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

Royal 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 Eleanor Gonsalves	
	03/10/2025

Approved by Complex Area Superintendent Linell Dilwith	
	4/8/25

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 <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
Grades K-5	'23 Wonders ▾	ORIGO Stepping Stones 2.0 ▾	Mystery Science	Studies Weekly
	Select One ▾	Select One ▾		
	Select One ▾	Select One ▾		

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
K-5	IXL	IXL		
K-1	Hegerty Bridge to Reading			
3-5	Lumos Learning	Lumos Learning		
4				Moana Akea Online Resource

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
K-5	I-Ready ▾	I-Ready ▾
	Select One ▾	Select One ▾
	Select One ▾	Select One ▾

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: [Insert text]
☑ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: 2022	Year of Next Action: 2025	Year of Next Self-Study:
Type of Last Visit: Full Self-Study ⌄	Type of Next Action: Mid-Cycle Report & Visit ⌄	2028

Please identify critical student learning needs and the root/contributing cause why these needs have been prioritized.
"What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?"

Please number the student need and root/contributing cause for ease of cross-referencing.

1	**Student Need: Improve Overall ELA and Math Proficiency in All Grade Levels** Students require tiered levels of support to enhance proficiency in **ELA** and **Math** across all grade levels. They need targeted interventions, differentiated instruction, and continuous progress monitoring to address individual strengths and challenges. Additionally, formative assessments aligned with state standards are crucial to measure proficiency accurately and guide student learning toward sustained academic growth. To meet the Key Performance Indicator (KPI) for our 2025-26 academic plan, we aim for the following annual percentage growth: ● **ELA:** Increase proficiency by at least 9% to reach the SBA KPI Quintile Target of 62%. ● **Math:** Increase proficiency by at least 1% to meet the SBA 2029 Quintile Target of 49%. To achieve these goals, it is essential to first strengthen our Tier 1 instruction in both ELA and Math, ensuring that all students receive high-quality, consistent instruction that meets their needs. While interventions are important, they are most effective when the core Tier 1 instruction is solid and well-implemented. Therefore, our primary focus will be on enhancing Tier 1 practices in both subjects, with the understanding that a strong foundation in Tier 1 will support student growth across all proficiency levels. Immediate

Root/Contributing Cause:
Our data shows that while some students meet or exceed expectations in both ELA and Math, performance gaps still exist. These gaps can be traced back to inconsistencies in the implementation of Tier 1 instruction. While interventions are important, they work most effectively when the foundation of Tier 1 instruction is strong. To address these gaps, it's essential to ensure all students receive high-quality, differentiated instruction in both subjects.
Contributing Factors:

1A – Limited Differentiation and Targeted Support
 ELA and Math instruction lack consistent differentiation to meet students' diverse needs. Tier 2 and Tier 3 interventions are inconsistently applied, limiting support for struggling students.
1B – Inconsistent Use of Data to Inform Instruction
 Formative assessments are not consistently used to guide instruction and adjust interventions, limiting timely adjustments to meet student needs.
1C – Variation in Tier 1 Instruction
 Tier 1 instruction in ELA and Math varies in quality and alignment with state standards and HMTSS, resulting in uneven support for students.
1D – Students Need to Take Ownership of Their Learning
Students need more opportunities to take ownership of their learning, as this will empower them to engage more deeply, improve self-regulation, and enhance their motivation and academic progress.

Conclusion:
Strengthening Tier 1 instruction in both ELA and Math will serve as the cornerstone of our efforts to improve overall student achievement. By focusing on differentiation, using data to inform teaching practices, and empowering students to take ownership of their learning, we will create a supportive learning environment that addresses the needs of all students. Once Tier 1 instruction is strengthened, we can implement more effective and targeted interventions to further support student growth. These efforts will help us meet the 2025-26 SBA KPI Quintile Target of 62% proficiency in ELA and 49% proficiency in Math.

