NĀ HOPENA A'O

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

Ma'ema'e 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 Lenn Uyeda	
Lenn Uyeda	April 15, 2025

Approved by Complex Area Superintendent Linell Dilwith	
α. Dilwith	April 15, 2025

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

<table>
<tr><td colspan="5" style="background-color:#1a3668;color:white">VIABLE QUALITY CURRICULUM</td></tr>
</table>

This section highlights the comprehensive instructional programs and supplementary instructional materials used by each core subject area.

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

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
Kindergarten	'23 Wonders ⌄	Eureka Math ⌄	Mystery Science	Teacher created
1st Grade	'23 Wonders ⌄	Eureka Math ⌄	Mystery Science	Teacher created
2nd Grade	'23 Wonders ⌄	Eureka Math ⌄	Mystery Science	Teacher created
3rd Grade	'23 Wonders ⌄	Eureka Math ⌄	Mystery Science	Teacher created
4th Grade	'23 Wonders ⌄	Eureka Math ⌄	Mystery Science	Teacher created
5th Grade	'23 Wonders ⌄	Eureka Math ⌄	Mystery Science	Teacher created

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

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	KEA ▾ and i-Ready	I-Ready ▾
1st Grade	I-Ready ▾	I-Ready ▾
2nd Grade	I-Ready ▾	I-Ready ▾
3rd Grade	I-Ready ▾	I-Ready ▾
4th Grade	I-Ready ▾	I-Ready ▾
5th Grade	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)](#)
☐ Other current assessment/self-study report:
☑ [Current Western Association of Schools and Colleges (WASC) report](#)

Year of Last Visit: 2023	Year of Next Action: [2026](#)	Year of Next Self-Study: 2029
Type of Last Visit: Self Study	Type of Next Action: Mid-Cycle Report	

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 Math for our High Needs Students **Root/Contributing Cause:** 1A Our Low SES population 23.5% (2023-2024) and 24.1% (2024-2025) showed an 8.9% decrease in SBA Math in 2023-2024. Teachers lack a consistent implementation of differentiated strategies to support these students. 1B Our ELL students showed decreases in the past three years on SBA Math (68.7%, > 41.6% > 33.3%) due to teachers' lack of utilizing manipulatives, differentiated lessons and our implementation of West Ed strategies. 1C West Ed strategies to support all students need to be implemented with more consistency.
2	**Student Need:** Increase student proficiency rates in Language Arts (Oral Communications). **Root/Contributing Cause:** 2A Inconsistent implementing West Ed instructional strategies and support. 2B Limited opportunities for students in speaking and listening to build stronger oracy skills.
3	**Student Need:** Improvement in students Emotion Regulation and Growth Mindset. **Root/Contributing Cause:** 3A Teachers are unaware of their students' needs in regards to how they view their instruction in the Panorama Survey Results.

	In order to address student subgroup(s) achievement gaps, please list the <u>targeted subgroup(s)</u> and their <u>identified need(s)</u>. Enabling activities should address identified subgroup(s) and their needs.
1	**Targeted Subgroup:** English Learners **Identified Student Need(s):** Increase student exits via ACCESS testing and continue to increase student proficiency rates on state assessments
2	**Targeted Subgroup:** Low SES **Identified Student Need(s):** Increase student achievement in Math for our High Needs Students
3	**Targeted Subgroup:** Special Education **Identified Student Need(s):** Increase student achievement in Math for our High Needs Students

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.	100% of incoming Kindergarteners are assessed using the KEA. -45% of kindergarteners who were assessed demonstrated kindergarten readiness. -55% of kindergarten students assessed were not ready and will receive additional personalized support. *(LEI Kulia)*	Consistent standards-based instruction and implementation of OG will be provided for all students. *(Principal)* Tier 2 instruction provided for students identified as needing support to develop foundational skills for learning. ● Small group instruction ● DIfferentiated materials ● Weekly student support *(Classroom Teachers, Curriculum Coordinator)*	**Initial Outcomes:** Students will show improvement in their i-Ready Diagnostic results and Weekly/Quarterly Assessments. Teachers will analyze results and plan for weekly interventions and support. **Intermediate Outcome:** Teachers will analyze their student work and the effectiveness of their interventions and plan for alternate differentiated strategies.	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

