NĀ HOPENA AʻO

PRIORITY 3
Effective And Efficient Operations At All Levels

PRIORITY 2
High-Quality Educator Workforce In All Schools

PRIORITY 1
High-Quality Learning For All

Lincoln Elementary School Academic Plan SY 2025-2026

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

Submitted by Principal Cameron Kubota	
(signature)	

Approved by Complex Area Superintendent Linell Dilwith	
(signature)	4/14/25

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

<table>
<tr><td colspan="5" style="background-color:#1F3864;color:white">VIABLE QUALITY CURRICULUM</td></tr>
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This section highlights the comprehensive instructional programs and supplementary instructional materials used by each core subject area.

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

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
Kindergarten	'25 myView Literacy ⌄	i-Ready Classroom Mathematics ⌄	Mystery Science Science Spin	Brain Pop Scholastic
Grade 1	'25 myView Literacy ⌄	i-Ready Classroom Mathematics ⌄	Mystery Science Science Spin	Brain Pop Scholastic
Grade 2	'25 myView Literacy ⌄	i-Ready Classroom Mathematics ⌄	Mystery Science Science Spin	Brain Pop Scholastic
Grade 3	'25 myView Literacy ⌄	i-Ready Classroom Mathematics ⌄	Mystery Science Science Spin/Super STEM	Brain Pop Scholastic
Grade 4	'25 myView Literacy ⌄	i-Ready Classroom Mathematics ⌄	Mystery Science Science Spin/Super STEM	Brain Pop Scholastic Hawaiians of Old
Grade 5	'25 myView Literacy ⌄	i-Ready Classroom Mathematics ⌄	Mystery Science Science Spin/Super STEM	Brain Pop Scholastic

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

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
Grades K-5	'23 Wonders/Wonderworks Heggerty Phonemic Awareness TeachTown	Building Thinking Classrooms TeachTown	TeachTown	TeachTown

HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

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

How does your school document HMTSS student interventions? Please select all that apply. If "Other" is selected, please explain.
☐ Panorama ☑ School-created template ☐ Other:

UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

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

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

Grade Level(s)/Course Name	English Language Arts	Mathematics
Kindergarten - 5th Grade	I-Ready ⌄	I-Ready ⌄
Kindergarten	KEA ⌄ Teacher Created ⌄ Kindergarten Inventory of Skills	KEA ⌄ Teacher Created ⌄ Kindergarten Inventory of Skills
MTSS Tier 3	DIBELS ⌄ Other: ⌄ Sonday Placement, Phonics for Reading Screener	

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)
☑ Current Western Association of Schools and Colleges (WASC) report
　　　　　Year of <u>Last Visit</u>: 2023
　　　　　Type of <u>Last Visit</u>: Full Self-Study ‧

Please identify <u>critical student learning needs</u> and the <u>root/contributing cause</u> why these needs have been prioritized. "*What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?*" Please number the student need and root/contributing cause for ease of cross-referencing.	
1	**Student Need:** Increase student achievement in ELA and Math, specifically targeting low performing subgroups **Rationale/Root cause(s):** 1A - ELA SBA proficiency was 68% in SY 23-24 and ELA iReady EOY proficiency was 66% in SY 23-24, both indications that growth in ELA proficiency is stagnating. 1B - The SPED, EL, and Pacific Islander populations have the lowest ELA subgroup proficiency rates at 7%, 27%, and 49% respectively. SPED and EL proficiency decreased from SY 22-23. 1C - Math SBA proficiency was 68% in SY 23-24, a small increase from years prior. Math iReady EOY proficiency was 61% in SY 23-24, indicating some stagnation in Math proficiency. 1D - The SPED, EL, and Pacific Islander populations have the lowest Math subgroup proficiency rates at 11%, 25%, and 50% respectively.
2	**Student Need:** Strengthen MTSS implementation, ensuring all students receive timely, targeted whole child support **Rationale/Root cause(s):** 2A - There are gaps in the implementation of Tier 1 and Tier 2 strategies (confirmed through analysis by HMTSS Assessment Tool & HMTSS Blueprint). 2B - Systems to support whole child development (academics, behavior, physical, social/emotional) remain unclear and fragmented across different faculty/staff. 2C - Positive student responses on the SEL survey have been decreasing in recent years. 2D - High-needs students continue to underperform on standardized tests, resulting in a large achievement gap.