2	**Student Need: Improve Overall Science Proficiency in All Grade Levels**
	While students are making progress, the current performance level in science, as measured by the most recent assessments, indicates that we need to strengthen Tier 1 science instruction to ensure more consistent growth across all grade levels. There is a need for deeper, more rigorous instruction that fully engages students in the three-dimensional learning framework outlined by NGSS. This framework encourages students not only to understand scientific content but also to apply their knowledge in authentic, inquiry-based contexts. Strengthening our instruction with a more robust integration of NGSS principles will ensure that students are challenged to engage with science at a deeper level and develop the critical thinking skills necessary for success. To meet the KPI for our 2025-26 academic plan, we aim for the following annual percentage growth: ● **Science:** Increase proficiency by 2.73% to reach the SBA 2025-26 Quintile Target of 43.19%. **Root/Contributing Cause:** **2A: Inconsistent Use of Rigorous and Comprehensive Performance Tasks Aligned with NGSS** ● There is inconsistency in how rigorous and comprehensive performance tasks are implemented by teachers. Performance tasks that require students to demonstrate deep, multi-dimensional understanding of NGSS concepts may not be consistently utilized. Teachers may not always leverage these tasks to challenge students to apply their knowledge in real-world, complex scenarios, limiting opportunities for deeper learning and assessment. **2B: Lack of Emphasis on Exploration and Inquiry-Based Learning** ● Although the curriculum promotes exploration and inquiry, teachers may not be consistently emphasizing or facilitating these opportunities for students. Some teachers may rely too heavily on direct instruction and fail to provide enough time or structure for students to engage in active exploration. As a result, students may not be developing the critical thinking skills necessary for NGSS success. **2C: Variability in the Implementation of NGSS-Aligned Instruction Across Classrooms** ● While the curriculum itself is NGSS-aligned, its implementation can vary significantly between teachers. Some teachers may struggle to fully incorporate NGSS practices, such as integrating science and engineering practices or crosscutting concepts, into their daily lessons. This inconsistency can lead to gaps in student understanding and hinder the full benefits of the NGSS framework. **2D: Limited Integration of Cross-Disciplinary Connections in Science Instruction** ● The curriculum provides the foundation for cross-disciplinary connections, but teachers may not always emphasize or make those connections clear in their instruction. The integration of science, math, and engineering is essential for NGSS, yet some teachers may not be making the explicit connections needed for students to see how science concepts overlap with other disciplines. This limits students' understanding of the relevance and application of science in the real world.

3	**Strengthening HMTSS in Our School Framework** To meet the diverse needs of our students and enhance academic outcomes, it is clear that we must strengthen our Hawaii Multi-Tiered System of Support (HMTSS) framework. While HMTSS is in place, its current implementation lacks the cohesion necessary for success. In the 2024 SBA assessments, 53% of students met or exceeded expectations in ELA (a 3% decrease from last year), while 48% did so in Math (a 3% increase). However, achievement gaps persist, particularly for disadvantaged students, with a 19% gap in ELA and an 18% gap in Math. Proficiency for disadvantaged students is 48.8% inELA and 35.1% in Math. English Learners (EL) show even lower proficiency, with 36% in ELA and 42.3% in Math. Special Education (SpEd) students are particularly at risk, with only 25% proficient in ELA and 0% in Math. Our Winter 2025 Social-Emotional Learning (SEL) survey reveals scores below the Complex and State averages, indicating a need to focus on emotional regulation (48%), growth mindset (44%), perseverance (53%), and self-management (65%). These findings highlight the need for a stronger focus on both academic and social-emotional support to ensure all students succeed. **Root/Contributing Causes:** **3A: Ongoing Support for Consistent Behavior Intervention Strategies** Teachers need continuous support to consistently apply effective behavior interventions across classrooms. Providing targeted guidance and resources will help create a cohesive, school-wide approach, leading to improved student engagement and achievement. **3B: Inconsistent Data Analysis for Academic and Behavioral Interventions** Although academic and behavioral data is collected, there is a lack of consistent analysis and follow-up to guide instructional decisions. Systematic, data-driven practices are needed to identify student needs and make timely adjustments to improve outcomes. **3C: Consistent Implementation and Stakeholder Ownership of the Attendance Program** Although an attendance program exists, all stakeholders must understand and take ownership of supporting regular attendance. Ongoing monitoring and follow-up will ensure consistent student attendance and engagement, improving academic achievement. **3D: Strengthening Family-School Partnerships** While parent participation has increased, ongoing efforts are needed to strengthen communication and collaboration with families. Initiatives like student-led conferences and Pono activities should continue to empower families in supporting student learning and success. **3E: Empowering Students to Take Ownership in Their Learning and Behaviors** To foster independence and motivation, students must take ownership of their learning and behaviors. Empowering students to set goals, monitor progress, and reflect on their actions helps develop self-efficacy, responsibility, and intrinsic motivation, leading to greater academic and personal success. By addressing these challenges and implementing evidence-based practices across all tiers of support, we can create a more solid and effective HMTSS framework, ensuring that all students, especially those most in need, receive the support and resources they deserve to succeed.