Reading Proficiency 1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently <u>receive necessary and timely support</u> to become proficient.	*Our Key Performance Indicator for 2023 Language Arts proficiency is at 77.05%. We are 5.02% from our targeted percentage. We will work toward increasing our percentage annually by 0.84% which will help us reach our 2029 quintile target of 82.07%.* ***Root Cause 2A*** ***Root Cause 2B*** 100% of K-5 students are assessed using i-Ready. This year's Fall Reading Diagnostic results for K-5 were 52% proficient, 39% were approaching proficiency. The Winter Reading Diagnostic results for K-5 were 71% proficient and 23% approaching proficiency. 70% of students will reach their typical growth on i-Ready screeners over the course of the school year. (*i-Ready*)	Strengthen Tier 1 instruction in all ELA classrooms by following and using the approved viable curriculum. (*Principal, Curriculum Coordinator*) EL strategies will be implemented in all classrooms. (*Classroom Teachers*)	**Initial Outcomes:** - Students will show improvement in their i-Ready Diagnostic results and Weekly/Quarterly Assessments. - Teachers will use common grade level slideshow embedded with EL instructional strategies to use with all students. - Teachers will utilize the data team process to analyze results and plan for weekly interventions and support. **Intermediate Outcome:** - Teachers will analyze their student work and the effectiveness of their interventions and plan for alternate differentiated strategies as needed.	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

Mathematics Proficiency				
Mathematics Proficiency 1.1.3. All students are proficient in mathematics by the end of 5th grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient.	*Our Key Performance Indicator for 2023 Math proficiency is at 79.55%. We are above our targeted percentage by 2.70%. We will still work toward increasing our percentage annually which will help us reach our 2029 quintile target of 86.90%.* ***Root Cause 1A*** ***Root Cause 1B*** ***Root Cause 1C*** ***Root Cause 2A*** ***Root Cause 2B*** 100% of K-5 students are assessed using i-Ready. This year's Fall Math Diagnostic results for K-5 were 34% proficient, 56% are approaching proficiency. The Winter Math Diagnostic results for K-5 were 60% proficient and 37% approaching proficiency. 70% of students will reach their typical growth on i-Ready screeners over the course of the school year. (*i-Ready*)	Strengthen Tier 1 instruction in all Math classrooms by following and using the approved viable curriculum. (*Principal, Curriculum Coordinator*) All teachers infuse problem solving in the curriculum daily and use the Concrete-Pictorial-Abstract (CPA) process to make Math more meaningful. Accountable Talk strategies are implemented to increase the rigor in our instruction (Depth of Knowledge, [DOK]). EL strategies will be implemented in all classrooms. (*Classroom Teachers*)	**Initial Outcomes:** - Students will show improvement in their i-Ready Diagnostic results and Weekly/Quarterly Assessments. - Teachers will utilize the data team process to analyze results and plan for weekly interventions and support. - Teachers will use common grade level slideshow embedded with EL instructional strategies to use with all students. **Intermediate Outcome:** - Teachers will analyze their student work and the effectiveness of their interventions and plan for alternate differentiated strategies as needed.	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. *Required for all schools.*	*Our Key Performance Indicator for 2023 Science proficiency is at 80.21%. We are above our targeted percentage by 3.80%. We will still work toward increasing our percentage annually which will help us reach our 2029 quintile target of 88.01%.* ***Root Cause 1A*** ***Root Cause 1B*** ***Root Cause 1C*** ***Root Cause 2A*** ***Root Cause 2B*** ***Root Cause 3A*** 100% of K-5 students are assessed using i-Ready. This year's Fall Reading Diagnostic results for K-5 were 52% proficient, 39% are approaching proficiency. The Winter Reading Diagnostic results for K-5 were 71% proficient and 23% approaching proficiency. 100% of K-5 students are assessed using i-Ready. This year's Fall Math Diagnostic results for K-5 were 34% proficient, 56% are approaching proficiency. The Winter Math Diagnostic results for K-5 were 60% proficient and 37% approaching proficiency.	Teachers consider all types of learners when planning lessons. Implemented EL strategies benefit all students. i-Ready progress monitoring is assigned for targeted students and data is used to plan for support. Teachers provide differentiated support throughout the week in class and during weekly student support periods. All teachers continue to implement the Wonders Reading Program and EngageNY Math Curriculum. Teachers continue to utilize i-Ready as a universal screener to monitor student progress. Students complete differentiated lessons throughout the year based on i-Ready and classroom assessments. *(Principal, Classroom Teachers, EL Coordinator, Counselors)*	**Initial Outcomes:** - Students will show improvement in their i-Ready Diagnostic results and Weekly/Quarterly Assessments. - Teachers will utilize the data team process to analyze results and plan for weekly interventions and support. - Teachers will use common grade level slideshows embedded with EL instructional strategies to use with all students. - Review and reflect on ILT walkthrough data **Intermediate Outcome:** - Teachers will analyze their student work and the effectiveness of their interventions and plan for alternate differentiated strategies as needed.	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

