

# Ka'iulani Elementary School


## Academic Plan


### SY 2025-2026

783 North King Street  
Honolulu, Hawaii, 96817  
(808) 832-3160

School Website: <https://bit.ly/pvkelementary>

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

<b>Submitted by Principal</b> Bebi Z.K.Davis	
	3/20/2025

<b>Approved by Complex Area Superintendent</b> Linell Dilwith	
	3/20/2025

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

## 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	<a href="#">English Language Arts</a>	<a href="#">Mathematics</a>	Science	Social Studies
Grade K	'17 Wonders ▾	ORIGO Stepping Stones 2.0 ▾	National Geographic	Teacher Created
Grade 1	'17 Wonders ▾	ORIGO Stepping Stones 2.0 ▾	National Geographic	Teacher Created
Grade 2	'17 Wonders ▾	ORIGO Stepping Stones 2.0 ▾	National Geographic	Teacher Created
Grade 3	'17 Wonders ▾	ORIGO Stepping Stones 2.0 ▾	National Geographic	Teacher Created
Grade 4	'17 Wonders ▾	ORIGO Stepping Stones 2.0 ▾	National Geographic	Teacher Created
Grade 5	'17 Wonders ▾	ORIGO Stepping Stones 2.0 ▾	National Geographic	Teacher Created

Please list all **supplementary instructional materials** 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
Special Education (K-5)	enCore TeachTown	enCore TeachTown		
EL	EL (K-5): TEAM - Teaching ELs for Academic Mastery; Flashlight 360			

## 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 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
Grade K	I-Ready ▾	I-Ready ▾
Grade 1	I-Ready ▾	I-Ready ▾
Grade 2	I-Ready ▾	I-Ready ▾
Grade 3	I-Ready ▾	I-Ready ▾
Grade 4	I-Ready ▾	I-Ready ▾
Grade 5	I-Ready ▾	I-Ready ▾

## 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) [2025-2026 CNA LINK](#)
  - ☐ Other current assessment/self-study report:
  - ☒ Current Western Association of Schools and Colleges (WASC) report: [\(WASC\) Critical Areas 2023 WASC VC Report Link](#)
  - ☒ Last WASC Full Self-Study: [March 2023](#), [Next WASC Mid-Cycle Visit SY 2025-2026](#), Visit Next WASC Full Self-Study: SY 2028-2029
- English Learners- Provide EL Professional Development (PD) opportunities for all teachers and ensure that EL strategies are implemented in all grade level classrooms.
- Vertical Articulation- Define what vertical articulation means for Kaiulani Elementary School, determine the academic and GLO goals of vertical articulation and execute a plan to achieve those goals.
- Data Analysis Practices to Actionable Steps- Develop and implement streamlined data analysis practices for all teachers that includes determination of actionable steps to improve student learning, supports needed to implement those actionable steps (ie. PD, peer observations, coaching, etc.) and measurable goals that indicate successful outcomes of those actionable steps.
- Data Collection and Analysis- Implement processes where data collected and analyzed is utilized to evaluate effectiveness of the school's instructional programs.
- School-wide Interventions- Determine school-wide interventions and ways to monitor implementation and effectiveness of these interventions.

Year of Last Visit: [2023]

Type of Last Visit: Full Self-Study ▾

Year of Next Action: [2026]

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

Year of Next Self-Study:

[2029]

**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.

<b>1</b>	<p><b><u>Student Need:</u></b></p> <p><b>Students need tiered levels of support</b> to increase proficiency in ELA, Math, Science, Social Studies, and Computer Science. They require targeted interventions, differentiated instruction, and continuous progress monitoring to address individual strengths and challenges. Additionally, students need assessments aligned with state standards to measure proficiency accurately and guide their learning toward sustained academic growth. <a href="#">Need to show student growth, referencing the Key Performance indicator (KPI) of an expected Average</a></p>
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	<p>Annual % Growth for (i) ELA- 1.62% to reach the Current 2029 Quintile Target of 44.68%, (ii) Math- 0.99 % to reach the Current 2029 Quintile Target of 38.74%, and (iii) Science - 2.73 % to reach the Current 2029 Quintile Target of 43.44%,</p> <p><b><u>Root/Contributing Cause:</u></b>  <b>What we know:</b> For SY 2023-2024, the StriveHi Overall ELA Proficiency 29%, Math Proficiency 31%, and Science Proficiency 36%. Universal Screener, STAR SY 2023-2024 Mid-Year Math Proficiency for K-5 is 36%. Students are performing at below 50 % - Also, school level data indicates that most of our teachers do not integrate Computer Science in their instruction practices and students are not proficient in social studies.</p> <p>Students need tiered levels of support to increase proficiency in ELA, Math, Science, Social Studies, Computer Science, and overall student achievement by enhancing Tier 1, Tier 2, and Tier 3 instructional practices. Effectively analyze student data to identify strengths and challenges, implement timely and targeted interventions with differentiated instruction, continuously monitor progress, and adjust interventions, instruction, and assessments for ongoing improvement. Implement effective assessments aligned with learning goals and state standards to accurately measure student proficiency. Ensure all practices align with state standards for sustained academic growth.</p> <p>The <b>root cause of students' low proficiency in ELA, Math, Science, Social Studies, and Computer Science</b> is the <b>instructional practice gaps</b> that can be addresses through a systematic, data-driven approach focused on differentiation, targeted interventions, and progress monitoring - will ensure equitable access to high-quality integrative instruction and sustained academic growth.</p> <ul style="list-style-type: none"> <li>• 1A: Inconsistent implementation of Tier 1 instruction, lack of core instruction aligned with subject alike learning goals, state standards, HIDOE GLOs and Hawai'i Multi Tiered System of Support (HMTSS) to meet all student needs.</li> <li>• 1B: Limited differentiation, limited use of research and evidence based teaching and learning strategies, and insufficient implementation of tiered (Tier 2 &amp; Tier 3) support to address diverse learning needs and individual student needs.</li> <li>• 1C: Insufficient student-centered learning further contribute student engagement challenges</li> <li>• 1D: Inconsistent and ineffective use of data-driven core instruction and assessment practices, along with infrequent checks for understanding tailored to individual student needs, hinder timely and targeted interventions.</li> <li>• 1E: Limited Computer Science integration and insufficient alignment to career pathways limits students' exposure to essential 21st-century skills.</li> </ul>
2	<p><b><u>Student Need:</u></b>  <b>Students need increased support for their well-being and regular attendance</b> through a strong social-emotional learning (SEL) foundation, opportunities for self-advocacy, and a structured, responsive support system. They require a strengthened Hawai'i Multi-Tiered System of Support (HMTSS) to address individual needs, as well as active involvement from parents and families to foster a collaborative network for success. Additionally, students at risk of chronic absenteeism need personalized interventions and ongoing communication between school and home to ensure consistent engagement and attendance.</p> <p><b><u>Root/Contributing Cause:</u></b>  <b>What do we know:</b></p>

	<p>For Winter 2024-2025 , the Panorama data indicate that student emotional regulation is at 41% and continue to struggle with maintaining a positive mindset and pausing to reflect before reacting. SY 2023-2024 Regular Attendance for grades K-5 was 64.1% (Chronic absenteeism rate for grades K-5 was 40.5%).</p> <p>There is a lack of SEL support for students, particularly around coping strategies, emotional awareness, and self-reflection. Need to boost SEL interventions through targeted lessons, counseling support, and teacher-led practices could help address these challenges and foster better emotional well-being. Consistent and timely action is needed to sustain the school comprehensive system of support aligned to the Hawai'i Multi Tiered System of Support (HMTSS) to address barriers that contribute to attendance challenges and absenteeism. Also, Insufficient early identification and targeted interventions to support students with low regular attendance challenges, including personalized strategies and ongoing communication with parents to address underlying reasons for absences.</p> <p>The <b>root cause</b> of low student well-being and attendance challenges is <b>inadequate support systems</b>, which can be addressed by strengthening SEL programs, implementing HMTSS effectively, and enhancing proactive intervention efforts to create a more supportive and responsive environment for student success.</p> <ul style="list-style-type: none"> <li>• 2A: Insufficient consistent SEL support, particularly around coping strategies, emotional awareness, and self-reflection.</li> <li>• 2B: Limited targeted SEL interventions, counseling support, and teacher-led practices contribute to difficulties in student engagement and school connection (<i>Engagement - 58 %</i>, <i>Panorama SY 2024-2025</i>).</li> <li>• 2C: Inconsistent implementation of the Hawai'i Multi-Tiered System of Support (HMTSS) to meet the academic, behavioral, social &amp; emotional, and physical needs of all students has led to gaps in addressing barriers that impact attendance and learning.</li> <li>• 2D: Insufficient early identification and targeted interventions for students struggling with attendance,</li> <li>• 2E: Inconsistent personalized strategies and communication with parents, further contribute to low regular attendance (absent for less than 17 days).</li> </ul>
3	<p><b><u>Student Need:</u></b></p> <p><b>Students need instruction that is continuously responsive to their learning progress</b> through effective data analysis, collaborative data-driven decision-making, and teacher-led learning walk-throughs. They require consistent and targeted support tailored to their individual strengths and areas for growth. By strengthening data team practices—including regular data collection, analyzing student performance trends, and using teacher-led learning walk-throughs to observe and refine instructional practices—teachers can adjust their strategies and interventions to better meet student needs. This targeted, personalized and responsive approach ensures that students receive the support they need to close learning gaps and achieve higher academic success, ultimately enhancing overall academic achievement.</p> <p><b><u>Root/Contributing Cause:</u></b></p> <p><b>What do we know:</b></p> <p>For the 2023-2024 school year, only 26% of our high-needs students were proficient, highlighting a significant achievement gap. A key contributing factor is the absence of a school-wide learning walk protocol at Ka'iulani School, which limits consistent, collaborative observation and feedback across classrooms. Without a unified approach to identifying and addressing instructional gaps, we miss</p>

critical opportunities to support students and improve academic outcomes. Implementing a structured learning walk protocol would align instructional practices, providing more targeted support, particularly for students with the greatest needs.

Additionally, data team practices need strengthening, such as consistent data collection, analyzing student performance trends, and identifying strengths and areas for growth. Most importantly, teachers need to regularly adjust their instruction and interventions based on data to meet individual student needs. Without a structured system of regular learning walk-throughs and real-time feedback, opportunities for instructional adjustments are missed, limiting the effectiveness of data-driven practices.

The achievement gap is also linked to inconsistent data collection methods, insufficient teacher training in research-based practices and innovative teaching strategies, and limited collaboration on data analysis. These factors prevent the effective use of student performance data to drive instructional decisions. To address this, students need instruction that is responsive to their learning progress, supported by effective data analysis, innovation in teaching, and collaborative, data-driven decision-making. Strengthening these practices will enable teachers to adjust strategies more effectively, provide personalized support, close learning gaps, and ultimately improve academic achievement for all students.

The **root cause** of learning challenges and achievement gaps is the **lack of consistent, targeted student support within a cohesive and collaborative, data-driven system**. The effective use of student performance data to drive equitable instructional decisions and improve learning outcomes is challenging. Without regular learning walkthroughs, opportunities for real-time feedback and instructional adjustments are missed, limiting the ability to implement data-driven practices that could significantly enhance student achievement.