3	**Student Need:** Increase positive school culture and decrease Chapter 19 offenses **Rationale/Root cause(s):** 3A - Panorama student perception around pedagogical effectiveness, rigorous expectations, classroom climate, and engagement have been declining. 3B - The percent of students rated as "rarely demonstrating the GLOs" in Quarter 1 (baseline) has been increasing for most GLOs 3C - While student perception of safety has been improving according to the SQS survey, it remains an area of concern for teachers and parents and has been decreasing on the student Panorama survey. 3D - The number of suspensions has been increasing and physical contact during unstructured times remains the biggest area of concern

	In order to address student subgroup(s) achievement gaps, please list the <u>targeted subgroup(s)</u> and their <u>identified need(s)</u>. Enabling activities should address identified subgroup(s) and their needs.
1	**<u>Targeted Subgroup:</u>** English Learners **<u>Identified Student Need(s):</u>** ● Increase student exits and reclassification rates using ACCESS testing (30% exiting in SY 23-24) ● Increase Growth to Target (GTT) rates (82% in SY 23-24) ● Increase student proficiency rates in ELA, Math, and Science (SY 23-24 data - SBA ELA: 27%, SBA Math: 25%, HSA Science: 0%)
2	**<u>Targeted Subgroup:</u>** Special Education (SPED) **<u>Identified Student Need(s):</u>** ● Increase student proficiency rates in ELA & Math (SY 23-24 data - SBA ELA: 7%, SBA Math: 11%) ● Increase attendance rates (89% in SY 23-24)
3	**<u>Targeted Subgroup:</u>** Low SES **<u>Identified Student Need(s):</u>** ● Increase student proficiency rates in ELA & Math (SY 23-24 data - SBA ELA: 52%, SBA Math: 57%)

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 *"What do we plan to accomplish?"*	**Root/Contributing Cause** *"Why are we doing this?"* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* *and* **Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress (Initial & Intermediate Outcomes)** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and <u>provided necessary and timely support</u> to develop foundational skills for learning. (SW 6)	2A,B,C, 3B,D 100% of incoming Kindergarteners assessed using the KEA. 68% identified as needing additional support. The majority of incoming kindergarteners do not have preschool experience.	Create a schedule to ensure all entering kindergarten students are assessed using the Kindergarten Entry Assessment by the end of August. (Kindergarten GLC & Kinder Start Director) Implement targeted MTSS to support Kindergarten students identified as needing additional support. ● Create groups of students based on support required ● Develop a system for providing targeted support to students in a timely manner (MTSS Committee Leads)	<u>**Initial Outcomes**</u> -Percent of kindergarten students assessed for kindergarten readiness -iReady Diagnostic data (Fall Baseline) -Kindergarten Inventory of Skills -Referrals/Student Support team interventions <u>**Intermediate Outcomes**</u> -Percent of kindergarten students assessed as not ready who receive targeted interventions and support -PLC+/Data Teams progress monitoring	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

			-iReady Diagnostic data (Winter & Spring benchmarks) -Referral/Student Support Team data -Tier 3 pullout data for progress monitoring	

Reading Proficiency
1.1.2.   All students read proficiently by the end of third grade, and those who do not read proficiently <u>receive necessary and timely support</u> to become proficient. (SW 6)
	1A,B, 2A,B,D 68% of students are currently proficient on ELA SBA, 66% proficiency on spring iReady diagnostic.
	