	70% of students will reach their typical growth on i-Ready screeners over the course of the school year.			
1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school. *Required for all schools.*	***Root Cause 3A*** The three highest reasons for students enrolling at our school were transferring from another Hawaii school, private school or from another country. (*LEI Kulia*) Addressing student social-emotional needs through intentional lessons and activities will help increase percentages on the Panorama SEL student survey categories like Emotion Regulation and Sense of Belonging.	PSAP assists K-3 students, as needed, anytime the need arises. The office staff notifies key school personnel whenever there is an incoming student. The classroom teacher is able to prepare for the new student and counselors make sure to greet the student and parent(s) on their first day at our school. Communication with families and support is ongoing throughout the school year. Our incoming kindergarteners and parents have an orientation specifically for them and the students are slowly transitioned into the school routine with a staggered schedule as well as assistance with the 5th graders walking them to class from the drop off area. Fifth grade teachers plan an annual field trip to assist their students with the transition to middle school. *(Classroom Teachers, Counselors, Office Staff)*	**Initial Outcomes:** - New students will smoothly transition to the school routines. - Communication with families is ongoing to ensure smooth transitions for each student. - Teachers will use the Student Concerns Google form to report any concerns to the grade level counselor. - Teachers will collaborate with appropriate grade level counselors as needed for interventions and support. - Review LEI Kulia Attendance, Behavior and Intervention data - Our counselors work with the middle school counselors to prepare and ensure students transition well. **Intermediate Outcome:** - Counselors provide additional support such as one on one counseling or lunch groups for any students with common issues such as divorced parents. - Interview students to determine effectiveness of the counseling groups. - Decrease in the number of referrals and incidents in LEI Kulia database	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