- 3A: Lack of continuous evaluation of programs and interventions for effectiveness and to identify needs and next steps
- 3B: Inconsistent data collection methods and insufficient application of the data team process to provide timely intervention for identified students
- 3C: Insufficient teacher training in research-based practices and innovative teaching strategies
- 3D: Limited collaboration on data analysis, and the absence of structured teacher learning walkthroughs

In order 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	<p><b><u>Targeted Subgroup:</u></b></p> <ol style="list-style-type: none"> <li>1. High-Needs Students ( English Learner, Special Education, Low Socioeconomic Status) - Low performance across subject areas</li> <li>2. Underperforming students - Students performing below grade level</li> <li>3. Student who are not engaged</li> <li>4. Students Needing Differentiated Tier 1, Tier 2, and Tier 3 Support</li> <li>5. Students with Limited Exposure to Computer Science and 21st century skills</li> </ol> <p><b><u>Identified Student Need(s):</u></b></p> <ol style="list-style-type: none"> <li>1. Students require tiered levels of support, including differentiated instruction and targeted interventions</li> <li>2. Students need intensive interventions, focused on closing learning gaps and improving academic proficiency in ELA, Math, Science, Social Studies, and Computer Science</li> <li>3. Students Need more engaging, student-centered learning approaches that make instruction more meaningful and relevant to students</li> <li>4. Students require differentiated support within the three tiers of instruction (general education, targeted interventions, and intensive interventions) and need consistent tailored approaches to meet individual learning needs</li> <li>5. Students need a targeted approach to incorporate Computer Science into their learning to ensure they develop skills aligned with current educational standards. This requires the integration of Computer Science instruction in the school to provide students with essential 21st-century skills</li> </ol>
2	<p><b><u>Targeted Subgroup:</u></b></p> <ol style="list-style-type: none"> <li>1. Students Struggling with Emotional Regulation</li> <li>2. Students with Low Regular Attendance</li> <li>3. Students Who Need Enhanced SEL Interventions</li> <li>4. Students Who Need Strengthened HMTSS Support –Students who have unaddressed needs that affect their overall success, such as those with difficulties in attendance or emotional regulation</li> <li>5. Students Who Need Family and Parent Engagement and the Micronesian (Marshallese, Pohnpeian, Chuukese) families</li> </ol> <p><b><u>Identified Student Need(s):</u></b></p> <ol style="list-style-type: none"> <li>1. Students need additional SEL support, particularly in coping strategies, social &amp; emotional wellness awareness, and self-reflection.</li> <li>2. Students require early identification and intervention to address the barriers that are preventing them from attending school regularly. Also, students need personalized interventions, targeted strategies, and consistent communication with families to address the underlying reasons for their absences and improve attendance.</li> <li>3. Students require targeted SEL lessons, counseling support, and teacher-led practices to improve emotional well-being and engagement in school, ensuring they have the tools to cope with challenges effectively.</li> </ol>

	<ol style="list-style-type: none"> <li>Students need the consistent and comprehensive application of the Hawai'i Multi-Tiered System of Support (HMTSS) to meet their individual needs more effectively.</li> <li>Students need stronger school-family-community involvement and support. A partnership with parents, families, and community is critical to ensuring consistent attendance, engagement, and support for their well-being. Ongoing communication and collaboration with families are essential for student success.</li> </ol>
3	<p><b><u>Targeted Subgroup:</u></b></p> <ol style="list-style-type: none"> <li>High Needs Students - English Learner, Special Education, Low Socioeconomic Status (SES), at-risk, foster care/MVA, underrepresented ethnic, or cultural groups</li> <li>Students with Learning gaps</li> <li>Students who would benefit from differentiated instruction</li> <li>Students who need regular progress monitoring</li> <li>Students who are not meeting grade-level expectations</li> <li>Students at risk of falling further behind</li> <li>Students benefiting from improved teacher collaboration</li> </ol> <p><b><u>Identified Student Need(s):</u></b></p> <ol style="list-style-type: none"> <li>Students require personalized, targeted support to close learning gaps and improve academic performance across subjects such as ELA, Math, Science, Social Studies, and Computer Science. Also, students need increased Sheltered Instruction support and practices along with using ACCESS testing to increase student proficiency rates and exiting from EL status.</li> <li>Students need consistent instructional adjustments and support tailored to their individual strengths and areas for growth. The goal is to ensure that these students receive the necessary interventions to close those gaps and achieve academic success.</li> <li>Students need instruction that is continuously responsive to their learning progress. This involves adjusting teaching strategies to better meet individual needs and providing targeted interventions.</li> <li>Students need consistent and ongoing tracking of their academic progress to ensure that they are receiving the right interventions at the right time.</li> <li>Students need a more structured and aligned approach to data analysis and instructional practices in order to meet or exceed academic proficiency.</li> <li>Students need immediate, structured interventions based on real-time data and frequent checks for understanding to prevent further academic decline.</li> <li>Students need and would benefit from stronger and more consistent teacher collaboration in data analysis, data-driven decision-making, and instructional practices to enhance learning outcomes and reduce the achievement gap.</li> </ol>



## 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> Reference the Identified School Needs section. <small>[If applicable, reference the root/contributing cause from the Identified School Needs section]</small>	Enabling Activities <i>"How will we achieve the desired outcome?"</i>  <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>  <small>[Include specific enabling activities or strategic actions being taken to achieve your desired outcome]; [Reference name of accountable lead(s) here]</small>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i> <small>[List the measures and/or evidence that will be used to monitor progress here]</small>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</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.	The <b>root cause</b> <ul style="list-style-type: none"> <li><b>1D:</b> Inconsistent and ineffective use of data-driven core instruction and assessment practices, along with infrequent checks for understanding tailored to individual student needs, hinder timely and targeted interventions.</li> </ul> <p>A lack of assessment for incoming kindergarteners leads to</p>	<b>1.1.1 (a)</b> Implement a comprehensive kindergarten readiness assessment process, such as the <b>Kindergarten Entry Assessment (KEA)</b> , at the beginning of each school year to collect essential data. Use the data to identify student needs and evaluate their social, emotional, and academic skills, ensuring timely and necessary support to develop foundational learning skills. <ul style="list-style-type: none"> <li><input type="checkbox"/> Administer the Kindergarten Entry Assessment (KEA) to all incoming students at the start of the school year.</li> <li><input type="checkbox"/> Analyze assessment data to identify individual student needs in social, emotional, and academic areas.</li> <li><input type="checkbox"/> Provide timely, targeted support and interventions based on the assessment</li> </ul>	Progress will be measured through:  <b><u>Initial Outcome:</u></b> <b>Kindergarten Readiness Assessment Completion and Analysis</b> <b>Measure:</b> Ensure 100% completion of the Kindergarten Entry Assessment (KEA) for all incoming students to assess social, emotional, and academic readiness. <b>Evidence:</b> KEA assessment reports, identified areas of strength and need, and baseline student data collected within the first few weeks of school. <b>Panorama SEL Data Collection</b> <b>Measure:</b> Use Panorama data to monitor students' social-emotional learning (SEL) progress, specifically their ability to express emotions. <b>Evidence:</b> Panorama SEL survey results, teacher observations, and student self-reflection data.	<input checked="" type="checkbox"/> WSF, \$2000 <input checked="" type="checkbox"/> Title I, \$1000 <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input checked="" type="checkbox"/> SPPA, \$1000 <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$

