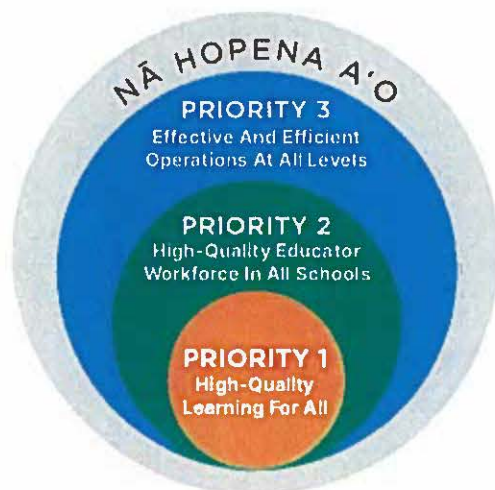




Jefferson Elementary School

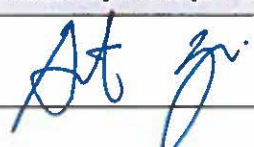
Academic Plan

SY 2026-2027

324 Kapahulu Avenue
Honolulu, HI 96815
808-730-0800

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

- ☒ Title I School
☐ Non-Title 1 School

Submitted by Principal Garret Zakahi	
	Apr 1, 2026

Approved by Complex Area Superintendent Linell Dilwith	
	Date 4/17/26

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

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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
Gr. K-5	'23 Wonders ▾	i-Ready Classroom Mathematics ▾		

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
Gr. K-2	OG/ Heggerty			
Gr. 3-5	OG Morphology			
Gr. K-5		Building Thinking Classrooms	Mystery Science	Scholastic News

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
Gr. K-5	I-Ready ▾	I-Ready ▾
Gr. K-2	DIBELS ▾	
Gr. K-5 EL Students	WIDA Screener ▾	
Gr. K	HI KRA ▾	HI KRA ▾

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:

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
- ☐ Other current assessment/self-study report:
- ☒ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: 2024

Type of Last Visit: Full Self-Study ▾

Year of Next Action: 2027

Type of Next Action: Mid-Cycle Report & Visit ▾

Year of Next Self-Study:

2030

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:** Students need to master foundational skills to independently solve problems, understand complex texts, and explore science through inquiry.
- **ELA: Reading & Writing:** Students struggle to comprehend complex grade-level texts and lack consistent writing skills across different genres.
 - **Math:** Students need to make sense of problems and persevere in solving them. (SMP.1) Students need to be able to model with mathematics. (SMP.4)
 - **Science:** Students need to better understand how science connects to the real world through inquiry-based learning.

Root/Contributing Cause:

SBA/HSA Science Proficiency

	2022-23	2023-24	2024-25
ELA	51%	44%	46%
Math	48%	41%	44%
Science	49%	43%	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 2025-26 SBA/HSA Science Subgroups of Proficiency

	IDEA	EL	Disadvantaged	Native Hawaiian
ELA	8.33%	6.9%	44.33%	0%
Math	8.33%	11.76%	39.22%	0%
Science	0%	0%	40.00%	50.00%

Source: LEI Kūlia

WASC Schoolwide Critical Areas for Follow-Up:

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 Reading: Lack of schoolwide consistency in foundational instruction (phonics and fluency) and the irregular application of tiered support strategies across grade levels.

1B Writing: Lack consistent writing skills across different genres.

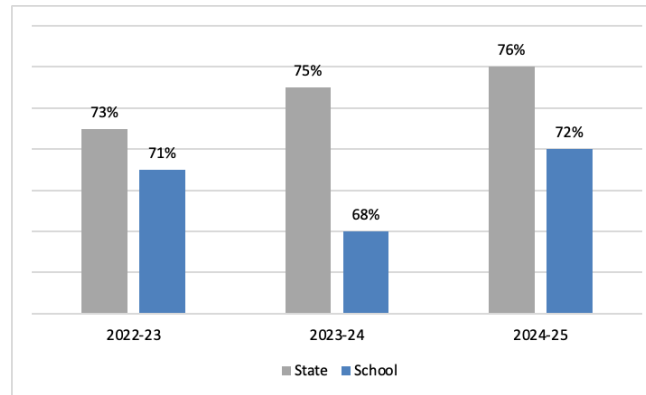
1C Mathematics: Inconsistent schoolwide instructional procedures and a lack of mastery in utilizing conceptual teaching frameworks like BTC and the concrete-pictorial-abstract progression.

1D Science: Absence of a consistent, schoolwide science curriculum and academic language, which limits students' opportunities for deep, inquiry-based learning.

2

Student Need: Regular Attendance: Students need to feel a sense of belonging and understand why being in class every day is important for their success.

Root/Contributing Cause:



Source: Strive HI

The regular attendance percentage has slightly increased from 68% in SY 2023-24 to 72% in SY 2024-25. However, Jefferson Elementary is still below the State average of 76%.