	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 SBA ELA - 27% proficient SBA Math - 14% proficient HSA Science - 10% proficient GTT WIDA - 48% on target **Identified Student Need(s):** Increase student exits using ACCESS testing and increase student proficiency rates Identified Student Need(s) for English Learners: 1. English Learners require tiered levels of support, including targeted interventions and differentiated instruction, to improve proficiency in ELA, Math, and Science. 2. Intensive interventions are needed to address significant learning gaps, particularly in ELA (27% proficiency), Math (14% proficiency), and Science (10% proficiency). 3. English Learners need more engaging, student-centered learning approaches that make instruction relevant and accessible to their unique language and learning needs. 4. A targeted focus on language development and literacy skills is required, particularly in areas where English Learners are struggling, such as ELA and Math. 5. English Learners need consistent and tailored support within the three tiers of instruction (general education, targeted interventions, and intensive interventions) to ensure steady academic progress and language development. 6. To support academic achievement, English Learners require targeted strategies for improving their WIDA scores (currently 48% on target) to further their English language proficiency and academic success. 7. A structured and systematic approach to integrate academic language development across subjects like Math and Science is necessary to support overall language acquisition and comprehension for English Learners.
2	**Targeted Subgroup:** Low SES SBA ELA - 48% SBA Math - 35% proficient HSA Science - 24% proficient

Identified Student Need(s):

1. **Targeted Interventions and Tiered Support for Low SES Students**
   Low SES students need targeted interventions and tiered support to improve proficiency in ELA, Math, and Science, where achievement rates are currently 48%, 35%, and 24% respectively.
2. **Intensive Support for Academic Gaps**
   Intensive support is needed to address academic gaps, particularly in Science, where proficiency is at 24%, and to increase overall achievement across all subjects.
3. **Engaging, Student-Centered Learning Strategies**
   There is a need for more engaging, student-centered learning strategies that make content relevant and accessible to Low SES students, fostering increased academic motivation and participation.
4. **Differentiated Approach Across All Tiers of Instruction**
   A differentiated approach to instruction is required within all tiers (general education, targeted interventions, and intensive interventions) to meet the unique learning needs of Low SES students and close achievement gaps.
5. **Focus on Strengthening Foundational Academic Skills**
   More focus on strengthening foundational academic skills in Math and Science is necessary to raise proficiency levels, especially where students are currently underperforming.
6. **Consistent Monitoring and Tailored Support**
   Consistent monitoring and tailored support are needed to ensure Low SES students receive the appropriate level of intervention and guidance to boost academic outcomes and proficiency in core subjects.

3

Targeted Subgroup: SPED
SBA ELA - 25% proficient
SBA Math - 16% proficient
HSA Science -0% proficient

Identified Student Need(s): Increase student proficiency rates

1. **Effective Collaboration Between Special Education and General Education Teachers:** Collaboration between special education and general education teachers will help create an inclusive learning environment where SPED students can access grade-level content while receiving the necessary accommodations and modifications.
2. **More Frequent Progress Monitoring and Tailored Adjustments:** SPED students require more frequent formative assessments and progress monitoring to ensure their learning is on track. Data from these assessments should be used to adjust instructional strategies and interventions as needed, ensuring that instruction is responsive to the student's evolving needs.
3. **Behavioral and Emotional Support Integration:** Given the potential social-emotional needs of many of our SPED students, there is a need for integrated behavioral and emotional support alongside academic instruction. This may include incorporating social skills training, self-regulation strategies, and mental health support to foster a positive learning environment.

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.	1A, 1B, 1C, 1D, 3A, 3B 86% of incoming Kindergarteners assessed using the KEA. 72% identified as needing additional support. <u>2024-25 KEA Results:</u> -Demonstrating readiness: 14% -Approaching Readiness: 38% -Emerging Readiness: 48%	**1.1.1(a): Royal School Kindergarten Summer Program** This program will be offered to all incoming Kindergarten students to ensure they are prepared academically and socially for their transition into Kindergarten. The program will focus on strengthening foundational skills in literacy, math, and social-emotional development through engaging, hands-on activities.(Wendy Luis - Kindergarten GLC) **1.1.1(b):Foundational Skills Instruction** All Kindergarten teachers will implement CCSS-aligned strategies (Orton-Gillingham (OG), Read Well, and Heggerty) to strengthen early literacy and math skills. Teachers will receive ongoing support and coaching to ensure effective implementation and continuous improvement. (A. Hisatake)	*Targeted Goals for Kindergarten Progress:* *100% of Incoming Kindergarteners Assessed Using the KEA* *Assess: Ensure all incoming kindergarten students are assessed using the KEA to assess readiness across academic, behavioral, and social-emotional domains.* *100% of Kindergarten Students Not Ready Will Receive Additional Personalized Support* *Assess: Identify and provide personalized interventions for students who are assessed as not ready for kindergarten, ensuring they receive targeted support to meet foundational academic and behavioral goals.*	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