	<p>missed intervention opportunities. Schools must analyze readiness data, provide timely targeted support, and align assessments with early learning goals to support students' social, emotional, and academic development, ensuring a strong foundation for learning and addressing achievement gaps in early childhood readiness.</p> <p>100% of incoming Kindergarteners assessed using the KEA.</p> <p>SY 2023-2024 38% were emerging, 38% approaching and 24% demonstrating readiness</p> <p>SY 2024-2025 16% demonstrating. 38% approaching 35% Emerging, Readiness. 11% did not participate. <u>84% of entering Kindergarteners are identified as needing additional support</u></p> <p><b>SAMPLE</b></p> <p>100% of incoming Kindergarteners assessed using the KEA. 40% identified as needing additional support.</p>	<p>results to help students develop foundational skills for learning.</p> <p><b>SW6.i, SW6.ii, SW iii (V)</b> <b>WASC Critical Area for Follow-Up #3</b> <b>Accountable Lead: Principal Davis &amp; Grade Level Chairpersons, Kindergarten Teachers</b></p> <p><b>1.1.1 (b)</b> Based on the assessment results from Kindergarten Entry Assessment (KEA), <b>provide targeted, timely interventions and support to help students develop foundational skills for learning.</b> This could include personalized learning plans, small group instruction, and resources to address individual needs.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Implement Sheltered Instruction (English Learner/EL) and Oracy strategies across Tier 1, 2, and 3 to support language development, comprehension, and communication skills for all students, creating a strong academic foundation.</li> <li><input type="checkbox"/> Provide targeted, small group instruction and differentiated materials for all tiers, ensuring that students at varying levels of need receive appropriate, individualized support.</li> <li><input type="checkbox"/> Deliver consistent early literacy instruction through the implementation of ECRI for all K-2 students across all tiers, addressing foundational reading skills and ensuring support for all learners.</li> </ul> <p><b>SW6.i, SW6.ii, SW6.iii (III), SW iii (IV), SW iii (V)</b> <b>WASC Critical Area for Follow-Up #3</b> <b>Accountable Lead: CC- Georgia Blas, Grade Level Chairpersons, Kindergarten Teachers</b></p>	<p><b>Intermediate Outcomes:</b> <b>Regular Progress Monitoring of Student Development</b> <b>Measure:</b> Conduct ongoing formative assessments and follow-up evaluations to track students' social, emotional, and academic growth over time. <b>Evidence:</b> Student progress reports, KEA follow-up assessments, teacher observation logs, and anecdotal records. <b>PVK Intervention Tracking for ELA and SEL (Expressing Emotions)</b> <b>Measure:</b> Monitor student participation in PVK intervention strategies for ELA, specifically focused on language development and self-expression in SEL. <b>Evidence:</b> Intervention logs, student work samples demonstrating language use and emotional expression, and teacher reflection on student progress. <b>Evaluation of Tiered Support and Differentiated Instruction</b> <b>Measure:</b> Assess the impact of targeted small group instruction and differentiated materials in supporting students' academic and SEL growth. <b>Evidence:</b> Student performance data, differentiated lesson plans, progress monitoring documentation, and teacher feedback forms.</p> <p>Track on the PVK intervention for ELA for <a href="#">KEA-SEL</a> (express own emotions)</p>	
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<p><b>Reading Proficiency</b></p> <p>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.</p>	<p>The <b>root cause of students' low proficiency in ELA, Math , Science , Social Studies and Computer Science</b> is</p> <ul style="list-style-type: none"> <li>• <b>1B:</b> Limited differentiation, limited use of research and evidence based teaching and learning strategies, and insufficient implementation of tiered (Tier 2 &amp; Tier 3) support to address diverse learning needs and individual student needs.</li> <li>• <b>1D:</b> Inconsistent and ineffective use of data-driven core instruction and assessment practices, along with infrequent checks for understanding tailored to individual student needs, hinder timely and targeted interventions.</li> </ul>	<p><b>1.1.2 (a) Implement evidence-based early literacy instruction</b> for all K-3 students and beyond (Gr. 4-5) through <b>quality interaction to develop oracy</b>, using the Phonics-based instruction such as ECRI program or similar program(s), and Shared/close reading (or similar reading strategies) best instructional practices, such as <b>close reading strategy (or similar reading strategies)</b>, Guided Reading, and oracy to ensure consistent support for reading proficiency development across all grade levels.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Provide professional development</b> for K-3 teachers and beyond (Grade 4-5, SPED, EL) on the effective implementation of the ECRI program and best instructional practices like close reading (or similar reading strategies) (or similar reading strategies) and oracy strategies to ensure high-quality instruction across all grade levels.</li> <li><input type="checkbox"/> Use <b>Future-Oriented Pedagogy</b> aligned to Sociocultural Theory to increase student participation, to boost reading fluency, and <b>develop oracy through quality interaction</b> during sheltered instruction.</li> <li><input type="checkbox"/> <b>Ensure consistent monitoring and support</b> through regular classroom observations and student progress tracking to assess the effectiveness of the ECRI program and adjust instruction as needed to meet the needs of all students.</li> </ul> <p>Notes: Three most effective reading strategies for K-3 students are:</p>	<p><b>Initial Outcomes:</b></p> <p><b>Professional Development Attendance and Application:</b>  <b>Measure:</b> Track teacher participation in professional development- ECRI program, or similar reading strategies), guided reading, and oracy strategies.  <b>Evidence:</b> PD attendance log, Agenda of teacher professional development, teacher application, feedback surveys, and self-assessment by teachers on the application of strategies.</p> <p><b>Classroom Observations:</b>  <b>Measure:</b> Conduct regular classroom observations to monitor teachers implementing phonics-based instruction, close reading (or similar reading strategies) and quality interactions. To evaluate the implementation fidelity of ECRI, and quality interactions to develop oracy practices- Sustained &amp; reciprocal verbal interaction focused on construction of Knowledge and aligned to Learning Targets.  <b>Evidence:</b> Observation checklists, peer feedback, self-reflection, and assessments of instructional practices in the classroom.</p> <p><b>Student Foundational Phonics Skills:</b>  <b>Measure:</b> Administer initial phonics assessments (e.g., letter-sound knowledge, phoneme segmentation) to K-3 students. Quality Interaction -Sustained &amp; reciprocal verbal interaction focused on construction of Knowledge.  <b>Evidence:</b> Student scores on phonics assessments, error analysis of student responses.</p> <p><b>Intermediate Outcomes:</b></p> <p><b>Improved Student Decoding Skills:</b></p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> WSF, \$100000</li> <li><input checked="" type="checkbox"/> Title I, \$50000</li> <li><input type="checkbox"/> Title II, \$</li> <li><input type="checkbox"/> Title III, \$</li> <li><input type="checkbox"/> Title IV-A, \$</li> <li><input type="checkbox"/> Title IV-B, \$</li> <li><input type="checkbox"/> IDEA, \$</li> <li><input checked="" type="checkbox"/> SPPA, \$5000</li> <li><input type="checkbox"/> Homeless, \$</li> <li><input type="checkbox"/> Grant:__, \$</li> <li><input type="checkbox"/> Other:__, \$</li> </ul>
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	<p>Need to show student growth, referencing the Key Performance indicator (KPI) of an expected Average Annual % Growth for (i) ELA- 1.62% to reach the Current 2029 Quintile Target of 44.68%, (ii) Math- 0.99 % to reach the Current 2029 Quintile Target of 38.74%, and (iii) Science - 2.73 % to reach the Current 2029 Quintile Target of 43.44%,</p>	<ol style="list-style-type: none"> <li>1. <b>Phonics-based instruction:</b></li> <li>2. <b>Shared/close reading</b></li> <li>3. <b>Guided Reading</b></li> </ol> <p><b>SW6.i, SW6.ii, SW1, SW2, SW3</b>  <b>WASC Critical Area for Follow-Up #1</b>  <i>Accountable Lead: Principal Davis &amp; Grade Level Chairpersons, Curriculum Coordinator</i></p> <p><b>1.1.2 (b) Monitor reading progress regularly</b> through formative assessments and data analysis to identify students who are struggling, followed by timely, targeted interventions such as small group instruction and personalized learning plans.</p> <p><input type="checkbox"/> Conduct <b>Regular Formative Assessments:</b> Schedule consistent formative assessments such as quizzes, reading comprehension checks, and fluency tests to track students' reading progress and identify those who may need additional support.</p> <p><input type="checkbox"/> Implement Data-Driven Instructional Adjustments and <b>Utilize Data to Guide Targeted Interventions.</b> Regularly analyze assessment results to identify struggling readers, and then implement timely interventions such as small group instruction, personalized learning plans, and differentiated reading strategies to address specific needs.</p> <p><b>SW6.i, SW6.ii, SW1, SW2, SW3</b>  <b>WASC Critical Area for Follow-Up #1</b>  <i>Accountable Lead: Principal Davis &amp; Grade Level Chairpersons, Curriculum Coordinator</i></p>	<p><b>Measure:</b> Track student progress in decoding words and non-words using formative assessments  <b>Evidence:</b> Student scores on decoding assessments, progress monitoring graphs, and teacher observations of decoding accuracy.</p> <p><b>Increased Reading Fluency:</b>  <b>Measure:</b> Monitor student reading fluency (accuracy and rate) using curriculum-based measures (CBMs) or fluency probes.  <b>Evidence:</b> Student fluency scores, progress monitoring graphs, and teacher observations of reading fluency.</p> <p><b>Enhanced Reading Comprehension:</b>  <b>Measure:</b> Assess student comprehension through close reading (or similar reading strategies) activities, and formative assessments (e.g., quizzes, retellings).  <b>Evidence:</b> Student responses during close reading (or similar reading strategies) discussions, quiz scores, and teacher observations of comprehension strategies.</p> <p><b>Improved Oracy Skills &amp; Quality Interactions:</b>  <b>Measure:</b> Observe and document student participation in oracy activities (e.g., quality interactions, learning targets, discussions, presentations, paired reading).  <b>Evidence:</b> Teacher observation checklists, student participation records, and work sample/assessments of student oral responses. Quality interactions in lessons.</p> <p><b>Effectiveness of Targeted Interventions:</b>  <b>Measure:</b> Track student progress in small group instruction and personalized learning plans through frequent formative assessments.  <b>Evidence:</b> Student progress monitoring graphs, data from intervention-specific assessments, and teacher observations of student engagement and progress during interventions.</p>	
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<p><b>Mathematics Proficiency</b></p> <p>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.</p>	<p>The <b>root cause of students' low proficiency in ELA, Math , Science , Social Studies and Computer Science</b> is</p> <ul style="list-style-type: none"> <li>• <b>1B:</b> Limited differentiation, limited use of research and evidence based teaching and learning strategies, and insufficient implementation of tiered (Tier 2 &amp; Tier 3) support to address diverse learning needs and individual student needs.</li> <li>• <b>1D:</b> Inconsistent and ineffective use of data-driven core instruction and assessment practices, along with infrequent checks for understanding tailored to individual student needs, hinder timely and targeted interventions.</li> </ul>	<p><b>1.1.3 (a) Implement Evidence-Based Math Instruction</b> for K-5 Students using structured, research-based programs such as Number Talks, the Concrete-Representational-Abstract (CRA), Building Thinking Classroom (BTC) approach, and problem-solving strategies to develop conceptual understanding, fluency, and mathematical reasoning across all grade levels.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide professional development for K-8 teachers on the effective implementation of math instructional strategies, including hands-on learning, student discourse, real-world problem-solving, and differentiation to ensure high-quality instruction across all grade levels.</li> <li><input type="checkbox"/> Ensure consistent monitoring and support through regular observations and student progress tracking to assess the effectiveness of math instruction and adjust strategies to meet the needs of students.</li> </ul> <p><b>SW6.i, SW6.ii, SW1, SW2, SW3</b>  <b>WASC Critical Area for Follow-Up #1</b>  <i>Accountable Lead: Principal Davis &amp; Grade Level Chairpersons, Curriculum Coordinator</i></p> <p><b>1.1.3 (b) Enhance Data-Driven Math Instruction and Tiered Supports</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Establish a consistent process for analyzing student math data (e.g., common assessments, formative checks) to identify learning gaps and adjust instruction accordingly.</li> </ul>	<p><b>Initial Outcome:</b></p> <p><b>Student Math Performance Data Measure:</b> Regular formative and summative assessments, such as math fluency checks, problem-solving tasks, and common assessments to track student progress and identify areas for targeted support.</p> <p><b>Evidence:</b> Assessment scores, student work samples, progress monitoring reports, and teacher anecdotal records.</p> <p><b>Intermediate Outcomes:</b></p> <p><b>Classroom Observations &amp; Instructional Fidelity Measure:</b></p> <p>Conduct regular classroom observations to assess the implementation of evidence-based math strategies (e.g., Number Talks, CRA, BTC) and ensure alignment with research-based practices.</p> <p><b>Evidence:</b> Observation checklists, instructional walk-through notes, teacher self-reflections, and peer feedback reports.</p> <p><b>Data-Driven Instruction &amp; Tiered Interventions</b></p> <p><b>Measure:</b> Analyze student performance data to adjust instruction, implement targeted Tier 2 and Tier 3 interventions (e.g., small-group instruction, scaffolded support), and monitor the effectiveness of differentiated strategies to close learning gaps.</p> <p><b>Evidence:</b> Data team meeting minutes, intervention tracking logs, student growth reports, and pre/post-assessment comparisons.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> WSF, \$100000</li> <li><input checked="" type="checkbox"/> Title I, \$20000</li> <li><input type="checkbox"/> Title II, \$</li> <li><input type="checkbox"/> Title III, \$</li> <li><input type="checkbox"/> Title IV-A, \$</li> <li><input type="checkbox"/> Title IV-B, \$</li> <li><input type="checkbox"/> IDEA, \$</li> <li><input checked="" type="checkbox"/> SPPA, \$5000</li> <li><input type="checkbox"/> Homeless, \$</li> <li><input type="checkbox"/> Grant:__, \$</li> <li><input type="checkbox"/> Other:__, \$</li> </ul>
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	<p>Need to show student growth, referencing the Key Performance indicator (KPI) of an expected Average Annual % Growth for (i) ELA- 1.62% to reach the Current 2029 Quintile Target of 44.68%, (ii) Math- 0.99 % to reach the Current 2029 Quintile Target of 38.74%, and (iii) Science - 2.73 % to reach the Current 2029 Quintile Target of 43.44%,</p>	<p><input type="checkbox"/> Implement targeted Tier 2 and Tier 3 interventions, such as small-group instruction, math fluency practice, and personalized learning plans, to support struggling students and improve proficiency.</p> <p><b>SW6.i, SW6.ii, SW1, SW2, SW3</b></p> <p><b>WASC Critical Area for Follow-Up #1, 2, 3</b></p> <p><i>Accountable Lead: Curriculum Coordinator - Georgia Blas, Grade Level Chairpersons, Teachers</i></p>		
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<p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p> <p><i>Required for all schools.</i></p>	<p>he <b>root cause of students' low proficiency in ELA, Math , Science , Social Studies and Computer Science</b> is</p> <ul style="list-style-type: none"> <li>• <b>1B:</b> Limited differentiation, limited use of research and evidence based teaching and learning strategies, and insufficient implementation of tiered (Tier 2 &amp; Tier 3) support to address diverse learning needs and individual student needs.</li> <li>• <b>1D:</b> Inconsistent and ineffective use of data-driven core instruction and assessment practices, along with infrequent checks for understanding tailored to individual student needs, hinder timely and targeted interventions.</li> </ul>	<p><b>1.1.4 (a) Use differentiated instruction in the classrooms</b> and implement varied instructional strategies such as visual aids, hands-on activities, and technology integration to ensure all students can learn and succeed by meeting their individual needs.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Provide ongoing professional development opportunities</b> that focus specifically on differentiated instruction strategies, such as understanding student readiness, interests, and learning profiles; creating tiered assignments; and effective grouping strategies.</li> <li><input type="checkbox"/> <b>Ensure consistent monitoring and support</b> through regular classroom observations and progress monitoring through formative assessments to assess the students' strengths and areas of improvement and adjust instruction as needed to meet the needs of all students.</li> </ul> <p><b>SW6.i, SW6.ii, SW6.iii (III)</b>  <b>WASC Critical Area for Follow-Up #1</b>  <i>Accountable Lead: Curriculum Coordinator - Georgia Blas, Grade Level Chairpersons, Teachers</i></p> <p><b>1.1.4 (b) Implement extended learning opportunities. Integrate during/ after-school tutoring support program</b> that focuses on foundational skills in ELA, Math, Science and Career related/Innovative programs for underperforming students..</p>	<p>Progress for Equitable Academic Growth will be measured through:</p> <p><b>Initial Outcomes:</b></p> <p><b>Professional Development Participation in Differentiated Instruction:</b></p> <p>Measure: Attendance and engagement in PD sessions focused on differentiated instruction strategies.</p> <p>Evidence: PD attendance logs, sign-in sheets, participant feedback surveys, and PD session artifacts (e.g., handouts, activity outcomes).</p> <p><b>Implementation of Varied Instructional Strategies:</b></p> <p>Measure: Documentation of teachers' planned use of visual aids, hands-on activities, and technology integration in lesson plans.</p> <p>Evidence: Teacher lesson plans, classroom setup observations, and records of technology integration.</p> <p><b>Establishment of Targeted Tutoring/ELO Program:</b></p> <p>Measure: Documentation of the tutoring program's structure, including teacher/tutor selection, scheduling, and student selection criteria.</p> <p>Evidence: Tutoring program plan, tutor training records, and student enrollment lists.</p> <p><b>Initial Data Collection of Student Proficiency:</b></p> <p>Measure: Baseline data on student proficiency in ELA, Math, and Science, disaggregated by student groups.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> WSF, \$100000</li> <li><input checked="" type="checkbox"/> Title I, \$20000</li> <li><input type="checkbox"/> Title II, \$</li> <li><input type="checkbox"/> Title III, \$</li> <li><input type="checkbox"/> Title IV-A, \$</li> <li><input type="checkbox"/> Title IV-B, \$</li> <li><input type="checkbox"/> IDEA, \$</li> <li><input checked="" type="checkbox"/> SPPA, \$5000</li> <li><input type="checkbox"/> Homeless, \$</li> <li><input type="checkbox"/> Grant:__, \$</li> <li><input type="checkbox"/> Other:__, \$</li> </ul>
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	<p>Need to show student growth, referencing the Key Performance indicator (KPI) of an expected Average Annual % Growth for (i) ELA- 1.62% to reach the Current 2029 Quintile Target of 44.68%, (ii) Math- 0.99 % to reach the Current 2029 Quintile Target of 38.74%, and (iii) Science - 2.73 % to reach the Current 2029 Quintile Target of 43.44%,</p>	<p><input type="checkbox"/> Provide small group instruction led by teachers or tutors who can offer personalized support tailored to the specific needs of struggling students. By creating a safe and supportive environment, students can receive additional practice, engage in interactive learning activities, and build confidence in their academic abilities.</p> <p><b>SW6.i, SW6.ii, SW6.iii (III)</b>  <b>WASC Critical Area for Follow-Up #1</b>  <i>Accountable Lead: Principal Bebi Davis, Curriculum Coordinator - Georgia Blas, Grade Level Chairpersons, Teachers</i></p>	<p>Evidence: Standardized test scores, formative assessment data, teacher &amp; tutor anecdotal data, and student work samples.</p> <p><b>Intermediate Outcomes:</b></p> <p><b>Increased Use of Differentiated Instruction And check for understanding:</b>  <b>Measure:</b> Frequency /quality of differentiated instruction and checks for understanding, observed during classroom observations.  <b>Evidence:</b> Classroom observation checklists, teacher self-reflection logs, formative assessment, and student feedback surveys.</p> <p><b>Growth in Student Proficiency:</b>  <b>Measure:</b> Progress monitoring data showing growth in student proficiency in ELA, Math, and Science, disaggregated by student groups.  <b>Evidence:</b> Formative assessment data, progress monitoring graphs, and student work samples.</p> <p><b>Effectiveness of Tutoring Program:</b>  <b>Measure:</b> Student attendance and engagement in tutoring sessions, and progress in foundational skills.  <b>Evidence:</b> Tutoring attendance records, student progress monitoring data from tutoring sessions, and tutor feedback.</p> <p><b>Alignment to State Standards:</b>  <b>Measure:</b> Teacher lesson plans, and classroom observations showing alignment to state standards.  <b>Evidence:</b> Teacher lesson plans, and classroom observation checklists.</p>	
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<p>1.1.5. All students transition successfully at critical points, <b>from elementary to middle school</b> and from middle to high school.</p> <p><i>Required for all schools.</i></p>	<ul style="list-style-type: none"> <li>• <b>2B:</b> Limited targeted SEL interventions, counseling support, and teacher-led practices contribute to difficulties in student engagement and school connection (<i>Engagement - 58 %, Panorama SY 2024-2025</i>).</li> </ul>	<p><b>1.15. (a)</b> Develop a comprehensive transition program that includes workshops/education for students and parents, focusing on the expectations and social-emotional skills necessary for a successful transition to middle school.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Involve interactive sessions that allow students to engage with current middle school students, visit the middle school environment, and participate in activities that promote collaboration and communication.</li> <li><input type="checkbox"/> Provide resources to parents to help them support their children's transition, ensuring that both students and families feel prepared and informed about the upcoming changes.</li> <li><input type="checkbox"/> Prepare our students with school-success skills such as use of a planner, note-taking, goal setting and organization</li> <li><input type="checkbox"/> Create a system that will support students who enter the school for the first time after the first month.</li> </ul> <p><b>SW iii (III)</b>  <b>WASC Critical Area for Follow-Up #1 &amp; 2</b>  <i>Accountable Lead: Principal Bebi Davis, Curriculum Coordinator - Georgia Blas, Grade Level Chairpersons, Teachers, EL Coordinator - Kristen Kashima, Title 1 Coordinator - Georgia Blas</i></p>	<p>Progress for Successful Student Transition will be measured through:</p> <p><b><u>Initial Outcomes:</u></b></p> <p><b>Development of Transition Program Plan:</b>  <b>Measure:</b> Documentation of the transition program's structure, including workshop schedules, content, and participant roles.  <b>Evidence:</b> Program plan documents, workshop agendas, and resource materials.  <b>Parent and Student Workshop Planning and Scheduling:</b>  <b>Measure:</b> Creation of workshop schedules, communication plans, and resource materials for parent and student workshops.  <b>Evidence:</b> Workshop schedules, communication logs, and workshop materials.  <b>Middle School Collaboration Established:</b>  <b>Measure:</b> Documentation of meetings and collaborative planning with middle school staff.  <b>Evidence:</b> Meeting agendas, minutes, and collaborative planning documents.  <b>Resource Development for Parents:</b>  <b>Measure:</b> Creation of resource materials (e.g., brochures, online resources) for parents supporting their children's transition.  <b>Evidence:</b> Compiled resource materials, online resource access logs.</p> <p><b><u>Intermediate Outcomes:</u></b></p> <p><b>Workshop Participation Rates:</b>  <b>Measure:</b> Attendance rates for student and parent transition workshops.  <b>Evidence:</b> Workshop attendance logs, sign-in sheets, and participant feedback surveys.  <b>Student Engagement in Interactive Sessions:</b>  <b>Measure:</b> Observation of student engagement during interactive sessions with middle school students and visits to the middle school.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> WSF, \$5000</li> <li><input checked="" type="checkbox"/> Title I, \$5000</li> <li><input type="checkbox"/> Title II, \$</li> <li><input type="checkbox"/> Title III, \$</li> <li><input type="checkbox"/> Title IV-A, \$</li> <li><input type="checkbox"/> Title IV-B, \$</li> <li><input type="checkbox"/> IDEA, \$</li> <li><input checked="" type="checkbox"/> SPPA, \$1000</li> <li><input type="checkbox"/> Homeless, \$</li> <li><input type="checkbox"/> Grant:__, \$</li> <li><input type="checkbox"/> Other:__, \$</li> </ul>
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			<p><b>Evidence:</b> Observation checklists, student participation records, and student feedback surveys.</p> <p><b>Parent Understanding of Transition Process:</b>  <b>Measure:</b> Parent feedback on their understanding of the transition process and available support resources.</p> <p><b>Evidence:</b> Parent feedback surveys, post-workshop questionnaires, and records of parent-teacher communication.</p> <p><b>Student Self-Reported Preparedness:</b>  <b>Measure:</b> Student surveys assessing their perceived preparedness for the transition to middle school, including academic and social-emotional aspects.</p> <p><b>Evidence:</b> Student survey responses, and student reflection journals.</p> <p><b>Middle School Staff Feedback:</b>  <b>Measure:</b> Feedback from middle school staff regarding the preparedness of incoming students.</p> <p><b>Evidence:</b> Middle school staff feedback surveys, and meeting minutes.</p> <p><b>Student Transition Success:</b>  <b>Measure:</b> Tracking of student attendance, behavior, and academic performance in the first quarter of middle school.</p> <p><b>Evidence:</b> Middle school attendance records, behavior reports, and academic performance data.</p> <p><b>Improvement of social emotional skills:</b>  <b>Measure:</b> Student surveys relating to confidence, and feelings about the transition.</p> <p><b>Evidence:</b> Student surveys, and student interviews.</p>	
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<p>1.1.6. All students will receive support through a multi-tiered system for academics, behavior, social emotional and physical health.</p> <p><a href="#">PVK HMTSS Blueprint</a></p>	<ul style="list-style-type: none"> <li>1A: Inconsistent implementation of Tier 1 instruction, lack of core instruction aligned with subject alike learning goals, state standards, HDOE GLOs and Hawai'i Multi Tiered System of Support (HMTSS) to meet all student needs.</li> <li>1B: Limited differentiation, and insufficient implementation of tiered (Tier 2 &amp; Tier 3) support to address diverse learning needs and individual student needs.</li> <li>2C: Inconsistent implementation of the Hawai'i Multi-Tiered System of Support (HMTSS) to meet the academic, behavioral, social &amp; emotional, and physical needs of all students has led to gaps in addressing barriers that impact attendance and learning.</li> </ul>	<p><b>1.1.6 (a)</b> Continually improve upon the schoolwide HMTSS organizational structure for Tier 1, 2, 3 academic, behavioral, social, emotional, and physical supports.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Establish the foundation for informed data decision-making with regular data review that allows for the identification of student needs, monitoring of intervention effectiveness, and timely adjustments to support strategies.</li> <li><input type="checkbox"/> Building the school's capacity to effectively deliver HMTSS - Tier 1, 2, 3.</li> <li><input type="checkbox"/> Enhance Family engagement by partnering with families and the community to support student success</li> <li><input type="checkbox"/> Enhance culturally responsiveness designed to be adaptable to the diverse populations of Hawaii's schools.</li> <li><input type="checkbox"/> Use Universal Screening and Progress Monitoring by regularly assessing all students to identify those who may need additional support.</li> </ul> <p><b>SW6.i, SW6.ii</b>  <b>SW6.iii (I), SW6.iii (III)</b>  <b>WASC Critical Area for Follow-Up #1 &amp; 2</b>  <b>Accountable Lead: Principal Bebi Davis, Curriculum Coordinator - Georgia Blas, Grade Level Chairpersons, Teachers, EL Coordinator - Kristen Kashima, Title 1 Coordinator - Georgia Blas</b></p>	<p><b><u>Initial Outcomes:</u></b></p> <p><b>Establishment of a Functional HMTSS Core Task Force :</b></p> <p>Measure: Documentation of task force formation, meeting schedules, and defined roles/responsibilities.</p> <p>Evidence: Task Force rosters, meeting agendas/minutes, and written descriptions of team roles.</p> <p><b>Implementation of Universal Screening Procedures:</b></p> <p>Measure: Percentage of students screened in academic, behavioral, social-emotional, and physical domains.</p> <p>Evidence: Screening data reports, student participation records, and documentation of screening tool usage.</p> <p><b>Professional Development Participation:</b></p> <p>Measure: Attendance rates for professional development sessions focused on HMTSS, SEL, PBIS, and differentiated Tier 1 instruction.</p> <p>Evidence: PD attendance logs, sign-in sheets, and participant feedback surveys.</p> <p><b>Initial Data Review Process Established:</b></p> <p><b>Measure:</b> Documentation of initial data review meetings, including agendas and action items.</p> <p><b>Evidence:</b> Meeting agendas, minutes, and data analysis reports.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> WSF, \$5000</li> <li><input checked="" type="checkbox"/> Title I, \$5000</li> <li><input type="checkbox"/> Title II, \$</li> <li><input type="checkbox"/> Title III, \$</li> <li><input type="checkbox"/> Title IV-A, \$</li> <li><input type="checkbox"/> Title IV-B, \$</li> <li><input type="checkbox"/> IDEA, \$</li> <li><input checked="" type="checkbox"/> SPPA, \$1000</li> <li><input type="checkbox"/> Homeless, \$</li> <li><input type="checkbox"/> Grant:__, \$</li> <li><input type="checkbox"/> Other:__, \$</li> </ul>
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		<p><b>1.1.6 (b)</b> Implement a refined school-wide, comprehensive multi-tiered support system aligned with the HMTSS Framework and Blueprint that identifies students' academic, behavioral, social, emotional, and physical needs while addressing support systems for students</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure all classrooms are implementing high-quality, differentiated Tier 1 instruction.</li> <li><input type="checkbox"/> Integrate a research-based SEL curriculum/lessons into the daily schedule.</li> <li><input type="checkbox"/> Ensure School-Wide Tier 1 Framework with Explicit Focus on Universal Social-Emotional Learning (SEL) and Positive Behavioral Interventions and Supports (PBIS)</li> <li><input type="checkbox"/> Provide professional development to all staff on SEL and PBIS implementation.</li> </ul> <p><b>SW6.i, SW6.ii, SW6.iii (I), SW6.iii (III)</b>  <b>WASC Critical Area for Follow-Up #1 &amp; 2</b>  <i>Accountable Lead: Principal Bebi Davis, VP Toyama, Counselor, Curriculum Coordinator - Georgia Blas, Grade Level Chairpersons, Teachers</i></p>	<p><b>Intermediate Outcomes:</b></p> <p><b>Improved Fidelity of Tier 1 Instruction:</b>  <b>Measure:</b> Observation data reflecting implementation of high-quality, differentiated Tier 1 instruction aligned with standards and learning goals.  <b>Evidence:</b> Classroom observation checklists, teacher lesson plans, and student work samples.</p> <p><b>Increased Implementation of SEL and PBIS:</b>  <b>Measure:</b> Frequency of SEL lessons and PBIS strategies observed in classrooms and school-wide.  <b>Evidence:</b> Classroom observation data, student behavior records, and documentation of SEL/PBIS activities.</p> <p><b>Enhanced Differentiation in Tier 2 &amp; Tier 3 Supports:</b>  <b>Measure:</b> Documentation of individualized interventions and progress monitoring for students in Tier 2 and Tier 3.  <b>Evidence:</b> Student intervention plans, progress monitoring data, and teacher documentation of intervention implementation.</p> <p><b>Improved Student Attendance and Engagement:</b>  <b>Measure:</b> Changes in student attendance rates and observed student engagement in classroom activities.  <b>Evidence:</b> Attendance records, classroom observation data, and student surveys on engagement.</p> <p><b>Increased Family Engagement:</b>  <b>Measure:</b> Participation rates in family engagement activities and communication with families.  <b>Evidence:</b> Attendance records for family events, documentation of parent-teacher communication, and family feedback surveys.</p> <p><b>Demonstrated Cultural Responsiveness:</b>  <b>Measure:</b> Implementation of culturally responsive practices in instruction and student supports.</p>	
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			<p><b>Evidence:</b> Lesson plans reflecting culturally relevant materials, student feedback on inclusive practices, and documentation of community partnerships.</p> <p><b>Data Driven Decisions being made:</b></p> <p><b>Measure:</b> Frequency that data is reviewed, and used to alter instruction.</p> <p><b>Evidence:</b> Meeting minutes where data is reviewed, and changes to curriculum, or interventions are made. Progress monitoring data.</p> <p><b>Progress Monitoring Data:</b></p> <p><b>Measure:</b> Frequency of progress monitoring, and the percentage of students that are showing growth.</p> <p><b>Evidence:</b> Progress monitoring data, and graphs showing student growth.</p>	
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★ **GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.**