	33% achievement gap between high needs and non-high needs populations.
	
	GOAL: iReady diagnostic and SBA proficiency rates will increase by 4% to achieve the 2029 SBA state target of 82.07% proficiency.
		Strengthen Tier 1 ELA instruction by refining implementation of myView curriculum.
		   ● PD on curriculum and instructional strategies
		   ● Vertical Articulation on targeted areas of need (ie-writing)
		(Curriculum Committee Leads)
		
		Provide targeted support to increase ELA proficiency for identified subgroups and students well below proficiency.
		   ● Implement PLC+ strategies to monitor progress and improve effectiveness
		   ● Utilize paraprofessionals, parents, and technology to provide additional support for identified needs
		   ● Maintain a dedicated MTSS block to provide targeted interventions, outside of core instruction
		   ● Provide summer programming as a remedial intervention to address student needs
		(Systems Committee Leads, Curriculum Coordinator, MTSS Committee Leads, & Vice Principal)
		
		Strengthen implementation of Heggerty to support phonemic awareness development
		(Curriculum Coordinator)
		
		Provide in-service training for teachers to unpack, understand, and implement the new ELA standards
		(Curriculum Coordinator)
			<u>Initial Outcomes</u>
			-iReady Diagnostic data (Fall baseline)
			-Percent of 3rd graders demonstrating grade-level proficiency in reading entering the school year (baseline)
			
			<u>Intermediate Outcomes</u>
			-Percent of students who are not proficient in reading who receive targeted interventions and support
			-SBA data
			-iReady Diagnostic data (Winter & Spring benchmarks)
			-Tier 3 pullout data for progress monitoring
			-PLC+/Data Teams progress monitoring
				☑ WSF, $
				☑ Title I, $
				☐ Title II, $
				☐ Title III, $
				☐ Title IV-A, $
				☐ Title IV-B, $
				☐ IDEA, $
				☐ Homeless, $
				☐ Grant:___, $
				☑ Other: Federal Summer Funding

Mathematics Proficiency 1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient. (SW 6)	1C,D, 2A,B,D 68% of students are currently proficient on Math SBA, 61% proficiency on iReady diagnostic. 24% achievement gap between high needs and non-high needs populations. GOAL: iReady diagnostic and SBA proficiency rates will increase by 3% to achieve the 2029 state target of 76.85%.	Strengthen Tier 1 Math instruction by solidifying implementation of Ready Classroom Math curriculum and Building Thinking Classroom practices. - PD on curriculum and instructional strategies - Vertical Articulation on targeted areas of need (ie-geometry) (Curriculum & Instruction Committee Leads) Provide targeted support to increase Math proficiency for identified subgroups and students well below proficiency. - Utilize paraprofessionals, parents, and technology to provide additional support for identified needs - Maintain a dedicated MTSS block to provide targeted interventions, outside of core instruction - Provide summer programming as a remedial intervention to address student needs (Curriculum Coordinator, MTSS Committee Leads, & Vice Principal)	<u>**Initial Outcomes**</u> -iReady Diagnostic data (Fall baseline) -4th grade SBA math data (baseline) -Percent of 5th graders demonstrating grade-level proficiency in math entering the school year (baseline) <u>**Intermediate Outcomes**</u> -Percent of students who are not proficient in math who receive targeted interventions and support -SBA data -iReady Diagnostic data (Winter & Spring benchmarks) -Tier 3 pullout data for progress monitoring -Ready Classroom Math unit tests & comprehension checks	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other: Federal Summer Funding

| 1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. (SW 6) | 1A,B,C,D, 2A,B,C,D, 3A,B,C,D SPED, EL, and Low SES populations demonstrate low proficiency on ELA & Math SBA (percent proficiency currently decreasing) and continue to have low attendance rates, correlating with low student engagement.