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 Lack of consistency and clarity in the implementation of attendance procedures for all classrooms.

2B Need to have the expectations of the attendance procedures to be communicated with all stakeholders.

3

Student Need: Achievement Gap: The high needs students (EL, SPED, and Low SES) need to master foundational skills to independently solve problems, understand complex texts, and explore science through inquiry.

Root/Contributing Cause:*Smarter-Balanced Assessment Subgroups - ELA*

	School Year	All Students	Non-High Needs	High Needs	Low SES	SPED	EL	Native Hawaiian
Meets Proficiency	2022-23	49.35%	71.05%	42.24%	44.21%	0.00%	36.36%	16.67%
	2023-24	43.17%	62.16%	36.27%	37.21%	7.14%	26.32%	12.50%
	2024-25	48.08%	70.45%	39.29%	44.33%	8.33%	6.90%	0.00%
Approaching Proficiency	2022-23	20.13%	23.68%	18.97%	20.00%	12.50%	13.64%	8.33%
	2023-24	21.58%	16.22%	23.53%	22.09%	14.29%	23.68%	25.00%
	2024-25	20.51%	20.45%	20.54%	21.65%	0.00%	24.14%	33.33%
Well Below	2022-23	30.52%	5.26%	38.79%	35.79%	87.50%	50.00%	75.00%
	2023-24	35.25%	21.62%	40.20%	40.70%	78.57%	50.00%	62.50%
	2024-25	31.41%	9.09%	40.18%	34.02%	91.67%	68.97%	66.67%

Source: LEI Kūlia

Smarter-Balanced Assessment Subgroups - Math

	School Year	All Students	Non-High Needs	High Needs	Low SES	SPED	EL	Native Hawaiian
Meets Proficiency	2022-23	46.75%	66.67%	40.77%	38.00%	0.00%	44.83%	8.33%
	2023-24	41.45%	56.76%	36.52%	33.33%	0.00%	37.25%	0.00%
	2024-25	45.73%	71.74%	35.59%	39.22%	8.33%	11.76%	0.00%
Approaching Proficiency	2022-23	25.44%	25.64%	25.38%	25.00%	12.50%	29.31%	16.67%
	2023-24	26.32%	24.32%	26.96%	27.59%	14.29%	27.45%	25.00%
	2024-25	23.17%	21.74%	23.73%	21.57%	16.67%	35.29%	33.33%
Well Below	2022-23	27.81%	7.69%	33.85%	37.00%	87.50%	25.86%	75.00%
	2023-24	32.24%	18.92%	36.52%	39.08%	85.71%	35.29%	75.00%
	2024-25	31.10%	6.52%	40.68%	39.22%	75.00%	52.94%	66.67%

Source: LEI Kūlia

Hawaii State Assessment (HSA) - Science Subgroups

	School Year	All Students	Non-High Needs	High Needs	Low SES	SPED	EL	Native Hawaiian
Meets Proficiency	2022-23	48.15%	76.47%	35.14%	36.67%	0%	21.43%	33.33%
	2023-24	41.82%	72.73%	34.09%	48.15%	11.11%	20.00%	0%
	2024-25	43.64%	62.50%	35.90%	40.00%	0%	0%	50.00%
Approaching Proficiency	2022-23	24.07%	23.53%	24.32%	26.67%	0%	14.29%	0%
	2023-24	29.09%	27.27%	29.55%	25.93%	0%	35.00%	50.00%
	2024-25	30.91%	25.00%	33.33%	37.14%	0%	0%	50.00%
Well Below	2022-23	27.78%	0%	40.54%	36.67%	100%	64.29%	66.67%
	2023-24	29.09%	0%	36.36%	25.93%	88.89%	45.00%	50.00%
	2024-25	25.45%	12.50%	30.77%	22.86%	100%	100%	0%

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 Ensure all teachers are certified in EL strategies (SIQ certified) and use those strategies every day.

3B Ensure small-group instruction for EL focuses on the specific areas (Speaking, Writing, Reading, or Listening) where each student struggles most.

3C Lack of consistent support for teachers to implement tiered intervention instructional strategies.

3D Lack of implementation and understanding of HMTSS Tier 1, 2 & 3 strategies.

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:** English Learners

Identified Student Need(s): While non-high needs students are showing gains, high-needs students (including EL) have remained stagnant, causing the achievement gap to increase.

	2022-23	2023-24	2024-25
ELA Gap	35%	36%	63%
Math Gap	22%	20%	60%
Science Gap	55%	53%	63%

Source: LEI Kulia

2 **Targeted Subgroup:** SPED

Identified Student Need(s): While non-high needs students are showing gains, high-needs students (including SPED) have remained stagnant, causing the achievement gap to increase.