<b>Desired Outcome</b> <i>"What do we plan to accomplish?"</i>	<b>Root/Contributing Cause</b> <i>"Why are we doing this?"</i> Reference the Identified School Needs section.	<b>Enabling Activities</b> <i>"How will we achieve the desired outcome?"</i>  <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress (Initial &amp; Intermediate Outcomes)</b> <i>"How will we know progress is being made?"</i>	<b>Anticipated Source of Funds</b> <i>"What funding source(s) should be utilized?"</i> Estimate the additional amount needed to execute the enabling activity.
<p>1.2.1. All students desire to and attend school regularly.</p> <p><i>Required for all schools.</i></p>	<p>The <b>root cause</b> of low student well-being and attendance challenges is a lack of SEL support, particularly around coping strategies, emotional awareness, and self-reflection.</p> <ul style="list-style-type: none"> <li>2C: Inconsistent implementation of the Hawai'i Multi-Tiered System of Support (HMTSS) to meet the academic, behavioral, social &amp; emotional, and physical needs of all students has led to gaps in addressing barriers that impact</li> </ul>	<p><b>1.2.1 (a) Implement a Comprehensive Social Emotional Learning (SEL) Program to support students</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Establish a structured SEL curriculum that focuses on coping strategies, emotional awareness, and self-reflection. Incorporate regular classroom activities and discussions that help students identify and express their emotions, build resilience, and develop positive relationships.</li> <li><input type="checkbox"/> Provide training for teachers on effective SEL practices to create a supportive classroom environment that encourages student engagement and connection to school.</li> </ul> <p><b>SW6.iii (I), SW6.iii (III)</b></p> <p><b>WASC Critical Area for Follow-Up #1 &amp; 2</b></p> <p><b>Accountable Lead: Principal Bebi Davis, VP Toyama, Counselor, Curriculum Coordinator - Georgia Blas, Grade Level Chairpersons, Teachers</b></p> <p><b>1.2.1 (b) Create a Family Engagement Initiative and Activities</b></p>	<p>Progress for SEL and Parent Involvement will be measured through:</p> <p><b>Initial Outcomes:</b></p> <p><b>Establishment of a Structured SEL Curriculum:</b>  Measure: Documentation of the SEL curriculum, including lesson plans, activities, and resources.  Evidence: Curriculum documents, lesson plans, and resource materials.</p> <p><b>Teacher Training on SEL Practices:</b>  Measure: Attendance and engagement in teacher training sessions focused on effective SEL practices.  Evidence: PD attendance logs, sign-in sheets, participant feedback surveys, and training materials.</p> <p><b>Development of Family Engagement Initiative:</b>  <b>Measure:</b> Documentation of the family engagement program, including workshop schedules, communication plans, and resource materials.  <b>Evidence:</b> Program plan documents, workshop agendas, resource materials, and school website with updates &amp; resources.</p> <p><b>Establishment of a System for Regular Check-ins with Families:</b></p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> WSF, \$10000</li> <li><input checked="" type="checkbox"/> Title I, \$5000</li> <li><input type="checkbox"/> Title II, \$</li> <li><input type="checkbox"/> Title III, \$</li> <li><input type="checkbox"/> Title IV-A, \$</li> <li><input type="checkbox"/> Title IV-B, \$</li> <li><input type="checkbox"/> IDEA, \$</li> <li><input checked="" type="checkbox"/> SPPA, \$1000</li> <li><input type="checkbox"/> Homeless, \$</li> <li><input type="checkbox"/> Grant:__, \$</li> <li><input type="checkbox"/> Other:__, \$</li> </ul>

