*(Jodi Chun - CSI; Jennifer Koo - Counselor; Kelly Sutcliffe - Math Coach)*<br><br>*(WASC Schoolwide Critical Area: #5)* | **Initial**:<br>Student perception survey data<br><br>**Intermediate**:<br>Percent of students participating in career exploration and development activities<br><br>Increase in positive responses on student perception surveys | ☐  WSF, $<br>☐  Title I, $<br>☐  Title II, $<br>☐  Title III, $<br>☐  Title IV-A, $<br>☐  Title IV-B, $<br>☐  IDEA, $<br>☐  SPPA, $<br>☐  Homeless, $<br>☐  Grant:__, $<br>☐  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 *"What do we plan to accomplish?"* | Root/ Contributing Cause *"Why are we doing this?"* Reference the Identified School Needs section. | Enabling Activities *"How will we achieve the desired outcome?"* **and** Name of Accountable Lead(s) *"Who is responsible to oversee and monitor implementation and progress?"* | Monitoring of Progress *"How will we know progress is being made?"* | Anticipated Source of Funds *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.* |
|---|---|---|---|---|
| 2.1.1 All **teacher** positions are filled with qualified hires that include SIQ hours and/or TESOL certification by 26-27 SY. | **3A** 63% of teachers have received SIQ hours and/or TESOL certification  By the end of the SY 2025-26 100% of teachers will receive 72 SIQ hours or TESOL certification | EA 2.1.1 Opportunities are available for teachers to attend EL PD that supports SIQ hours.   a. Building the Base   b. State/District EL course offerings   c. University and Community College courses   d. WIDA Self-paced courses  *(Ivy Kitamura - EL Coordinator K-2, Angeline Morrell- EL Coordinator 3-5)*  *(WASC Schoolwide Critical Areas: #1, 2, 4, 5)* | **Initial**: 63% of teachers have received SIQ hours and/or TESOL certification  **Intermediate**: By the end of the SY 2025-26, 100% of teachers will receive 72 SIQ hours or TESOL certification | ☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $ |
| 2.1.2 All **teachers** are effective or receive the necessary support to become effective. | **1A, 1B, and 2A** Effective use of instructional practices to | EA 2.1.2 In order to be effective, all teachers will be provided supports including:   a. EL PD | **Initial**: 100% of first-year and second-year teachers participating in the | ☐ WSF, $ ☑ Title I, $ ☐ Title II, $ |

| (SW 6) | increase student performance and desire to regularly attend school<br><br>By the end of the SY 2025-26, all teachers on cycle will receive an effective or highly effective rating | b. Building Thinking Classrooms- collaborative coaching<br>c. PD on new viable Science curriculum<br>d. Feedback from consistent walkthroughs and peer learning walks<br>e. Individual supports targeting individual needs<br>f. School-level mentoring<br>g. ELA strategies<br>*(Principal Zakahi; Vice Principal West)*<br><br>*(WASC Schoolwide Critical Areas: #1, 2, 3, 4, 5)* | state- approved induction and mentoring program<br><br>**Intermediate**:<br>Number of teachers participating in professional development beyond the 21 hours<br><br>Monitoring implementation of effective instructional strategies through walkthrough, learning walks, articulation minutes, and/or EES | ☐ Title III, $<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA, $<br>☐ SPPA, $<br>☐ Homeless, $<br>☐ Grant:___, $<br>☐ Other:___, $ |
|---|---|---|---|---|
| 2.2.2 All schools' **support staff** are effective or receive the necessary support to become effective. | Support Staff is an integral part of our school community that supports student success | EA 2.2.2 In order to be effective, support staff will be given the opportunity to participate in PD through our Waiver Days and/or faculty and staff meetings.<br>*(Principal Zakahi; Vice Principal)*<br><br>*(WASC Schoolwide Critical Area: #1)* | **Initial**:<br>Staff SQS data<br><br>Teacher perception data<br><br>Number of professional development opportunities for classified school support staff<br><br>**Intermediate**:<br>Increase in positive teacher perception | ☐ WSF, $<br>☐ Title I, $<br>☐ Title II, $<br>☐ Title III, $<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA, $<br>☐ SPPA, $<br>☐ Homeless, $<br>☐ Grant:___, $<br>☐ Other:___, $ |