GOAL: SPED, EL, and Low SES populations will see a 5% increase in SBA and iReady data, as well as a 3% increase in daily attendance. | Refine systems of student support to provide timely, targeted interventions for all areas of whole child development (academic, behavior, social/emotional, physical, attendance)
● Refine communication systems between faculty and student support team/support staff
● Work with MTSS committee to strengthen all Tiers of support
(Student Support Team - SSC, Counselor, VP, Principal)

Strengthen implementation of Building Thinking Classrooms strategies to increase collaborative learning opportunities and support academic growth across all populations
● Provide targeted PD
● Learning Walks
(Instruction Committee Leads)

Research and implement a selection process to identify a schoolwide science curriculum to pilot in SY 2026-2027
(Curriculum Committee Leads)

Strengthen implementation of PLC+ strategies and mindsets to increase effective collaboration amongst faculty/staff, allowing for more targeted, timely interventions (such as providing PD and dedicated learning opportunities for staff)
(Systems Committee Leads) | **Initial Outcomes**
-iReady Diagnostic data (Fall baseline)
-ELA & Math SBA proficiency from prior year (including subgroup proficiency)
-Student Profile/Class List information
-Percent of grade levels implementing PLC+ strategies
-Percent of teachers implementing BTC strategies

Intermediate Outcomes
-iReady Diagnostic data (Winter & Spring benchmarks)
-ELA & Math SBA and HSA Science proficiency (including subgroup proficiency
-Referral/Student Support Team data
-Learning Walks & Walkthrough data
-Teacher perceptual data
-Percent increase in grade levels implementing PLC+ strategies
-Growth in BTC understanding and implementation | ☑ WSF, $
☐ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☑ IDEA, $
☐ Homeless, $
☐ Grant:___, $
☐ Other:___, $ |

| 1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school. (SW 6) | 2B Panorama SEL data for incoming Kindergarteners hit a low point in Fall 2023, with minimal growth in Fall 2024. The amount of students "rarely" demonstrating the GLOs in Q1 through the years is increasing. | Refine systems of communication, including ensuring effective transitions for all grade levels:
• Ensure receiving teacher is knowledgeable and prepared to continue supporting their new student cohort
(Systems Committee Leads)

Hold transition meetings for all SPED students between PreK-Kindergarten and 5th-6th grade
(Student Services Coordinator, PreK SPED Teacher, and 5th Grade SPED Teacher) | **Initial Outcomes**
-Percent participation in Kindergarten orientation
-Kinder Start data
-Transition meeting minutes
-Student profile spreadsheet

Intermediate Outcomes
-iReady Diagnostic data
-Kindergarten Inventory of Skills
-Kindergarten Entry Assessment data
-Panorama SEL data | ☐ WSF, $
☐ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☑ IDEA, $
☐ Homeless, $
☐ Grant:___, $
☐ Other:___, $ |

| 1.1.6. All students will receive support through a multi-tiered system for academics, behavior, social emotional and physical health. (SW 6) | 1A,B,C,D, 2A,B,C,D 3A,B,C,D ELA: 68% of students are currently proficient on ELA SBA, 66% proficiency on iReady diagnostic. Math: 68% of students are currently proficient on Math SBA, 61% proficiency on iReady diagnostic. GOAL: 4% increase in ELA and 3% increase in Math SBA proficiency & 5% increase in Reading & Math iReady Winter & Spring scores from SY 24-25.