1.1.6. All students will have target appropriate interventions and/or supports for students who experience academic, behavioral, social, emotional, and physical health challenges, as well as for students who have demonstrated mastery of the concepts and skills being taught. (HMTSS)	53% of kindergarten students assessed with KEA were not ready and will receive additional personalized support. (*LEI Kulia*) Lack of preschool and formal instruction may be a contributing factor. 14% of K-5 students are approaching or below proficiency on EOY i-Ready reading diagnostic. 19% of K-5 students are approaching or below proficiency on EOY i-Ready math diagnostic. (*i-Ready*) ***Root Cause 1A*** ***Root Cause 1B*** ***Root Cause 1C*** ***Root Cause 2A*** ***Root Cause 2B***	All students need and receive support yearlong throughout the school day and afterschool. Systems are in place and are utilized to provide the needed support for all students. We have K-5 inclusion classrooms for our IDEA students. PSAP referrals can be made year round as student needs arise. Counselors are readily available to support students with their individual matters. *(Classroom Teachers, Counselors, SSC)*	**Initial Outcomes:** - Teachers will use the Student Concerns Google form to report any concerns to the grade level counselor. - Teachers will collaborate with appropriate grade level counselors as needed for interventions and support. - Review LEI Kulia Attendance, Behavior and Intervention data **Intermediate Outcome:** - Continue to refine our HMTSS to meet the needs of our students and reflect on its effectiveness. - Involve teachers in reflecting on HMTSS implementation at our school through data analysis for continuous school improvement.	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ 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. *Required for all schools.*	Although our attendance is 94.7% for this school year, 9.43% of students are chronically absent. We will work to decrease chronic absenteeism by 1% by the end of the 25-26 SY.	Teachers will have welcoming, inclusive classrooms which students will feel comfortable in and part of the school community. As needed, school level personnel and counselors will be consistently contacting families to encourage students to be in school. Counselors will also conduct home visits as needed to encourage students to come to school. *(Classroom Teachers, Counselors, Admin)*	**Initial Outcomes:** - Teachers will use the Student Concerns Google form to document student absences with counselor follow up. **Intermediate Outcome:** - Kulia and Infinite Campus data will show an increase in daily attendance and a decrease in absenteeism. - Panorama SEL data will show in increase in percentages for the Student Classroom, School and Student SEL survey results	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

			Initial Outcomes:	
1.2.2. All students demonstrate positive behaviors at school. *Required for all schools.*		We will continue to promote our Ohana values, General Learner Outcomes (GLO) and implement our Social Emotional Learning Program, *Choose Love*. We will continue to support students when academic and/or behavioral concerns arise with counseling, our afterschool tutoring, and Student Support periods. We will continue to implement our SEL program, *Choose Love,* to help students understand their emotions, set personal goals, and to promote the development of positive relationships. *(Classroom Teachers, Counselors, Admin)*	**Initial Outcomes:** - Students redeeming Ohana Chips will increase - Increase in Citizenship and Ho'omau Awards **Intermediate Outcome:** - Reported incidences on LEI Kulia remain low to none	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $
1.2.3. All students experience a Nā Hopena A'o environment for learning. *Required for all schools.*		Teachers create an inclusive, accepting classroom in which students are able to safely take risks. High expectations for all students are maintained and reinforced. Students feel supported and an integral part of the classroom community. *(Classroom Teachers, Counselors)*	**Initial Outcomes:** - ILT Walkthrough data reveals positive classroom environments with engaged students - Students redeeming Ohana Chips will increase **Intermediate Outcome:** - GLO data will show more Consistent/ Usually ratings - SQS data will show more positive ratings - Panorama survey percentages will increase	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

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

Desired Outcome *"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. *Required for all schools.*		Opportunities in career, community, and civic engagement will be provided for students through: ● Posters of Parent Occupations (share out) ● Career Day with parent presenters ● Junior Achievement presenters ● Market Day (Students create and sell products) ● Letter writing to Kupuna at different times of the year (Thanksgiving, Christmas, Valentine's Day) ● School community activities such as Reading Buddies across grade levels ● Schoolwide Food Drive ● Target field trip for less fortunate community members ● Laulima giving assembly ● JPOs help keep our school community safe ● Dolphin Discovery Zone has students create, market and sell their products to fellow students ● GLEE performance group entertains our school community at assemblies and Family Night *(Classroom Teachers, Activity Advisors, Support Staff)*	**Initial Outcomes:** - Students share posters of their parent's occupation laying the foundation of their understanding of what a career is - Students are able to listen to different speakers on Career Day expanding their knowledge of various careers - Positive feedback from the recipients for Letters to Kupuna - Student partners benefit from working together during Reading Buddies - Large donations of toys and toiletries during Laulima Assembly **Intermediate Outcome:** - Our school and community benefits from established partnerships and continues with our community outreach activities. (e.g. Reading Buddies, Laulima Assembly)	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