	2022-23	2023-24	2024-25
ELA Gap	71%	55%	62%
Math Gap	67%	57%	64%
Science Gap	76%	62%	63%

Source: LEI Kulia

3 **Targeted Subgroup:** Low SES

Identified Student Need(s): While non-high needs students are showing gains, high-needs students (including Low SES) have remained stagnant, causing the achievement gap to increase.

	2022-23	2023-24	2024-25
ELA Gap	27%	25%	26%
Math Gap	62%	24%	33%
Science Gap	39%	25%	23%

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 from SY 2022-23 to 2023-24. In SY 2024-25, there was a 3% increase of the regular attendance for the subgroup.

2022-23	2023-24	2024-25
87%	85%	88%

Source: LEI Kulia



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. (SW 6)	1A, 1B, 1C, 1D Lack of consistent foundational instruction for reading, writing, math, and science. 2A and 2B Lack of consistent implementation of attendance procedures. 3A, 3B, 3C, 3D Lack of consistent HMTSS implementation and understanding for academics and behaviors.	EA 1.1.1 (1) Early literacy instruction through consistent implementation of OG will be provided for all students. (<i>Principal; Vice Principal; Literacy Coach</i>) - Hegerty phonological awareness and Orton-Gillingham (OG) phonics instruction 5x/week - i-Ready universal screener EA 1.1.1 (2) Tier 2 instruction provided for students identified as needing support to develop foundational skills for learning. - Targeted small group instruction - Differentiated materials (<i>Literacy Coach</i>) EA 1.1.1 (3) Kindergarten Entry Assessment administered within the first two weeks of a student's enrollment in school. - Target social, emotional, academic, and physical needs of identified students (<i>Counselor; Literacy Coach; Math Coach</i>) EA 1.1.1 (4) SRSS-IE Behavior Screener given to kindergarten students (<i>JES HMTSS TEAM</i>)	Annual Target: 100% of Kindergarten students will be assessed using the KEA 90% of students meet the standards on Teacher-created Kindergarten Assessment Initial: 100% of incoming Kindergarteners assessed using the KEA 100% of incoming Kindergarteners assessed using teacher-created Kindergarten Assessment Intermediate: KEA report KEA Action Plan created for identified students Provide tiered instruction based on needs of students	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☒ Other: __, \$