	<p>attendance and learning.</p> <ul style="list-style-type: none"> <li>● 2D: Insufficient early identification and targeted interventions for students struggling with attendance,</li> <li>● 2E: Inconsistent personalized strategies and communication with parents, further contribute to low regular attendance (absent for less than 17 days).</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Develop a program that actively involves families in supporting their children's attendance and well-being. This could include regular workshops for parents on the importance of school attendance, communication strategies, and how to foster a positive learning environment at home.</li> <li><input type="checkbox"/> Implement a combination of strategies, such as creating relevant learnings, involving families and communities, providing a positive and safe environment, and providing incentives for attendance, schools can foster a culture where students not only attend regularly but also want to attend because they feel supported, engaged, and valued.</li> <li><input type="checkbox"/> Establish a system for regular check-ins with families of students who have frequent absences, providing personalized support and resources to address any barriers to attendance. This initiative aims to strengthen the partnership between school and home, promoting a culture of attendance and engagement.</li> </ul> <p><b>SW6.iii (I), SW6.iii (III)</b>  <b>WASC Critical Area for Follow-Up #1 &amp; 2</b>  <i>Accountable Lead: VP Toyama, Counselor, Curriculum Coordinator - Georgia Blas, Grade Level Chairpersons, Teachers</i></p>	<p><b>Measure:</b> Documentation of the check-in system, home visits, including protocols, communication templates, and resource guides.  <b>Evidence:</b> Check-in system protocols, communication templates, and resource guides. Home visit and attendance communication and support log.</p> <p><b>Intermediate Outcomes:</b></p> <p><b>Implementation of SEL Curriculum in Classrooms:</b>  <b>Measure:</b> Frequency and quality of SEL activities and discussions observed in classrooms.  <b>Evidence:</b> Classroom observation checklists, teacher lesson plans, and student work samples.  <b>Improvement in Student Emotional Awareness and Coping Strategies:</b>  <b>Measure:</b> Student self-report surveys and teacher observations of students' ability to identify and express emotions and use coping strategies.  <b>Evidence:</b> Student survey responses, teacher observation checklists, and student reflection journals.  <b>Increased Parent Participation in Engagement Activities:</b>  <b>Measure:</b> Attendance rates for parent workshops and engagement activities.  <b>Evidence:</b> Attendance records, sign-in sheets, and parent feedback surveys.  <b>Improved Communication Between School and Families:</b>  <b>Measure:</b> Frequency and quality of communication between school and families, particularly those with frequent absences.  <b>Evidence:</b> Communication logs, parent feedback surveys, and records of check-in meetings.  <b>Reduction in Student Absences:</b>  <b>Measure:</b> Changes in student attendance rates, particularly for students with frequent absences.  <b>Evidence:</b> Attendance records and attendance reports.</p>	
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			<p><b>Improved Student Engagement and Connection to School:</b> <b>Measure:</b> Student surveys and teacher observations of student engagement and connection to school. <b>Evidence:</b> Student survey responses, teacher observation checklists, and records of student participation in school activities. <b>Monitoring attendance data:</b> <b>Measure:</b> Regular collection and analysis of attendance records. <b>Evidence:</b> Attendance reports, and data visualization of attendance trends. <b>Surveys and feedback from students:</b> <b>Measure:</b> Regular administration of surveys, and collection of feedback from students. <b>Evidence:</b> Student survey results, and documented feedback. <b>Academic progress and participation:</b> <b>Measure:</b> Regular collection of academic data, and observation of student participation. <b>Evidence:</b> Student grades, student work samples, and classroom observation checklists.</p>	
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<p>1.2.2. All students demonstrate <b>positive behaviors</b> at school.</p> <p><i>Required for all schools.</i></p>	<p>The <b>root cause</b> of low student well-being and attendance challenges is a lack of SEL support, particularly around coping strategies, emotional awareness, and self-reflection.</p> <ul style="list-style-type: none"> <li>2A: Insufficient consistent SEL support, particularly around coping strategies, emotional awareness, and self-reflection.</li> <li>2B: Limited targeted SEL interventions, counseling support, and teacher-led practices contribute to difficulties in student engagement and school connection (<i>Engagement - 58 %, Panorama SY 2024-2025</i>).</li> </ul>	<p><b>1.2.2 (a) Integrate SEL Practices into Daily Instruction and Attendance Support</b></p> <p>Embed short, daily SEL activities into classroom routines, such as morning check-ins, mindfulness exercises, and reflection prompts. Implement attendance check-ins to build relationships and identify attendance concerns early. Use evidence-based programs like Second Step or MindUp/CASEL-aligned strategies to teach self-regulation, emotional awareness, and coping techniques, while also reinforcing the importance of regular attendance.</p> <p><i>Expected Outcome:</i> Students will develop emotional regulation skills, and a sense of belonging, leading to improved well-being, mood management, impulse control, and overall well-being, which fosters <b>positive behaviors</b> and positively impacts attendance and academic performance.</p> <p><b>SW6.i, SW6.ii, SW6.iii (I), SW6.iii (III)</b>  <b>WASC Critical Area for Follow-Up #1 &amp; 2</b>  <i>Accountable Lead: Principal Bebi Davis, VP Toyama, Counselor, Curriculum Coordinator - Georgia Blas, Grade Level Chairpersons, Teachers</i></p> <p><b>1.2.2 (b) Provide Targeted SEL Support and attendance Interventions Through Small Groups, Counseling, and Family Engagement</b></p>	<p>Progress For positive student behavior will be measured through:</p> <p><b>Progress Monitoring Plan for Positive Student Behaviors</b></p> <p><u><b>Initial Outcomes:</b></u></p> <p><b>Integration of Daily SEL Activities:</b>  <b>Measure:</b> Documentation of SEL activities incorporated into daily classroom routines (e.g., morning check-ins, mindfulness).  <b>Evidence:</b> Lesson plans, classroom schedules, and teacher logs.</p> <p><b>Implementation of Attendance Check-in Procedures:</b>  <b>Measure:</b> Documentation of attendance check-in protocols and procedures.  <b>Evidence:</b> Attendance check-in protocols, communication templates, and teacher training records.</p> <p><b>Establishment of Targeted SEL Small Groups:</b>  <b>Measure:</b> Documentation of small group schedules, curriculum, and participant selection criteria.  <b>Evidence:</b> Small group plans, curriculum documents, and student enrollment lists.</p> <p><b>Development of Personalized Attendance Support Plans:</b>  <b>Measure:</b> Creation of personalized attendance support plan templates and protocols.  <b>Evidence:</b> Attendance support plan templates, and protocol documents.</p> <p><b>Teacher Training on Evidence-Based SEL Programs:</b>  <b>Measure:</b> attendance and engagement in training for SEL programs like Second Step, or MindUp (or similar programs).  <b>Evidence:</b> Sign in sheets, and training materials.</p> <p><u><b>Intermediate Outcomes:</b></u></p> <p><b>Increased Use of SEL Strategies in Classrooms:</b></p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> WSF, \$10000</li> <li><input checked="" type="checkbox"/> Title I, \$5000</li> <li><input type="checkbox"/> Title II, \$</li> <li><input type="checkbox"/> Title III, \$</li> <li><input type="checkbox"/> Title IV-A, \$</li> <li><input type="checkbox"/> Title IV-B, \$</li> <li><input type="checkbox"/> IDEA, \$</li> <li><input checked="" type="checkbox"/> SPPA, \$1000</li> <li><input type="checkbox"/> Homeless, \$</li> <li><input type="checkbox"/> Grant:__, \$</li> <li><input type="checkbox"/> Other:__, \$</li> </ul>
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	<ul style="list-style-type: none"> <li>• 2C: Inconsistent implementation of the Hawai'i Multi-Tiered System of Support (HMTSS) to meet the academic, behavioral, social &amp; emotional, and physical needs of all students has led to gaps in addressing barriers that impact attendance and learning.</li> <li>• 2D: Insufficient early identification and targeted interventions for students struggling with attendance,</li> <li>• 2E: Inconsistent personalized strategies and communication with parents, further contribute to low regular attendance (absent for less than 17 days).</li> </ul>	<p>Establish small SEL groups led by counselors, teachers, or support staff to provide targeted interventions for students struggling with emotional regulation and attendance. Focus on practical strategies like deep breathing, positive self-talk, restorative practice, and conflict resolution. Implement personalized attendance support plans, including regular communication with families, home visits if necessary, and positive reinforcement for attendance improvements.</p> <p><i>Expected Outcome:</i> Students receive personalized SEL and attendance support to enhance their self-regulation and foster resilience; thus, leading to <b>positive behaviors, improved regular attendance</b>, through collaborative efforts with families and staff, ultimately enhancing focus, engagement, and academic success.</p> <p><b>SW6.iii (I), SW6.iii (III)</b>  <b>WASC Critical Area for Follow-Up #1 &amp; 2</b>  <b>Accountable Lead: Principal Bebi Davis, VP Toyama, Counselor, Curriculum Coordinator - Georgia Blas, Grade Level Chairpersons, Teachers, PCNC</b></p>	<p><b>Measure:</b> Frequency and quality of SEL strategy implementation observed during classroom observations.  <b>Evidence:</b> Classroom observation checklists, teacher self-reflection logs, and student work samples.  <b>Improved Student Emotional Regulation Skills:</b>  <b>Measure:</b> Student self-report surveys and teacher observations of students' ability to use coping strategies and manage emotions.  <b>Evidence:</b> Student survey responses, teacher observation checklists, and student reflection journals.  <b>Reduction in Behavioral Incidents:</b>  <b>Measure:</b> Changes in the frequency and severity of behavioral incidents.  <b>Evidence:</b> Office discipline referrals, classroom behavior logs, and incident reports.  <b>Increased Attendance Rates:</b>  <b>Measure:</b> Changes in student attendance rates, particularly for students with attendance concerns.  <b>Evidence:</b> Attendance records &amp; reports.  <b>Effectiveness of Targeted SEL Small Groups:</b>  <b>Measure:</b> Student progress in SEL skills and behavior within small group interventions.  <b>Evidence:</b> Small group progress monitoring data, student self-assessments, and counselor/teacher observations.  <b>Improved Communication with Families:</b>  <b>Measure:</b> Frequency and quality of communication between school and families regarding attendance and behavior.  <b>Evidence:</b> Communication logs, parent feedback surveys, and records of home visits.  <b>Increased student sense of belonging:</b>  <b>Measure:</b> Student surveys relating to their feeling of belonging.  <b>Evidence:</b> Student surveys, and student interviews.  <b>Implementation of restorative practices:</b>  <b>Measure:</b> Frequency of restorative practices used in the school.  <b>Evidence:</b> Incident reports, and teacher observations.</p>	
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<p>1.2.3. All students experience a Nā Hopena A'o environment for learning.</p> <p><i>Required for all schools.</i></p>	<p>The <b>root cause</b> of low student well-being and attendance challenges is <b>inadequate support systems</b></p> <ul style="list-style-type: none"> <li>• 2C: Inconsistent implementation of the Hawai'i Multi-Tiered System of Support (HMTSS) to meet the academic, behavioral, social &amp; emotional, and physical needs of all students has led to gaps in addressing barriers that impact attendance and learning.</li> <li>• 2D: Insufficient early identification and targeted interventions for students struggling with attendance,</li> <li>• 2E: Inconsistent personalized strategies and communication with parents, further contribute to low regular attendance (absent for less than 17 days).</li> </ul>	<p><b>1.2.3 (a) Culturally Relevant Lesson Development:</b> Create lessons that incorporate local &amp; diverse culture, history, and values, allowing students to connect their learning to their personal experiences and community.</p> <p><input type="checkbox"/> Engage students in projects that explore their heritage, traditions, and the significance of place-based education. This approach will foster a sense of belonging and relevance, enhancing their engagement and connection to the learning environment.</p> <p><b>SW6.i, SW6.ii, SW6.iii (I), SW6.iii (III)</b>  <b>WASC Critical Area for Follow-Up #1 &amp; 2</b>  <b>Accountable Lead:</b> <i>Principal Bebi Davis, VP Toyama, Counselor, Curriculum Coordinator - Georgia Blas, Grade Level Chairpersons, Teachers, EL Coordinator, PCNC</i></p> <p><b>1.2.3 (b) Establish Collaborative Learning Communities:</b> Form learning communities within the school that promote collaboration among students, teachers, and families.</p> <p><input type="checkbox"/> Implement regular community building activities, such as team-building exercises, cultural celebrations, and shared learning experiences - Students can learn from each other and develop strong relationships. Encourage open communication and feedback within the communities to create an inclusive and supportive environment that reflects the principles of Nā Hopena A'o.</p> <p><b>SW6.i, SW6.ii, SW6.iii (I), SW6.iii (III)</b>  <b>WASC Critical Area for Follow-Up #1 &amp; 2</b>  <b>Accountable Lead:</b> <i>Counselor, Curriculum Coordinator - Georgia Blas, Grade Level Chairpersons, Teachers, EL Coordinator, PCNC</i></p>	<p>Progress for <b>Cultural Relevance &amp; Collaboration</b> will be measured through:</p> <p><b>Initial Outcomes:</b></p> <p><b>Culturally Relevant Lesson Planning:</b>  <b>Measure:</b> Documentation of lessons incorporating local/diverse culture/history.  <b>Evidence:</b> Lesson plans, project outlines, student sample work.  <b>Establishment of Collaborative Learning Communities:</b>  <b>Measure:</b> Documentation of community formation, activities planned.  <b>Evidence:</b> Community charters, activity schedules.</p> <p><b>Intermediate Outcomes:</b></p> <p><b>Student Engagement in Cultural Projects:</b>  <b>Measure:</b> Student participation in heritage/place-based projects.  <b>Evidence:</b> Student project samples, presentations.  <b>Increased Cultural Relevance in Instruction:</b>  <b>Measure:</b> Classroom observations of cultural integration.  <b>Evidence:</b> Observation checklists, student feedback.  <b>Student Collaboration in Learning Communities:</b>  <b>Measure:</b> Observation of student collaboration in activities.  <b>Evidence:</b> Observation checklists, collaborative project outcomes.  <b>Enhanced Sense of Belonging:</b>  <b>Measure:</b> Student surveys on feelings of belonging.  <b>Evidence:</b> Student survey results, feedback.  <b>Increased Family Participation:</b>  <b>Measure:</b> Family participation in community events.  <b>Evidence:</b> Attendance logs, feedback.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> WSF, \$2000</li> <li><input checked="" type="checkbox"/> Title I, \$1000</li> <li><input type="checkbox"/> Title II, \$</li> <li><input type="checkbox"/> Title III, \$</li> <li><input type="checkbox"/> Title IV-A, \$</li> <li><input type="checkbox"/> Title IV-B, \$</li> <li><input type="checkbox"/> IDEA, \$</li> <li><input checked="" type="checkbox"/> SPPA, \$1000</li> <li><input type="checkbox"/> Homeless, \$</li> <li><input type="checkbox"/> Grant:__, \$</li> <li><input type="checkbox"/> Other:__, \$</li> </ul>
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★ **GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.**