Panorama SEL data for K-2 hit a lowpoint in Fall 2023 with minimal growth in Fall 2024 while SEL data for 3-5 hit a lowpoint in Fall 2024. GOAL: 5% increase in positive responses for SEL across all categories | Utilize the MTSS Blueprint & HMTSS Assessment Tool to ensure adequate support and services are in place and effective for all tiers and across all areas (academic, behavior, social/emotional, physical). (MTSS & PBIS Committee Leads)

Refine systems of student support to provide timely, targeted interventions for all areas of whole child development (academic, behavior, social/emotional, physical, attendance)
● Refine communication systems between faculty and student support team/support staff
● Work with MTSS committee to strengthen all Tiers of support
(Student Support Team - SSC, Counselor, VP, Principal) | **Initial Outcomes**
-Schoolwide MTSS Assessment Tool & Blueprint Implementation data
-Percent of students receiving tiered interventions and supports
-Referral/Student Support Team data

Intermediate Outcomes
-Student & Teacher perception data (SQS & Panorama)
-iReady diagnostic data
-SBA data
-Panorama SEL data
-Chapter 19 incident and repeat offender data | ☑ WSF, $
☐ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ Homeless, $
☐ Grant:___, $
☐ Other:___, $ |

	★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.			
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?"* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and* Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress (Initial & Intermediate Outcomes)** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
1.2.1. All students desire to and attend school regularly.	3A,C 33% of students are chronically absent. GOAL: Decrease percent of chronically absent students (33% > 28%) The current average attendance rate is 93% (state target: 95%) GOAL: Increase attendance rate to state target (93% > 95%)	Refine attendance monitoring process to streamline student support and provide timely, effective interventions ● Clearly outline and implement all tiered attendance interventions ● Refine Student Support Team practices to ensure timely interventions (Student Support Team - SSC, Counselor, VP, Principal) Utilize ClassDojo and other forms of communication to partner with families to address attendance concerns, ensuring that students are in school and receive daily instruction. (Vice Principal) Strengthen school branding and positive perceptions, increasing pride in our Lincoln School and community ● Implement strategies/plans to highlight positive school culture on Class Dojo ● Analyze current practices and find ways to increase student, staff, and community perception (FEC Committee Leads)	**Initial Outcomes** -Annual Attendance rate trends -Annual Chronic absenteeism rate trends **Intermediate Outcomes** -Percent of students attending 90% or more days of instruction -Excused/Unexcused absence data -Chronic absenteeism rates -Student participation in after school programs and extracurriculars (including monitoring subgroups)	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

| 1.2.2. All students demonstrate positive behaviors at school. | 2A,B, 3A,B,C,D The number of suspensions has been increasing and physical contact remains the highest occurring Class D offense.

Positive perceptions around classroom climate have been decreasing. GOAL: Increase classroom climate positive perceptions (72% > 77%) | Develop and rollout a schoolwide, vertically aligned GLO matrix that can be applied in all settings:
● Classrooms
● Recess
● Cafeteria
● Drop off/Pick up
● Field Trips
(PBIS Committee Leads)

Implement a schoolwide reward system (Kōlea Kālā, schoolwide store) to teach and incentivize positive behaviors
(PBIS Committee Leads & Student Council Advisor)

Strengthen Tier 1 social/emotional instruction by solidifying integration of Second Step curriculum (ie - PD, learning walks).
(PBIS Committee Leads)

Implement GLO Reward days to highlight and incentivize positive behaviors
(Principal) | **Initial Outcomes**
-Student profile data
-Annual Chapter 19 offenses trends
-Panorama SEL data (Fall baseline)

Intermediate Outcomes
-Teacher perception & implementation data
-Chapter 19 incident data
-Panorama SEL data (Winter & Spring benchmarks)
-Student & Parent perception data (SQS & Panorama)
-Percent participation in GLO reward days
-Student participation in the school store | ☑ WSF, $
☐ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ Homeless, $
☐ Grant:___, $
☑ Other: SAF |