		EA 1.1.1 (5) PreK transition to kindergarten • PreK tour of kindergarten classrooms at end of school year • Kindergarten Summer School Transition (<i>Literacy Coach</i>)	Provide tiered behavioral support based on needs of students Fall: 10% of students meet the standards on Teacher-created Kindergarten Assessment Winter: 50% of students meet the standards on Teacher-created Kindergarten Assessment Spring: 90% of students meet the standards on Teacher-created Kindergarten Assessment	
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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.	1A Lack of schoolwide consistency in foundational instruction (phonics and fluency) and the irregular application of tiered support strategies across grade levels. 3A, 3B, 3C, 3D Lack of consistent HMTSS implementation and understanding for academics and behaviors.	EA 1.1.2 (1) Strengthen tiered instruction in all ELA classrooms by following and using the same viable core curriculum of Reading Wonders. (<i>Principal; Vice Principal</i>) (SW 6) EA 1.1.2 (2) Implement reading instructional approaches and strategies learned through PD to target all learners: - EL strategies in all classrooms monitored through EL Coordinators attendance in weekly grade level articulations. (<i>EL Coordinator K-2; EL Coordinator 3-5</i>) - Heggerty instruction for phonological awareness and OG instruction daily for grades K -2 (<i>Literacy Coach</i>) - OG Morphology for grades 3-5 (<i>Literacy Coach</i>) - Tiered instruction provided to all students K-5 (<i>JES HMTSS Team</i>) - i-Ready universal screener given 3x/year to help target specific groups (SW 6) - DIBELS universal screener for Oral Reading Fluency Gr. K-2 - Teachers will utilize the PLC+ process to identify instructional strategies for students in Tier 1-3 (SW 6) - Teachers will strengthen Tier 1 literacy instruction through implementation of Cox Campus Science of Reading professional development. (<i>Literacy Coach</i>) EA 1.1.2 (3) Teachers will use writing genres in all grade levels (SW 6) - Revisit grade level pacing guides - Vertical articulation to see progression from each grade level - Create a quarterly process monitoring system for writing	Annual Target: Increase SBA ELA scores by 6.80% Initial: EL: 6.9% proficiency on ELA SBA <u>i-Ready Fall 2025:</u> PA: 61% Tier 1 32% Tier 2 7% Tier 3 PH: 16% Tier 1 45% Tier 2 39% Tier 3 V: 1% Tier 1 52% Tier 2 47% Tier 3 Low SES: 44.33% proficiency on ELA SBA <u>i-Ready Fall 2025:</u> PA: 66% Tier 1 28% Tier 2 6% Tier 3 PH: 32% Tier 1 43% Tier 2 25% Tier 3 V: 8% Tier 1 61% Tier 2 31% Tier 3 SPED: 8.33% proficiency on ELA SBA <u>i-Ready Fall 2025:</u> PA: 57% Tier 1 17% Tier 2	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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		d. Implement writing instructional approaches and strategies learned through PD to target all learners (Literacy Coach) (WASC Schoolwide Critical Areas: #1, 2, 3, 4, 5)	26% Tier 3 PH: 13% Tier 1 17% Tier 2 70% Tier 3 V: 0% Tier 1 26% Tier 2 74% Tier 3 Students setting quarterly goals on i-Ready <u>Intermediate:</u> Winter i-Ready Diagnostic: EL: • PA: 5% move up 1 tier • PH: 5% move up 1 tier • V: 5% move up 1 tier Low SES: • PA: 5% move up 1 tier • PH: 10% move up 1 tier • V: 10% move up 1 tier SPED: 4% of students starting in Tier 3 demonstrate growth Spring i-Ready Diagnostic: EL: • PA: 10% move up 1 tier • PH: 15% move up 1 tier • V: 15% move up 1 tier Low SES: • PA: 10% move up 1 tier • PH: 20% move up 1 tier • V: 20% move up 1 tier	
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			SPED: 4% of students starting in Tier 3 demonstrate growth WIDA Access Data Teachers utilize Data Team Form to compare Wonders assessments to i-Ready on particular strands Provide tiered instructional supports for identified students' needs Implement quarterly process monitoring system for writing	
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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.	1C Inconsistent schoolwide instructional procedures and a lack of mastery in utilizing conceptual teaching frameworks like BTC and the concrete-pictorial-abstract progression. 3A, 3B, 3C, 3D Lack of consistent HMTSS implementation and understanding for academics and behaviors.	EA 1.1.3 (1) All grades K-5 are using the same viable core curriculum of Ready Math. (<i>Math Coach</i>) (SW 6) a. Building Thinking Classrooms implementation in all grade levels b. PD for Ready Math implementation and instructional practices c. PD for mathematical practices, instructional approaches and strategies, such as use of manipulatives in instruction EA 1.1.3 (2) i-Ready universal screener given 3x/year to help target specific groups (SW 6) a. Teachers will utilize the Intervention block to target student instructional needs (<i>Math Coach</i>) EA 1.1.3 (3) Tiered instruction provided to all students K-5 (<i>JES HMTSS Team</i>) (SW 6) a. Teachers utilize the PLC+ process to identify instructional strategies for students in Tier 1-3 (SW 6) (WASC Schoolwide Critical Areas: #1, 2, 4, 5)	Annual Target: Increase SBA Math scores by 5.65% Initial: 44% of students are proficient in Math SBA EL: 11.76% proficiency on Math