		1.1.1(c):Tier 2 Instruction & SEL	***100% of Kindergarten Students Will***	
		Tier 2 instruction will target students needing additional support in foundational skills (academic and behavior). This will include:	***Meet Their Growth-to-Target Goals and/or Meet Proficiency for Quarterly Kindergarten Skills Checklist and iReady Diagnostics***	
		- Small group instruction focused on literacy, math, and behavioral skills.	*Assess: Ensure all students meet their growth targets in foundational skills based on the Kindergarten Skills Checklist and iReady diagnostics assessments, with 100% of students making measurable progress toward proficiency.*	
		- Differentiated materials tailored to meet individual learning needs.		
		- Students will also engage in SEL lessons to build self-regulation, positive peer relationships, and a growth mindset.		
		These lessons will support emotional control, cooperation, and resilience. Opportunities for structured activities and positive interactions with peers and adults will help foster strong social connections.	<u>*Initial Outcome:*</u> **Kindergarten Readiness Assessment Completion and Analysis** *Assess*: Ensure 100% completion of the Kindergarten Entry Assessment (KEA) for all incoming students to assess social, emotional, and academic readiness. *Evidence:* KEA assessment reports, identified areas of strength and need, and baseline student data collected within the first few weeks of school.	
		SW6		
		Accountable Leads:	**Panorama SEL Data Collection** *Assess:* Use Panorama data to monitor students' social-emotional learning (SEL) progress, specifically their ability to express emotions. *Evidence:* Panorama SEL survey results, teacher observations, and student self-reflection data.	
		Wendy Luis - Kindergarten GLC		
		April Hisatake - Curriculum Coordinator		
		Eric Malina - Counselor		
			<u>*Intermediate Outcome:*</u> *Assess: Evaluate students' growth in foundational academic skills (e.g., letter-sound knowledge, counting, sentence formation) through mid-year*	

			assessments.	
			Evidence: Mid-year assessment results, student progress in literacy and math, and comparison of pre- and post-assessment data to measure academic growth.	
			Social-Emotional Growth Assessment *Assess:* Track progress in students' social-emotional development by measuring their ability to work cooperatively in small groups and demonstrate self-regulation in the classroom. *Evidence:* Panorama SEL data, teacher observations of group activities, and documented changes in student behavior (e.g., fewer behavior referrals, improved conflict resolution skills).	

Reading Proficiency	1A, 1B, 1C, 1D, 3B, 3E	**1.1.2(a): Effective Tier 1 Instruction**	***Targeted Goals for Reading Proficiency***	☑ WSF, $

Reading Proficiency	1A, 1B, 1C, 1D, 3B, 3E	**1.1.2(a): Effective Tier 1 Instruction**	***Targeted Goals for Reading Proficiency***	☑ WSF, $
1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently <u>receive necessary and timely support</u> to become proficient.	**2023-24 SBA Results:** 52% of third grade students were proficient in SBA-ELA. 19% Achievement Gap between non-high needs and high needs students 36 % of 3rd grade EL students were proficient in SBA-ELA.	Enhance Tier 1 instruction in all ELA classrooms by consistently implementing the approved, viable curriculum, ensuring that all teachers align their instruction to grade-level standards and utilize research-based resources to support student success. (Principal Gonsalves) **1.1.2(b): Ongoing Support for Effective Curriculum Implementation** In-service training, coaching, and follow-up sessions will be provided to ensure educators are effectively utilizing the curriculum to strengthen both Tier 1 and Tier 2 instruction. This support will include strategies and resources tailored to meet the needs of all student subgroups, including special education, English learners, and other diverse learners. (April Hisatake- CC) **1.1.2(c): Professional Development (PD) on Effective Curriculum Implementation and Quality Interactions** Provide professional development sessions focused on effectively using the approved curriculum to strengthen Tier 1 and Tier 2 instruction. The PD will emphasize differentiated instruction, fostering quality teacher-student interactions, and supporting special subgroups such as students with disabilities and English learners. Follow-up coaching will ensure successful implementation, with continuous feedback to improve instruction and provide targeted interventions. (Principal. Gonsalves)	***100% of Students Will Meet Quarterly Typical Growth Goals for iReady Reading Diagnostic*** ***Initial Outcome:*** *Ensure that all students demonstrate progress on the iReady Reading Diagnostic at the start of the year, meeting baseline growth expectations.* ***Intermediate Outcome:*** *Students show measurable progress in foundational reading skills by the end of each quarter, with quarterly typical growth goals met.* ***Evidence:*** *iReady progress reports, quarterly assessments, and student growth data.* ***Students K-5 Will Meet Annual Typical Growth and/or Reach Mid-Grade Level in iReady Reading*** ***Initial Outcome:*** *All students K-5 will establish individualized growth targets based on initial iReady diagnostic results.* ***Intermediate Outcome:*** *Students show consistent progress towards annual growth goals, reaching mid-grade level proficiency by the end of each quarter.* ***Evidence:*** *iReady diagnostic results, progress tracking, and growth-to-target data for all students.* ***By the End of the School Year, Students in Grades 3-5 Will Achieve the KPI Target of 62% Proficiency in the SBA Reading Assessment***	☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