1.2.3. All students experience a Nā Hopena Aʻo environment for learning.	3A Positive perceptions around classroom climate have been decreasing. GOAL: Increase classroom climate positive perceptions (72% > 77%) Positive perceptions around school belonging have been decreasing. GOAL: Increase school belonging positive perceptions (71% > 76%)	Analyze and strengthen implementation of Nā Hopena Aʻo ● Analyze current practices in alignment with the 6 components of HĀ ● Identify areas of need/challenge ● Implement schoolwide practices/strategies to ensure comprehensive implementation of Nā Hopena Aʻo (Instruction Committee Leads)	**Initial Outcomes** -Panorama SEL data (Fall baseline) -HĀ implementation data **Intermediate Outcomes** -Student, Teacher, and Parent perception data (SQS & Panorama) -Increase in HĀ implementation & practices data	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

★ GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.				
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?"* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and** Name of Accountable Lead(s)* *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress (Initial & Intermediate Outcomes)** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.	All students will have the opportunity to learn about possible careers in their field of interest. 74% of students understand the value of school. GOAL: Increase in student valuing of school (74% > 79%)	Continue prioritizing a schoolwide career day, in conjunction with Read Across America. (Principal) Refine current practices to include professions from all CTE pathways in all career-focused events. (Principal) Continue to build and strengthen relationships with community partners to provide opportunities for our students (ie - Kula no na Po'e, Na Leo o Papakōlea, Honolulu Theater for Youth) (Principal)	**Initial Outcomes** -Panorama SEL data (Fall baseline) -Annual student & teacher perception data (SQS & Panorama) **Intermediate Outcomes** -Student & Teacher Perception data (SQS & Panorama) -Percent participation in career day/career fairs -CTE pathway representation data	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ Homeless, $ ☐ Grant:___, $ ☑ Other: SAF

Priority 2
High-Quality Educator Workforce In All Schools

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

Desired Outcome *"What do we plan to accomplish?"*	Root/ Contributing Cause *"Why are we doing this?"* Reference the Identified School Needs section.	Enabling Activities *"How will we achieve the desired outcome?"* *and* Name of Accountable Lead(s) *"Who is responsible to oversee and monitor implementation and progress?"*	Monitoring of Progress *"How will we know progress is being made?"*	Anticipated Source of Funds *"What funding source(s) should be utilized?"* Estimate the additional amount needed to execute the enabling activity.
2.1.1 All **teacher** positions are filled with qualified hires that include SIQ hours and/or TESOL certification by 26-27 SY.	1B,D 74% of teachers have received SIQ hours and/or TESOL certification. By the end of the 25-26 SY, 85% of teachers will receive SIQ or TESOL certification.	Opportunities are provided for teachers to attend EL PD that supports SIQ hours and TESOL certification ● State/District EL course offerings ● University courses (EL Coordinator and Principal)	**Initial Outcomes** -Percent of teachers with SIQ and/or TESOL certification **Intermediate Outcomes** -Teacher progress towards SIQ (credits, hours, etc) -Teacher participation in SIQ-related PD	☑ WSF, $ ☐ Title I, $ ☑ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $
2.1.2 All **teachers** are effective or receive the necessary support to become effective.	Positive staff perceptions around well-being and satisfaction remain in the high 80th percentile.	Provide professional development in alignment with the school's priorities, including but not limited to: ● ELA & Math curriculum (including vertical articulation) ● Building Thinking Classrooms	**Initial Outcomes** -Annual Teacher Perception Data (SQS) -iReady & SBA data trends	☑ WSF, $ ☑ Title I, $ ☑ Title II, $ ☐ Title III, $ ☐ Title IV-A, $

	GOAL: Increase staff perception to 90th percentile Positive student perceptions around pedagogical effectiveness and classroom engagement have been decreasing. GOAL: 5% increase in positive student perceptions on the Panorama survey	• PLC+ • Second Step • EL strategies • Heggerty • HĀ • NGSS/Computer Science • Literacy Coaching (Principal)	-Panorama SEL data trends -Percent participation in PD opportunities **Intermediate Outcomes** -Teacher perception & implementation data -Student perception data -SBA & iReady data -EES implementation data -Walkthrough data -SEL Panorama data -Staff feedback	☐ Title IV-B, $ ☐ IDEA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $
2.2.2 All schools' **support staff** are effective or receive the necessary support to become effective.	Positive staff perceptions around well-being and satisfaction remain in the high 80th percentile. GOAL: Increase staff perception to 90th percentile	Provide professional development in alignment with the school's priorities, including but not limited to: • Onboarding Training • OSY sessions • Roosevelt Complex PC Day • EA Institute • QBS Training (Principal)	**Initial Outcomes** -Annual Staff Perception data (SQS) -Percent participation in PD opportunities **Intermediate Outcomes** -Staff perception data (SQS) -QBS certification data -Staff feedback	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