SBA <u>i-Ready Fall 2025:</u> N/O: 5% Tier1 74% Tier 2 21% Tier 3 Alg/AT: 2% Tier 1 74% Tier 2 23% Tier 3 MD: 6% Tier 1 54% Tier 2 37% Tier 3 Geo: 2% Tier 1 55% Tier 2 43% Tier 3 Low SES: 39.22% proficiency on Math SBA <u>i-Ready Fall 2025:</u> N/O: 6% Tier1 71% Tier 2 23% Tier 3 Alg/AT: 7% Tier 1 68% Tier 2 25% Tier 3 MD: 9% Tier 1 54% Tier 2 37% Tier 3	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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			Geo: 5% Tier 1 59% Tier 2 37% Tier 3 SPED: 8.33% proficiency on Math SBA <u>i-Ready Fall 2025:</u> N/O: 0% Tier1 21% Tier 2 79% Tier 3 Alg/AT: 0% Tier 1 38% Tier 2 63% Tier 3 MD: 0% Tier 1 17% Tier 2 83% Tier 3 Geo: 0% Tier 1 25% Tier 2 75% Tier 3 SBA Math proficiency rates will increase by 1.38% Implementation of BTC in all classrooms Implementation of Ready Math curriculum with fidelity in all classrooms Teachers using math manipulatives to support student learning Students setting quarterly goals on i-Ready <u>Intermediate:</u>	
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			Winter i-Ready Diagnostic: EL: • N/O: 5% move up 1 tier • Alg/AT: 5% move up 1 tier • MD: 5% move up 1 tier • Geo: 5% move up 1 tier Low SES: • N/O: 10% move up 1 tier • Alg/AT: 15% move up 1 tier • MD: 10% move up 1 tier • Geo: 10% move up 1 tier SPED: 4% of students starting in Tier 3 demonstrate growth Spring i-Ready Diagnostic: EL: • N/O: 15% move up 1 tier • Alg/AT: 20% move up 1 tier • MD: 15% move up 1 tier • Geo: 20% move up 1 tier Low SES: • N/O: 20% move up 1 tier • Alg/AT: 20% move up 1 tier • MD: 15% move up 1 tier • Geo: 15% move up 1 tier SPED: 4% of students starting in Tier 3 demonstrate growth Teachers use Data Team Form to compare Ready Math assessments to i-Ready on particular strands	
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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, 1B, 1C, 1D Lack of schoolwide consistency in instructional procedures, which limits student mastery, inquiry-based learning, and effective application of tiered support. 3A, 3B, 3C, 3D Lack of consistent HMTSS implementation and understanding for academics and behaviors.	EA 1.1.4 (1) Teachers utilize intervention time to target all tiers to ensure growth. (<i>JES HMTSS Team</i>) (SW 6) EA 1.1.4 (2) EL strategies utilized in all classrooms monitored through EL Coordinators attendance in grade level articulations. (<i>EL Coordinator K-2; EL Coordinator 3-5</i>) EA 1.1.4 (3) SPED teachers will collaborate on appropriate intervention and support strategies for identified students. (SSC) EA 1.1.4 (4) Teachers will provide instruction of the NGSS through a viable science curriculum. (<i>CSI</i>) (SW 6) 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. (<i>CSI; Science Committee</i>) - Grade levels will provide field trips to connect learning in the classroom with real-world experiences. - Grade levels will revisit pacing guides to integrate ELA, Math, and Science. EA 1.1.4 (6) Vertical articulation will allow teachers to align instructional practices (<i>CSI; Literacy Coach; Math Coach</i>)(SW 6) EA 1.1.4 (7) Teachers will utilize the PLC+ process to access student achievement towards the grade level standards. (<i>CSI; Literacy Coach; Math Coach</i>)(SW 6) EA 1.1.4 (8) Enrichment classes will provide all students with instruction in Hawaiian Studies, PE, computer science, SEL, and STEM (<i>CSI</i>)	Annual Target: Increase SBA ELA scores by 6.80% Increase SBA Math scores by 5.65% Increase HSA Science scores by 7.35% ELA, Math, and Science Achievement Gaps will decrease by 5% Initial: 46% of students are proficient in ELA 44% of students are proficient in Math 43% of students are proficient in Science Achievement Gap between Non-High Needs and High Needs students is ELA 29%, Math 35%, Science 27% Fall 2025 i-Ready Diagnostic: Comprehension Informational Text: All Students: 11% Tier 1 55% Tier 2 34% Tier 3 Low SES: 7% Tier 1 55% Tier 2 38% Tier 3 EL: 6% Tier 1 41% Tier 2 53% Tier 3	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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		EA 1.1.4 (9) Monthly JES EL Success Initiative meetings - analyze data for EL students. (<i>JES EL Success TEAM</i>) EA 1.1.4 (10) Monthly JES HMTSS meetings - analyze data of subgroups and Native Hawaiian ethnicity. (<i>JES HMTSS TEAM</i>) EA 1.1.4 (11) PD on tiered behavior strategies with support from CABS and KMR HMTSS Resource Teachers. (<i>JES HMTSS</i>) (SW 6) (WASC Schoolwide Critical Areas: #1, 2, 3, 4, 5)	SPED: 4% Tier 1 9% Tier 2 87% Tier 3 <u>Intermediate:</u> HSA Science proficiency rates will increase by 1.5% to 44.5% Winter i-Ready Diagnostic: Comprehension Informational Text EL: 5% of students move up 1 tier Low SES: 10% of students move up 1 tier SPED: 4% of students will show growth Spring i-Ready Diagnostic: Comprehension Informational Text: EL: • 10% of students will move up 1 tier • SBA ELA: 6.90% to 8.99% • SBA Math: 11.76% to 13.14% • HSA Science: 0% to 1.5% Low SES: • 10% of students will move up 1 tier • SBA ELA: 44.33% to 46.42% • SBA Math: 39.22% to 40.6% • HSA Science: 40% to 41.5% SPED: • 4% of students will show growth • SBA ELA: 8.33% to 10.42% • SBA Math: 8.33% to 9.71%	