Priority 2
High-Quality Educator Workforce In All Schools

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

Desired Outcome *"What do we plan to accomplish?"*	Root/ Contributing Cause *"Why are we doing this?"* *Reference the Identified School Needs section.*	Enabling Activities *"How will we achieve the desired outcome?"* *and* Name of Accountable Lead(s) *"Who is responsible to oversee and monitor implementation and progress?"*	Monitoring of Progress *"How will we know progress is being made?"*	Anticipated Source of Funds *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
2.1.1 All **teacher** positions are filled with qualified hires that include SIQ hours and/or TESOL certification by 26-27 SY		Opportunities are available for teachers to attend EL PD that supports SIQ hours. ● Building the Base (FALL 2023) ● State/District EL course offerings ● University courses *(Principal, EL Coordinator)*	**Initial Outcomes:** - TESOL/ SIQ documentation - University transcripts **Intermediate Outcome:** - With TESOL certification/SIQ hours fulfilled, teachers will be better equipped to support all students resulting in an increase in student achievement.	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $
2.1.2 All **teachers** are effective or receive the necessary support to become effective.	After completing a belief survey during a faculty meeting, it	All teachers will be provided with the support necessary to become effective. ● EL PD	**Initial Outcomes:** - Reflection on ILT Walkthrough data	☑ WSF, $ ☐ Title I, $ ☐ Title II, $

	became apparent that our faculty is on the younger side, half of our teachers have 9 years or less of teaching experience.	• Prime Math PD - collaborative coaching • Singapore Math training • Feedback from regular walkthroughs • Individual supports targeting individual needs (*Principal, School Level mentors*)	- School level mentor Kiano documentation - Data analysis recorded in Articulation minutes **Intermediate Outcome:** - Increase in i-Ready diagnostic and SBA ELA/math scores and overall academics. - All teachers on cycle will receive an effective or highly effective rating.	☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $
2.2.2 All schools' **support staff** are effective or receive the necessary support to become effective.	In order for the school to continue to run smoothly, staff meetings are held weekly.	Weekly Staff Meetings are held with various role groups represented for Certificated and Classified staff (Admin, Office, Cafeteria, Custodians, Counselors, Technology, SAC, Curriculum Coordinator). Plans for support are discussed and implemented. (*Principal, Support Staff*)	**Initial Outcomes:** - Staff Meeting minutes **Intermediate Outcome:** - The school continues to function efficiently and effectively.	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

Priority 3
Effective and Efficient Operations At All Levels

★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.				
Desired Outcome *"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. *Required for all schools.*		SCC Meetings are held monthly with all role groups represented. Principal and SCC chairperson work together throughout the school year to ensure school level plans and issues are shared and addressed. (*Principal, SCC Chairperson*)	**Initial Outcomes:** - SCC Meeting Agendas / Minutes **Intermediate Outcome:** - The school continues to function well in collaboration and with support from the SCC.	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.				
Desired Outcome *"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.	Historically school activities that directly involve parents are well attended and parent feedback is almost always positive.	Our school provides multiple ways to involve parents throughout the school year. From the beginning of the year Open House, Parent Teacher conferencing and PTSA sponsored events to grade level field trips, Art Night, Fitness Day and Family Night. Teachers and parents continue to have open consistent communication through phone calls, email and student planners. (*Principal, Classroom Teachers, Support Staff*)	**Initial Outcomes:** - Parent Teacher Conference schedules - Student Planners - Email - Phone call records - Attendance / participation at school activities **Intermediate Outcome:** - SQS data will show positive increases in all categories for parents. - Student Panorama survey results will show positive increases in all categories.	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

APPENDIX A: SCHOOL BELL SCHEDULE

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

This section showcases Maʻemaʻe 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)*	[1044](#)
Did your school submit a SCC Waiver Request Form? Please explain.	N/A
Bell Schedule: [Maʻemaʻe School](#)	