**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**<br>*"What do we plan to accomplish?"* | **Root/ Contributing Cause**<br>*"Why are we doing this?*<br>*Reference the Identified School Needs section.* | **Enabling Activities**<br>*"How will we achieve the desired outcome?"*<br><br>***and* Name of Accountable Lead(s)**<br>*"Who is responsible to oversee and monitor implementation and progress?"* | **Monitoring of Progress**<br>*"How will we know progress is being made?"* | **Anticipated Source of Funds**<br>*"What funding source(s) should be utilized?"*<br>*Estimate the additional amount needed to execute the enabling activity.* |
| 3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. | 100% of SCC positions are currently filled<br><br>Collaborative meetings focused on school culture and school improvement will be held every month | EA 3.3.1 (1) Principal will message the importance of this advisory group to all stakeholders in August 2025 explaining roles/responsibilities.<br>  a. Elections will be held by May 2025.<br>  b. Principal will engage the SCC chairperson and ensure school level plans and issues are agendized.<br>*(Principal Zakahi, Vice Principal West)*<br><br>*(WASC Schoolwide Critical Area: #1)* | <u>**Initial**</u>:<br>All required stakeholders represented in SCC membership<br><br><u>**Intermediate**</u>:<br>SCC agendas and minutes<br><br>Overall positive ratings on the SCC self-assessment survey | ☐ WSF, $<br>☐ Title I, $<br>☐ Title II, $<br>☐ Title III, $<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA, $<br>☐ SPPA, $<br>☐ Homeless, $<br>☐ Grant:___, $<br>☐ 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**<br>*"What do we plan to accomplish?"* | **Root/ Contributing Cause**<br>*"Why are we doing this?*<br>*Reference the Identified School Needs section.* | **Enabling Activities**<br>*"How will we achieve the desired outcome?"*<br><br>***and* Name of Accountable Lead(s)**<br>*"Who is responsible to oversee and monitor implementation and progress?"* | **Monitoring of Progress**<br>*"How will we know progress is being made?"* | **Anticipated Source of Funds**<br>*"What funding source(s) should be utilized?"*<br>*Estimate the additional amount needed to execute the enabling activity.* |
| 3.3.2a  All families are engaged in school events/activities and have regular two way communication. (SW 6) | **2A** Families are an integral part of their child's educational success | Communication with families are done through:<br>   a.  Open House<br>   b.  Parent-Teacher Conferences<br>   c.  Thursday Folders<br>   d.  Report Card Folders<br>   e.  Principal Monthly Newsletter<br>   f.  Parent engagement activities<br>*(Principal Zakahi; Jodi Chun - CSI)*<br><br>*(WASC Schoolwide Critical Area: #1)* | **Initial**:<br>Parent perception data (SQS)<br><br>**Intermediate**:<br>Families participation in school events<br><br>Families provide feedback through surveys<br><br>Sign-in sheets for events<br><br>Increase in regular attendance rate | ☐ WSF, $<br>☑ Title I, $<br>☐ Title II, $<br>☐ Title III, $<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA, $<br>☐ SPPA, $<br>☐ Homeless, $<br>☐ Grant:___, $<br>☐ Other:___, $ |

| | | ★ Other Systems of Support | | |
|---|---|---|---|---|

| Desired Outcome *"What do we plan to accomplish?"* | Root/ Contributing Cause *"Why are we doing this?"* *Reference the Identified School Needs section.* | Enabling Activities *"How will we achieve the desired outcome?"* *and* Name of Accountable Lead(s) *"Who is responsible to oversee and monitor implementation and progress?"* | Monitoring of Progress *"How will we know progress is being made?"* | Anticipated Source of Funds *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.* |
|---|---|---|---|---|
| 3.3.2b Faculty and staff are involved in the decision-making process of the Academic Plan. (SW 6) | Faculty and staff are an integral part of the success of our school | Academic Review Team (ART) creates and monitors the Academic Plan<br>   a. Provide time for ART to meet 5 times per school year<br>   b. Consists of faculty representing various role groups<br>   c. Shared/viewed by faculty & staff<br>*(Jodi Chun - CSI)*<br><br>The WASC School Improvement Process is implemented to ensure Jefferson Elementary maintains its accreditation status.<br>*(Jodi Chun - CSI)* | Faculty & Staff meeting agendas and/or PowerPoint<br><br>Color coded monitoring system | ☐ WSF, $<br>☑ Title I, $<br>☐ Title II, $<br>☐ Title III, $<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA, $<br>☐ SPPA, $<br>☐ Homeless, $<br>☐ Grant:___, $<br>☐ Other:___, $ |

## APPENDIX A: SCHOOL 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.**

| | |
|---|---|
| This section showcases Jefferson Elementary School's current bell schedule(s) and total student instructional hours per year. To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided bell schedule tool. | |
| **Total student instructional _hours per year_** *(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)* | 1098 |
| **Did your school submit a SCC Waiver Request Form? Please explain.** | Yes, for Complex Area Waiver Day. |
| **Bell Schedule:**  JES Bell Schedule | |