<b>Desired Outcome</b> <i>"What do we plan to accomplish?"</i>	<b>Root/Contributing Cause</b> <i>"Why are we doing this?"</i> Reference the Identified School Needs section.	<b>Enabling Activities</b> <i>"How will we achieve the desired outcome?"</i>  <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress (Initial &amp; Intermediate Outcomes)</b> <i>"How will we know progress is being made?"</i>	<b>Anticipated Source of Funds</b> <i>"What funding source(s) should be utilized?"</i> Estimate the additional amount needed to execute the enabling activity.
<p>1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.</p> <p><i>Required for all schools.</i></p>	<ul style="list-style-type: none"> <li>• <b>1B:</b> Limited differentiation, limited use of research and evidence based teaching and learning strategies, and insufficient implementation of tiered (Tier 2 &amp; Tier 3) support to address diverse learning needs and individual student needs.</li> <li>• <b>1C:</b> Insufficient student-centered learning further contribute student engagement challenges</li> <li>• <b>1D:</b> Inconsistent and ineffective use of data-driven core instruction and assessment practices, along with infrequent checks for understanding tailored</li> </ul>	<p><b>1.3.1(a)</b> Students will actively participate in integrated career, community, and civic learning experiences that apply and connect knowledge and skills from across academic disciplines (ELA, Math, Science, Social Studies, Computer Science, and non-core subjects), fostering deep understanding, creativity, collaboration, and innovation. Students demonstrate engagement in career, community, and civic learning opportunities and/or service-learning by actively participating in an introductory session.</p> <p><input type="checkbox"/> Students effectively reflect on a career, community, and civic learning opportunities and/or service-learning experience, demonstrating an understanding of the activity, its impact, and personal learning.</p> <p><input type="checkbox"/> Promote student advocacy and student/parent ambassadors from various ethnic and cultural backgrounds to provide native language and other educational support between school, home and community.</p>	<p>Progress will be measured through:</p> <p><b><u>Initial Outcome:</u></b></p> <p><b>Engagement in career, community, and civic learning opportunities and/or service-learning.</b>  <b>Evidence:</b> Sign-up sheet, registration, observed participation in an introductory meeting.  <b>Measure:</b> Attendance record, Simple observation checklist of participation.</p> <p><b><u>Intermediate Outcome:</u></b></p> <p><b>Students effectively reflect on a career, community, and civic learning opportunities and/or service-learning experience.</b>  <b>Evidence:</b> Participation in a career, community, and civic learning opportunity, and/or Completion of a service-learning project. Submission of a reflective piece (written or verbal).  <b>Measure:</b> Documentation of project participation, Rubric or checklist evaluation</p>	<p><input checked="" type="checkbox"/> WSF, \$20000</p> <p><input checked="" type="checkbox"/> Title I, \$20000</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input checked="" type="checkbox"/> SPPA, \$1000</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>