Priority 3
Effective and Efficient Operations At All Levels

★ **GOAL 3.3** Families and staff are informed of and engaged in planning and decision-making processes.				
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this? Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* **and Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?" Estimate the additional amount needed to execute the enabling activity.*
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.	All SCC positions are currently filled, though not all stakeholders have the ability to share their voice with their designated representative. GOAL: Ensure all voices are heard and that meetings are collaborative	Refine systems of communication, including ensuring the success of SCC: ● Train SCC members ● SCC to ensure purpose & vision of the council are understood by all staff ● SCC participate in the development and implementation of the Academic and Financial Plans ● Develop system of communication from each role group to designated representative (Systems Committee Leads) Continue to ensure the SCC has full membership and that meetings occur monthly (Principal)	**Initial Outcomes** -Annual parent and staff perception trends (SQS) -Training materials and documentation of roles, responsibilities, procedures, etc. **Intermediate Outcomes** -Positive perceptions on SCC self assessment -Parent & Staff perception data (SQS) -SCC Minutes	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

	★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.				
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and* Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*	

3.3.2
All families are engaged in school events/activities and have regular two way communication.
	Parent perception around engagement has been steadily increasing.
	GOAL: Continue this upward trajectory
	
	95% of families are connected via Class Dojo
	GOAL: Increase family connection via Class Dojo (95% > 100%)
		Continue to plan and implement regular family engagement activities/events
		   ● Increase opportunities for families to provide feedback at all family engagement events and activities
		   ● Build a sense of belonging amongst families at every family event
		   ● Increase parent understanding of how they can support their child's educational goals
		(FEC Committee Leads & PCNC)
		
		Utilize Class Dojo to increase communication between families and the school.
		(FEC Committee Leads & Office Clerk)
		
		Implement an open house/showcase to display student work and celebrate student learning
		(FEC Committee Leads)
			Initial Outcomes
			-Parent perception data trends (SQS)
			-Percent participation trends
			-Parent feedback
			-ClassDojo usage/ view data
			
			Intermediate Outcomes
			-Parent surveys & feedback
			-Parent perception data (SQS)
			-Family activity and events attendance rates
				☑ WSF, $
				☑ Title I, $
				☐ Title II, $
				☐ Title III, $
				☐ Title IV-A, $
				☐ Title IV-B, $
				☐ IDEA, $
				☐ Homeless, $
				☐ Grant:___, $
				☑ Other: SAF	

APPENDIX A: SCHOOL BELL SCHEDULE

Pursuant to [Hawaii Revised Statutes Section (HRS) 302A-251](#), as well as the current Hawaii State Teachers Association collective bargaining agreement, all Hawaii public schools must establish school schedules (including teacher work year, teacher schedule, and bell schedules) that meet student instructional hours and school year requirements. **However, in certain circumstances, a preferred bell schedule may not comply with existing regulations and will therefore require a School Community Council (SCC) waiver, effective for up to one school year.**

This section showcases Lincoln 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 <u>hours per year</u> *(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)*	1,080
Did your school submit a SCC Waiver Request Form? Please explain.	No, the SCC Waiver Request was not necessary as our selected bell schedule complies with all bargaining unit contracts and student instructional requirements.
Bell Schedule: [SY 2025-2026 Daily School Schedule](#)	