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			HSA Science: 0% to 1.5% Grade level learning walks Teachers revisit grade level pacing guides to integrate ELA, Math, and Science	
1.1.5. All students transition successfully at critical points, from elementary to middle school. <i>Required for all schools.</i>	3A, 3B, 3C, 3D Lack of consistent HMTSS implementation and understanding for academics and behaviors. 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) Grade 5 transition to middle school (SW 6) a. Middle School tour/orientation visit EA 1.1.5 (2) Transition meetings for students with IEP plans moving to middle school. (SSC) EA 1.1.5 (3) Transition meetings for students with 504 plans or high SEL needs moving to middle school. (Counselor) EA 1.1.5 (4) Transition meetings for EL students moving to middle school. (EL Coordinator 3-5)	Annual Target: 100% of students who do not opt-out participate in the Panorama SEL Survey Transition tour/orientation for Grade 5 students moving to middle school Initial: Transition meetings for IEP, 504, high SEL needs, and EL students held at the end of the school year. Intermediate: 100% of students who do not opt-out participate in the Panorama SEL Survey Transition meeting minutes Transition tour/orientation for Grade 5 students moving to middle school	☒ 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, 1B, 1C, 1D Lack of schoolwide consistency in instructional procedures, which limits student mastery, inquiry-based learning, and effective application of tiered support. 3A and 3B Ensure all teachers are SIQ certified to provide daily, data-driven instruction that targets EL language needs. 4A and 4B Lack of consistent support and understanding of HMTSS Tier 1, 2, and 3 strategies hinders the effective implementation of tiered interventions. 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. <i>(JES HMTSS Team) (SW 6)</i> HMTSS: a. Academics ○ Core curriculum differentiation ○ EL strategies ○ Targeted small group instruction b. Behavior ○ GLOs ○ ALOHA ○ Chapter 19 referrals ○ BSP ○ PSAP ○ SRSS-IE ○ CABS c. SEL ○ ALOHA ○ SEL enrichment d. Physical ○ PE for grades K-5 2x/month ○ Fresh Fruits and Vegetables Program EA 1.1.6 (2) PD on tiered behavior strategies with support from CABS and KMR HMTSS Resource Teachers. <i>(JES HMTSS)</i> EA 1.1.6 (3) Other: Attendance: Addressing the contributing causes for absences which may fall under any one or more of the HMTSS domains. <i>(JES HMTSS Team)</i> <i>(WASC Schoolwide Critical Areas: #1, 2, 4, 5)</i>	Annual Target: Academics: i-Ready: 10% increase in students moving up 1 tier from fall to spring Behavior: decrease in number of Chapter 19 referrals SEL: 5% increase of positive responses on Panorama SEL Surveys Physical: ● 100% of classes participating in FFVP Initial: Completion and monitoring of school blueprint that defines the schools system of support Completion and monitoring of the HMTSS Assessment Tool that evaluates the implementation of the school system Intermediate: Grade level articulation minutes with updates on academic, behavior, and/or attendance concerns Walkthroughs and grade level learning walks Academics: ● i-Ready 5% increase in moving up 1 tier from fall to winter ● i-Ready 5% increase in moving up 1 tier from winter to spring ● SBA/HSA data	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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			- Teachers implementing tiered strategies based on student needs Behavior: - Referrals to office decrease - Chapter 19 class offense data decrease in number of offenses - Behavior Matrix - SRSS-IE screener - Number of ALOHA cards redeemed each qtr. - Teachers implementing tiered strategies based on student needs SEL: - Panorama SEL survey 5% increase in positive responses across all categories Physical: 100% of classes participating in FFVP	
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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>	2A and 2B School needs to establish and communicate clear, consistent attendance procedures for all stakeholders. Regular attendance - increased from 68% to 72% in the percentage of students attending 90% of instructional days. The Native Hawaiian subgroup has shown an increase from 85% to 88% in the percentage	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 (Counselor; Principal; Vice Principal) EA 1.2.1 (2) Specific/communicated process of reaching out to families (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 (JES ART) (SW6) EA 1.2.1 (4) Determining the contributing factors in order to address the absences using a tiered system of support. (JES HMTSS)	Annual Target: Regular Attendance: at least 77% Regular Attendance for Native Hawaiian subgroup: at least 92% Initial: Increase in the percent of students attending 90% or more days of instruction overall from 72% to 77% Intermediate: Panorama Perception Survey PBIS Agenda and Minutes HMTSS monthly meetings Grade level articulation minutes with attendance concerns shared Native Hawaiian subgroup regular attendance from 88% to 92% Number of quarterly perfect attendance students Amazing Break Challenge return rate	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