	<p>to individual student needs, hinder timely and targeted interventions.</p> <ul style="list-style-type: none"> <li>1E: Limited Computer Science integration and insufficient alignment to career pathways limits students' exposure to essential 21st-century skills.</li> </ul>	<p><b>SW4, SW6.i, SW6.ii, SW6.iii (I), SW6.iii (III)</b>  <b>WASC Critical Area for Follow-Up #1, 2 &amp; 3</b>  <i>Accountable Lead: Principal Bebi Davis, VP Toyama, Counselor, Curriculum Coordinator - Georgia Blas, Grade Level Chairpersons, Teachers, EL Coordinator, PCNC</i></p> <p><b>1.3.1 (b) Students will engage in</b> active exploration, critical thinking, collaboration, and creativity to produce a tangible outcome or presentation.]Through cross curricular integration of subject areas, students develop a deeper understanding of concepts while fostering creativity, collaboration, and innovation.</p> <p><b>SW4, SW6.i, SW6.ii, SW6.iii (I), SW6.iii (III)</b>  <b>WASC Critical Area for Follow-Up #1, 2 &amp; 3</b>  <i>Accountable Lead: Principal Bebi Davis, VP Toyama, Counselor, Curriculum Coordinator - Georgia Blas, Grade Level Chairpersons, Teachers, EL Coordinator, PCNC</i></p>	<p>of the reflection, assessing description, learning, impact, and personal connection.</p> <p><b>Exploration &amp; Critical Thinking</b></p> <p><b><u>Initial Outcomes:</u></b>  <b>Measure:</b> Student Engagement  <b>Evidence:</b> Observation of student participation in group discussions, and collaborative work.</p> <p><b><u>Intermediate Outcomes:</u></b>  <b>Measure:</b> Increased Critical Thinking and Innovation  <b>Evidence:</b> Assessment of student solutions to real-world problems or questions, based on the depth of analysis, creativity, and innovation as measured by teacher assessments, peer feedback, and project reflections.</p>	
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<p><b>K-12 Alignment</b></p> <p>1.3.2. All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.</p>	<p>The <b>root cause of students' low proficiency in ELA, Math, Science, Social Studies, and Computer Science</b> is the <b>instructional practice gaps</b> that can be addresses through a systematic, data-driven approach focused on differentiation, targeted interventions, and progress monitoring - will ensure equitable access to high-quality integrative instruction and sustained academic growth.</p> <ul style="list-style-type: none"> <li>1A: Inconsistent implementation of Tier 1 instruction, lack of core instruction aligned with subject alike learning goals, state standards, HDOE GLOs and Hawai'i Multi Tiered System of Support (HMTSS) to meet all student needs.</li> </ul>	<p><b>1.3.2 (a) Develop a Vertical Curriculum Alignment Program:</b> Establish a program that promotes collaboration between elementary, middle, and high school educators to ensure a cohesive curriculum that builds on skills and knowledge progressively.</p> <p><input type="checkbox"/> Program should include regular meetings to discuss curriculum mapping, share best practices, and identify key learning objectives that align with career pathways. By fostering communication across grade levels, educators can better prepare students for the academic challenges they will face in high school.</p> <p><b>SW3, SW6.i, SW6.ii, SW6.iii (I), SW6.iii (III)</b>  <b>WASC Critical Area for Follow-Up #1, 2 &amp; 3</b></p> <p><i>Accountable Lead: Principal Bebi Davis, VP Toyama, Counselor, Curriculum Coordinator - Georgia Blas, Grade Level Chairpersons, Teachers, EL Coordinator, PCNC</i></p> <p><b>1.3.2 (b) Implement Career Exploration and Planning Workshops:</b> Organize workshops for students in upper elementary and middle school that focus on career exploration and the skills required for various pathways.</p> <p><input type="checkbox"/> These workshops can include guest speakers from different professions, hands-on activities related to different careers, and discussions about the importance of academic performance in achieving career goals. By exposing students to diverse career options early on, they can better understand the relevance of their education and develop a personal academic plan that aligns with their interests and future aspirations.</p> <p><b>SW6.i, SW6.ii, SW6.iii (I), SW6.iii (III)</b></p>	<p>Progress will be measured through:</p> <p><b>Vertical Curriculum Alignment &amp; Career Exploration</b></p> <p><b>Initial Outcomes:</b></p> <p><b>Vertical Curriculum Alignment Program Established:</b>  <b>Measure:</b> Documentation of program structure, meeting schedules, collaboration protocols, and vertical &amp; horizontal articulation.  <b>Evidence:</b> Program plan, meeting agendas, and collaboration agreements.  <b>Career Exploration Workshop Planning:</b>  <b>Measure:</b> Development of workshop schedules, content, and guest speaker lists.  <b>Evidence:</b> Workshop agendas, speaker invitations, and activity plans.</p> <p><b>Intermediate Outcomes:</b></p> <p><b>Increased Cross-Grade Collaboration:</b>  <b>Measure:</b> Frequency and quality of collaboration between elementary, middle, and high school educators.  <b>Evidence:</b> Meeting minutes, shared curriculum maps, and educator feedback.  <b>Alignment of Curriculum Objectives:</b>  <b>Measure:</b> Documentation of aligned learning objectives across grade levels.  <b>Evidence:</b> Curriculum maps, lesson plans, assessment data, vertical &amp; horizontal articulation and alignment.  <b>Student Participation in Career Workshops:</b>  <b>Measure:</b> Student attendance and engagement in career exploration workshops.</p>	<p><input checked="" type="checkbox"/> WSF, \$1000  <input checked="" type="checkbox"/> Title I, \$5000  <input type="checkbox"/> Title II, \$  <input type="checkbox"/> Title III, \$  <input type="checkbox"/> Title IV-A, \$  <input type="checkbox"/> Title IV-B, \$  <input type="checkbox"/> IDEA, \$  <input checked="" type="checkbox"/> SPPA, \$1000  <input type="checkbox"/> Homeless, \$  <input type="checkbox"/> Grant:__, \$  <input type="checkbox"/> Other:__, \$</p>
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		<p><b>WASC Critical Area for Follow-Up #1, 2 &amp; 3</b></p> <p><i>Accountable Lead: Principal Bebi Davis, VP Toyama, Counselor, Curriculum Coordinator - Georgia Blas, Grade Level Chairpersons, Teachers, EL Coordinator, PCNC</i></p>	<p><b>Evidence:</b> Attendance logs, student feedback surveys, and workshop artifacts.</p> <p><b>Increased Student Awareness of Career Pathways:</b></p> <p><b>Measure:</b> Student surveys assessing their understanding of career options and related skills.</p> <p><b>Evidence:</b> Student survey responses, and student reflection journals.</p> <p><b>Development of Student Academic Plans:</b></p> <p><b>Measure:</b> Documentation of student academic plans aligned with career interests.</p> <p><b>Evidence:</b> Student academic plan documents, and student portfolios.</p> <p><b>Guest speaker feedback:</b></p> <p><b>Measure:</b> Feedback from guest speakers regarding student engagement, and workshop effectiveness.</p> <p><b>Evidence:</b> Guest speaker surveys.</p>	
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<p>1.3.3. All students graduate high school with a personal plan for their future.</p>	<p>Misalignment with state standards, and insufficient student-centered learning. The lack of Computer Science integration and insufficient alignment to career pathways limits students' exposure to essential 21st-century skills.</p>	<p><b>1.3.3 (a)</b> Develop a plan to implement a "Student Learning Journey Portfolio" by introducing students to the concept of self-reflection and future planning in an age-appropriate way, and create a tangible record of student learning and growth.</p> <p><input type="checkbox"/> Each student will create a "My Learning Journey Portfolio" using a binder.</p> <p><b>Kindergarten-2nd Grade:</b> The portfolio will focus on showcasing their favorite artwork, writing samples, and completed projects. Teachers will facilitate simple discussions about what they enjoyed creating and what they are proud of. Simple prompts can be used, such as "What I like to do" using pictures, and simple sentences.</p> <p><b>3rd-5th Grade:</b> Expand the portfolio to include examples of their best work in different subjects.</p> <p>Reflections on their strengths and areas for improvement. A section for "My Goals," where they can draw or write about things they want to learn or achieve.</p> <p><b>SW6.i, SW6.ii, SW6.iii (I), SW6.iii (III)</b> <b>WASC Critical Area for Follow-Up #1, 2 &amp; 3</b> <i>Accountable Lead: Principal Bebi Davis, VP Toyama, Counselor, Curriculum Coordinator - Georgia Blas, Grade Level Chairpersons, Teachers, EL Coordinator, PCNC</i></p>	<p>Progress will be measured through:</p> <p><b>Initial Outcome: Students begin to create their "My Learning Journey Portfolio" and participate in basic self-reflection.</b></p> <p><b>Evidence:</b> Students assembled their portfolio binder. Students have included examples of their favorite artwork, writing samples, and completed projects. Students participate in teacher-facilitated discussions about their work.</p> <p>Measure: Portfolio binder completion checklist (binder assembled, work samples included). Teacher observation of student participation in discussions, noting engagement and ability to express preferences.</p> <p><b>Intermediate Outcome: Students demonstrate an ability to reflect on their work and express pride in their accomplishments.</b></p> <p><b>Evidence:</b> Students can verbally or visually (through drawings) explain why they chose specific items for their portfolio. Students can articulate what they enjoyed about creating the selected work. Students can describe what they are proud of concerning their work. Portfolios include examples of "best work" from multiple subjects.</p> <p><b>Measure:</b> Teacher anecdotal notes on student reflections. Simple rubric assessing the student's ability to articulate their choices and feelings about their work. Written or verbal reflections assessing progress towards goals.</p>	<p><input checked="" type="checkbox"/> WSF, \$2000  <input checked="" type="checkbox"/> Title I, \$2000  <input type="checkbox"/> Title II, \$  <input type="checkbox"/> Title III, \$  <input type="checkbox"/> Title IV-A, \$  <input type="checkbox"/> Title IV-B, \$  <input type="checkbox"/> IDEA, \$  <input type="checkbox"/> SPPA, \$  <input type="checkbox"/> Homeless, \$  <input type="checkbox"/> Grant:__, \$  <input type="checkbox"/> Other:__, \$</p>
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## Priority 2

### High-Quality Educator Workforce In All Schools

- ★ 2.1 All students are taught by effective teachers.
- ★ 2.2 All schools are staffed by effective support staff.
- ★ 2.3 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> Reference the Identified School Needs section.	Enabling Activities <i>"How will we achieve the desired outcome?"</i>  <b>and Name of Accountable Lead(s)</b> <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 to execute the enabling activity.
2.1.1 All teachers will effectively use data to inform teaching practices and overall academic achievement.	The <b>root cause of students' low proficiency in ELA, Math, Science, Social Studies, and Computer Science</b> is the <b>instructional practice gaps</b> that can be addresses through a systematic, data-driven approach focused on differentiation, targeted interventions, and progress monitoring - will ensure equitable access to high-quality integrative instruction and sustained academic growth.	<p><b>2.1.1 (a)</b> Consistent Data Collection Utilize i-Ready for more consistent data collection in K-5.</p> <p><b>2.1.1 (b)</b> Sufficient Teacher Training Provide comprehensive training for teachers to use all components of i-Ready.</p> <p><b>2.1.1 (c)</b> Teacher Collaboration on Data Analysis Provide teachers with collaboration days to share insights, for problem solving, for professional growth, and for consistency in instructional practices.</p>	<p>Progress will be measured through:</p> <p><b>INITIAL OUTCOME:</b></p> <p><b>i-Ready Data</b> <b>Measure:</b> Student performance data <b>Evidence:</b> Diagnostic results, progress monitoring, student growth percentiles, and engagement metrics.</p> <p><b>Professional Development</b> <b>Measure:</b> All teachers trained in i-Ready. <b>Evidence:</b> PD agenda, sign-in, reflection and/or evaluation.</p> <p><b>INTERMEDIATE OUTCOME:</b></p>	<input checked="" type="checkbox"/> WSF, \$20000 <input checked="" type="checkbox"/> Title I, \$20000 <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:____, \$ <input type="checkbox"/> Other:____, \$