	of regular attendance.	EA1.2.1 (5) Revisit HMTSS Tiers for Attendance Procedures and Strategies: a. Revisit attendance procedures b. Communication to all stakeholder c. Tier 1 strategies to encourage students to attend school every day d. Continue to celebrate perfect attendance monthly and quarterly (JES HMTSS; JES PBIS) EA 1.2.1 (6) Native Hawaiian subgroup attendance a. Monitoring of identified students b. Work with classroom teachers and counselor to provide tiered support for attendance (CSI) (WASC Schoolwide Critical Area: #4)	Regular Attendance: Qtr. 1: at least 94% Qtr. 2: at least 88% Qtr. 3: at least 82% Qtr. 4: at least 77% Regular Attendance Native Hawaiian Subgroup: Qtr. 1: at least 98% Qtr. 2: at least 96% Qtr. 3: at least 94% Qtr. 4: at least 92%	
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1.2.2. All students demonstrate positive behaviors at school. <i>Required for all schools.</i>	2A Students who demonstrate positive behaviors in school will become positive members in our community.	EA 1.2.2 (1) PBIS committee will implement and monitor a behavior matrix (<i>PBIS Committee</i>) • ALOHA cards • Cafeteria behaviors • Ch 19 referrals • Survey conducted by PBIS team • Staff input EA 1.2.2 (2) Teachers will provide lessons and feedback to students on their progress on GLOs (CSI) a. Create opportunities for students to self-assess in order to set goals EA 1.2.2 (3) Teach and demonstrate practices of ALOHA • Align SEL program and classroom instruction through collaboration with teachers. (CSI) (WASC Schoolwide Critical Areas: # 4, 5) EA 1.2.2 (4) PD on tiered behavior strategies with support from CABS and KMR HMTSS Resource Teachers. (JES HMTSS)	<u>Annual Target:</u> 8% increase in positive responses for Self-management on Panorama SEL Survey <u>Initial:</u> School Quality Survey Panorama Survey Creation of lessons for ALOHA values Class B offenses increased from 48 incidents in SY 2023-24 to 57 in SY 2024-25 Panorama SEL Survey: Self-management: Gr. K-2 58% Gr. 3-5 66% <u>Intermediate:</u> Referrals to office decrease Chapter 19 Class offense data decrease in number of Class B offenses PBIS ALOHA cards data Teachers implementing strategies and approaches from CABS PD Winter Panorama SEL Survey: Self-management: 4% increase of positive responses in all grades Spring Panorama SEL Survey: Self-management: 4% increase of positive responses in all grades	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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1.2.3. All students experience a Nā Hopena A'o environment for learning. <i>Required for all schools.</i>	3C, 3D Lack of consistent HMTSS implementation and understanding for academics and behaviors. Integration of place-based learning for students to connect to our community.	EA 1.2.3 (1) Teachers receive ongoing PD on Nā Hopena A'o to provide students with integrated lessons of place-based learning into the curriculum and field trips. <i>(CSI) (SW 6)</i> 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. <i>(CSI)</i> <i>(WASC Schoolwide Critical Areas: #1, 2, 3, 5)</i>	<u>Annual Target:</u> 5% increase in positive responses for Sense of Belonging and School Belonging <u>Initial:</u> Perception surveys data Sense of Belonging Gr. 3-5 decreased from 52% in Fall 2024 to 48% in Fall 2025 <u>Intermediate:</u> Grade level articulation minutes with HĀ lessons Implementation of database for sharing of HĀ lessons	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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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>	3C, 3D Lack of consistent HMTSS implementation and understanding for academics and behaviors. 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: (SW 6) a. Community activities b. Genki Ala Wai Project Gr. K-5 c. Gr. 5 Legacy Project d. Gr. 5 Kamp Project e. HPD partnership f. Jr. Achievement g. Student Council h. Warm-Hearted Welcomers (Counselor; Science Committee) (WASC Schoolwide Critical Area: #5)	<u>Annual Target:</u> Increase in positive responses of student engagement. <u>Initial:</u> Student perception survey data <u>Intermediate:</u> Career, community, and/or civic engagements activities: 3 per semester Increase in positive responses on student perception surveys	☒ 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.	3C, 3D Lack of consistent HMTSS implementation and understanding for academics and behaviors. All students will be given the opportunity to learn about different career pathways.	1.3.2 Provide opportunities for all students to learn about different career pathways through Jefferson Connecting with ALOHA to our Neighbors/Networks - Jefferson CAN. (EL Coordinators) (SW 6)	<u>Annual Target:</u> Field trips to community outreach: 2 per semester <u>Initial:</u> Introduction to various community partners to faculty and staff <u>Intermediate:</u> Field trips to community outreach: 2 per semester	☒ 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 that include SIQ hours and/or TESOL certification by SY26-27.	3A Ensure all teachers are certified in EL strategies (SIQ certified) and use those strategies every day. By the end of the SY 2026-27 100% 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 (EL Coordinator K-2, EL Coordinator 3-5) (WASC Schoolwide Critical Areas: #1, 2, 4, 5)	Annual Target: By the end of the SY 2026-27 100% of teachers will receive 72 SIQ hours or TESOL certification Initial: 87.5% of teachers have received SIQ hours and/or TESOL certification Intermediate: All teachers will be SIQ or TESOL certified	☒ 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, 1C, 1D, 3A, 3B, 3C and 3D Effective use of instructional practices to	EA 2.1.2 In order to be effective, all teachers will be provided supports including: (SW 6) a. EL PD b. Building Thinking Classrooms- collaborative coaching	Annual Goal: By the end of the SY 2026-27, all teachers on cycle will receive an effective or highly effective rating	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$