	<ul style="list-style-type: none"> <li>1D: Inconsistent and ineffective use of data-driven core instruction and assessment practices, along with infrequent checks for understanding tailored to individual student needs, hinder timely and targeted interventions.</li> </ul>	<p><b>SW6.i, SW6.ii, SW6.iii (I), SW6.iii (III), SW iii (IV)</b>  <b>WASC Critical Area for Follow-Up #1, 2 &amp; 3</b></p> <p><i>Accountable Lead: Principal Bebi Davis, VP Toyama, Counselor, Curriculum Coordinator - Georgia Blas, Grade Level Chairpersons, Teachers, EL Coordinator,</i></p>	<p><b>Universal Screener/STAR/i-Ready Data</b>  <b>Measure:</b> Student performance data  <b>Evidence:</b> Diagnostic results, progress monitoring, student growth percentiles, and engagement metrics.</p> <p><b>Professional Development</b>  <b>Measure:</b> All teachers participate in follow-up i-Ready.  <b>Evidence:</b> PD agenda, sign-in, reflection and/or evaluation.</p>	
2.1.2 All <b>teacher</b> positions are filled with qualified hires that include Sheltered Instruction Qualified (SIQ) hours and/or TESOL certification by SY 2026-2027 SY.	SY 2024-2025, 70% have SIQ hours or TESOL certification	<p><b>2.1.2(a)</b> Opportunities are available for teachers to attend EL PD that supports SIQ hours. State/District EL course offerings</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> University courses</li> <li><input type="checkbox"/> WIDA Workshop/eWorkshop</li> <li><input type="checkbox"/> Other EL Professional Development</li> </ul> <p><b>SW6.i, SW6.ii, SW6.iii (I), SW6.iii (III)</b>  <b>WASC Critical Area for Follow-Up #1, 2 &amp; 3</b></p> <p><i>Accountable Lead: Principal Bebi Davis, VP Toyama, Counselor, Curriculum Coordinator - Georgia Blas, Grade Level Chairpersons, Teachers, EL Coordinator, PCNC</i></p>	<p>Progress will be measured through</p> <p><b>EL PD (SIQ Hours)</b></p> <p><b>Initial Outcome:</b></p> <p><b>Evidence:</b> Teacher enrollment in EL PD (State/District/University).  <b>Measure:</b> Registration/attendance records.</p> <p><b>Intermediate Outcome:</b></p> <p><b>Evidence:</b> Teacher completion of EL PD and documentation of SIQ hours.  <b>Measure:</b> Certificates of completion, documented SIQ hours. eHR for HQ Data for SIQ</p>	<input checked="" type="checkbox"/> WSF, \$2000 <input checked="" type="checkbox"/> Title I, \$2000 <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:____, \$ <input type="checkbox"/> Other:____, \$
2.1.3 All <b>teachers</b> are effective or receive the necessary support to become effective.		<p><b>2.1.3 (a)</b> All teachers will be provided supports and professional development including:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> EL PD , ECRI Coaching</li> <li><input type="checkbox"/> Prime Math PD- collaborative coaching</li> <li><input type="checkbox"/> Feedback from regular walkthroughs</li> <li><input type="checkbox"/> Individual supports targeting individual needs</li> </ul>	<p>Progress will be measured through</p> <p><b>Professional Development</b></p> <p><b>Initial Outcome:</b></p> <p><b>Evidence:</b> Teacher participation in PD and teacher learning  <b>Measure:</b> Meeting Sign In sheet, Meeting Agendas and Minutes</p>	<input checked="" type="checkbox"/> WSF, \$100000 <input checked="" type="checkbox"/> Title I, \$100000 <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$

		<input type="checkbox"/> Cross curricular integration PD to boost teaching innovation for ELA, Math, Science, Social Studies, Computers Science, and non-core classes. <input type="checkbox"/> Research and Evidence based practices professional development to enhance teaching and learning for ELA, Math, Science, Social Studies, Computers Science, and non-core classes <b>SW6.i, SW6.ii, SW6.iii (I), SW6.iii (III)</b> <b>WASC Critical Area for Follow-Up #1, 2 &amp; 3</b> <i>Accountable Lead: Principal Bebi Davis, VP Toyama, Counselor, Curriculum Coordinator - Georgia Blas, Grade Level Chairpersons, Teachers, EL Coordinator, PCNC</i>	<b>Intermediate Outcome:</b> <b>Professional Development</b> <b>Evidence:</b> All teachers participate in PD and follow-up with next step implementation in the classroom. <b>Measure:</b> Teacher reflection. Planning notes/lesson plan, and student sample work	<input type="checkbox"/> Grant:____, \$ <input type="checkbox"/> Other:____, \$
2.2.1 All schools' <b>staff and support</b> are effective or receive the necessary support to become effective.		<b>2.2.1 (a)</b> All support staff will be provided supports including: <input type="checkbox"/> Training opportunities during non-instructional days. <b>SW6.i, SW6.ii, SW6.iii (I), SW6.iii (III)</b> <b>WASC Critical Area for Follow-Up #1, 2 &amp; 3</b> <i>Accountable Lead: Principal Bebi Davis, VP Toyama, Counselor, Curriculum Coordinator - Georgia Blas, Grade Level Chairpersons, Teachers, EL Coordinator, PCNC</i>	Progress will be measured through <b>Professional Development</b> <b>Initial Outcome:</b> <b>Evidence:</b> Staff participation and learning <b>Measure:</b> Meeting Sign In sheet, Meeting Agendas and Minutes. <b>Intermediate Outcome:</b> <b>Professional Development</b> <b>Evidence:</b> All staff participate in PD and follow-up with actionable next step <b>Measure:</b> Staff reflection. Planning notes, reflection	<input checked="" type="checkbox"/> WSF, \$2000 <input checked="" type="checkbox"/> Title I, \$2000 <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:____, \$ <input type="checkbox"/> Other:____, \$



## 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> Identified School Needs section.	Enabling Activities <i>"How will we achieve the desired outcome?"</i>  <b>and Name of Accountable Lead(s)</b> <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
<p>3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.</p> <p><i>Required for all schools.</i></p>	<p><b>Students need</b> stronger school-family- community involvement and support. A partnership with parents, families, and community is critical to ensuring consistent attendance, engagement, and support for their well-being. Ongoing communication and collaboration with families are essential for student success.</p>	<p><b>3.3.1 (a) Regular Meetings with Clear Agendas</b> Schedule consistent meetings for all councils with well-defined agendas that focus on collaborative goals and effective communication. This structure helps ensure meaningful discussions and keeps members engaged.</p> <p><b>3.3.1 (b) Clear Communication Channels</b> Create dedicated platforms for councils to communicate with one another &amp; school principal, facilitating transparency and collaboration. Regular updates and feedback can strengthen relationships and enhance engagement.</p> <p><b>SW6.i, SW6.ii, SW6.iii (I), SW6.iii (III)</b> <b>WASC Critical Area for Follow-Up #1, 2 &amp; 3</b> <b>Accountable Lead: Principal Bebi Davis, VP Toyama, Counselor, Curriculum Coordinator - Georgia Blas, Grade Level Chairpersons, Teachers, EL Coordinator, PCNC, SCC Chairperson -John Jenkins</b></p>	<p>Progress will be measured through:</p> <p><b>INITIAL OUTCOME:</b></p> <p><b>Membership</b> <b>Measure:</b> Schedule meeting dates set for the year with representation from all role groups <b>Evidence:</b> Meeting dates, membership roster, and minutes.</p> <p><b>Communication</b> <b>Measure:</b> Create a shared folder with all meeting agendas and minutes. <b>Evidence:</b> Shared folder and email.</p> <p><b>INTERMEDIATE OUTCOME:</b></p> <p><b>Town Hall Meetings</b> <b>Measure:</b> Parent and student participation. <b>Evidence:</b> Sign-in sheets, parent feedback, teacher evaluation</p>	<p><input checked="" type="checkbox"/> WSF, \$2000</p> <p><input checked="" type="checkbox"/> Title I, \$2000</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input checked="" type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:____, \$</p> <p><input type="checkbox"/> Other:____, \$</p>

★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this? Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i>  <b>and Name of Accountable Lead(s)</b> <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
3.3.2 All families are engaged in school events/activities and have regular two way communication.	<p>The <b>root cause</b> of low student well-being and attendance challenges is <b>inadequate support systems</b>, which can be addressed by strengthening SEL programs, implementing HMTSS effectively, and enhancing proactive intervention efforts to create a more supportive and responsive environment for student success.</p> <ul style="list-style-type: none"> <li>2E: Inconsistent personalized strategies and communication with parents, further contribute to low regular attendance (absent for less than 17 days).</li> </ul>	<p><b>3.3.2 (1) Implement a consistent system across the school that utilizes a student planner and communication folder.</b> This will serve as a tool for regular two-way communication regarding school events and activities, as well as classroom-specific and student-specific updates.</p> <p><b>SW6.i, SW6.ii, SW6.iii (I), SW6.iii (III)</b>  <b>WASC Critical Area for Follow-Up #1, 2 &amp; 3</b></p> <p><i>Accountable Lead: Principal Bebi Davis, VP Toyama, Counselor, Curriculum Coordinator - Georgia Blas, Grade Level Chairpersons, Teachers, EL Coordinator, PCNC, SCC Chairperson - John Jenkins</i></p>	<p>Progress will be measured through:</p> <p><b><u>INITIAL OUTCOME:</u></b>  <b>Usage Tracking</b>  <b>Measure:</b> Monitor the frequency of planner and folder usage by students and teachers.  <b>Evidence:</b> Student planner checks, student and teacher reflections.</p> <p><b>Event Participation</b>  <b>Measure:</b> Track the attendance of parents to various events.  <b>Evidence:</b> Sign-in sheets and parent surveys.</p> <p><b><u>INTERMEDIATE OUTCOME:</u></b></p> <p><b>Planner Checks</b>  <b>Measure:</b> Regular checks of planner usage.  <b>Evidence:</b> Classroom visits and random checks</p>	<p><input checked="" type="checkbox"/> WSF, \$3000  <input checked="" type="checkbox"/> Title I, \$3000  <input type="checkbox"/> Title II, \$  <input type="checkbox"/> Title III, \$  <input type="checkbox"/> Title IV-A, \$  <input type="checkbox"/> Title IV-B, \$  <input type="checkbox"/> IDEA, \$  <input type="checkbox"/> SPPA, \$  <input type="checkbox"/> Homeless, \$  <input type="checkbox"/> Grant:____, \$  <input type="checkbox"/> Other:____, \$</p>

★ Other Systems of Support				
Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this? Reference the Identified School Needs section."</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> <b>and Name of Accountable Lead(s)</b> <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 to execute the enabling activity.</i>
<p>[Insert school specific desired outcome]</p> <p>(To add additional desired outcomes, duplicate this row, including source of funds checkboxes)</p>	<p>[If applicable, reference the root/contributing cause from the Identified School Needs section]</p>	<p>[Include specific enabling activities or strategic actions being taken to achieve your desired outcome];</p> <p>[Reference name of accountable lead(s) here]</p>	<p>Progress will be measured through:</p> <p><b>INITIAL OUTCOME:</b></p> <p><b>[Data Type 1]</b>  <b>Measure:</b> [Statement of Measurable Goal]  <b>Evidence:</b> [Explanation of evidence]</p> <p><b>[Data Type 2]</b>  <b>Measure:</b> [Statement of Measurable Goal]  <b>Evidence:</b> [Explanation of evidence]</p> <p><b>INTERMEDIATE OUTCOME:</b></p> <p><b>[Data Type 1]</b>  <b>Measure:</b> [Statement of Measurable Goal]  <b>Evidence:</b> [Explanation of evidence]</p> <p><b>[Data Type 2]</b>  <b>Measure:</b> [Statement of Measurable Goal]  <b>Evidence:</b> [Explanation of evidence]</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: __, \$</p> <p><input type="checkbox"/> Other: __, \$</p>

## APPENDIX A: SCHOOL BELL SCHEDULE

Pursuant to [Hawai'i Revised Statutes Section \(HRS\) 302A-251](#), as well as the current Hawai'i State Teachers Association collective bargaining agreement, all Hawai'i 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 **Kaiulani Elementary School** 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)

**1080**

**Did your school submit a SCC Waiver Request Form? Please explain.**

**NA**

**Bell Schedule:**  Kaiulani Elementary Bell Schedule