PRIORITY 2: High-Quality Educator Workforce In All Schools

	increase student performance and desire to regularly attend school. By the end of the SY 2026-27, all teachers on cycle will receive an effective or highly effective rating.	c. PD on Ready Math and effective math strategies d. Feedback from consistent walkthroughs and peer learning walks e. Individual supports targeting individual needs f. School-level mentoring g. ELA strategies h. CABS PD on tiered behavior supports <i>(Principal; Vice Principal)</i> <i>(WASC Schoolwide Critical Areas: #1, 2, 3, 4, 5)</i>	<u>Initial:</u> 100% of first-year and second-year teachers participating in the state-approved induction and mentoring program <u>Intermediate:</u> Number of teachers participating in PD beyond the 21 hours Monitoring implementation of effective instructional strategies through walkthrough, learning walks, articulation minutes, and/or EES	☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ 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. <i>(Principal; Vice Principal)</i> <i>(WASC Schoolwide Critical Area: #1)</i>	<u>Annual Target:</u> Increase positive responses by 5% on the areas of safety, well-being, and satisfaction on the SQS. <u>Initial:</u> Staff SQS data Teacher Perception data Number of PD opportunities for school support staff <u>Intermediate:</u> Increase in positive teacher perception responses on SQS	☒ 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

★ 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>	100% of SCC positions are currently filled. 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 2026 explaining roles/responsibilities. - Elections will be held by May 2026. - Principal will engage the SCC chairperson and ensure school level plans and issues are agendaized. <i>(Principal, Vice Principal)</i> <i>(WASC Schoolwide Critical Area: #1)</i>	<u>Annual Target:</u> Continue to receive positive ratings on the SCC self-assessment survey. <u>Initial:</u> All required stakeholders represented in SCC membership <u>Intermediate:</u> SCC agendas and minutes Overall positive ratings on the SCC self-assessment survey	☒ 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 All families are engaged in school events/activities and have regular two way communication.	2A and 2B Lack of consistent implementation of attendance procedures. Families are an integral part of their child's educational success.	Communication with families is done through: (SW 6) a. Open House b. Parent-Teacher Conferences c. Thursday Folders d. Report Card Folders e. Student Planners f. Principal Monthly Newsletter g. Parent engagement activities (Principal; CSI) (WASC Schoolwide Critical Area: #1)	Annual Target: Regular Attendance Rate: at least 77% Increase parent participation on SQS by 5% Initial: Parent perception data (SQS) Intermediate: Families' participation in school events to be 75% Increase parent participation on SQS by 5% Sign-in sheets for events Increase in regular attendance rate	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ 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> Estimate the additional amount needed for enabling activities.
3.3.2b Faculty and staff are involved in the decision-making process of the Academic Plan.	1A, 1B, 1C, 1D Lack of schoolwide consistency in instructional procedures, inquiry-based learning, and effective application of tiered support. 2A and 2B Lack of consistent implementation of attendance procedures. 3C, 3D Lack of consistent HMTSS implementation & understanding for academics and behaviors.	Academic Review Team (ART) creates and monitors the Academic Plan (SW 6) - Provide time for ART to meet 5 - 6 times per school year - Consists of faculty representing various role groups - Shared/viewed by faculty & staff (CSI; JES ART) The WASC School Improvement Process is implemented to ensure Jefferson Elementary maintains its accreditation status. (SW 6) (CSI)	Annual Target: ART creates and monitors CNA and Academic Plan with input from staff Initial: ART meets 5 - 6 times per school year to create and monitor CNA and Academic Plan Intermediate: Faculty & Staff meeting agendas and/or PowerPoint Sign-in sheets Monitoring system completed quarterly	☒ 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 **Jefferson 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 **Mar 30, 2026** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Apr 27, 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: ☐ **Date** 4/21/2026

Attested:

Jefferson Elementary School Principal	Signature	Date
Garret Zakahi		☐ Date <u>4/28/2026</u>
SCC Chairperson	Signature	Date
Angeline Morrell		☐ Date <u>4/28/2026</u>

SCC Recommendations to the Academic Plan and Financial Plan:

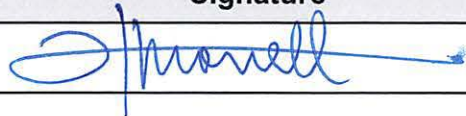
The School Community Council, in review of the Academic and Financial Plans, has provided the principal with the following recommendations for consideration. These recommendations are included as a means to share these issues with the Complex Area Superintendent and to identify the action taken by the 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	N/A	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
Angeline Morrell		Date 4/28/2026

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 <u>hours per year</u> <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>	1,098
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement
Jefferson Elementary School Bell Schedule: JES Bell Schedule	