| | | **1.1.2(d): Enhance Tier 2 Instruction for Students Needing Foundational Support** Improve Tier 2 instruction for students identified as needing additional support to develop foundational academic and behavioral skills. This will include:
● Strengthening small group instruction tailored to individual needs Enhancing the use of differentiated materials to better meet diverse learning styles
● Expanding the use of peer groups for collaborative learning and peer support(A. Hisatake, CC)
1.1.2(e): Implement EL Strategies in All Classrooms with a Focus on Quality Interactions Ensure that effective English Learner (EL) strategies are consistently implemented in all classrooms, with a focus on fostering high-quality interactions between teachers and students. This includes:
● Providing scaffolding techniques, such as visual aids, sentence frames, and vocabulary support to enhance comprehension.
● Encouraging interactive language practices, like peer discussions and group work, to promote active language use.
● Building strong teacher-student relationships that create a supportive environment for ELs to feel confident in their learning. Incorporating culturally responsive teaching practices to engage students' backgrounds and experiences.

(H. Nishimura) | *Initial Outcome: Students in grades 3-5 will take baseline SBA assessments and set personalized proficiency targets.*
Intermediate Outcome: Students show significant improvement in reading proficiency as measured by quarterly formative assessments, moving closer to the 62% target by the end of the year.
Evidence: SBA reading results, student proficiency rates, and comparison of pre- and post-assessment data.

The Percentage of English Learners (ELs) Meeting Their GTT for WIDA Will Increase from 48% to 53%

Initial Outcome: Establish current EL student proficiency levels using WIDA assessment data, identifying students who need targeted support.
Intermediate Outcome: EL students make measurable progress toward their individual GTT goals, with a 5% increase by mid-year.
Evidence: WIDA reading assessments, GTT progress reports, and student-level proficiency tracking.

100% of Students Not Meeting GTT Goals in iReady Will Receive Additional Personalized Support

Initial Outcome: Identify students who are not meeting their GTT goals in iReady Reading through diagnostic results at the start of the year. | |

| | | 1.1.2(f): Establish and Strengthen Data Teams

Strengthen data teams to regularly analyze student performance data, identify trends, and make informed decisions about instruction and interventions. Data teams will:
- Collaborate to review student assessments, including formative and summative data, to track progress and identify areas for improvement.
- Use data to develop targeted action plans for individual students and groups, ensuring timely interventions and support.
- Regularly monitor the effectiveness of instructional strategies and adjust based on student outcomes.
- Foster a culture of continuous improvement through ongoing professional dialogue and reflection based on data-driven insights. | *__Intermediate Outcome:__ These students will receive targeted, personalized interventions and show improvement in their iReady Reading growth by mid-year, with adjustments made to support strategies.*
__Evidence:__ Intervention logs, progress tracking, and documentation of individualized reading strategies. | |

		1.1.2 (g): Student Progress Tracking and Quarterly i-Ready Growth Celebrations Students will track their progress in i-Ready, reflecting on their growth throughout the year. To celebrate their achievements, quarterly **i-Ready Growth Celebrations** will be held, recognizing students for meeting their growth targets and fostering a sense of accomplishment and motivation. (A. Hisatake) SW6 Accountable Leads: Principal Gonsalves April Hisatake - Curriculum Coordinator Heather Nishimura - EL Coordinator Leadership Team K-5 Grade Level Chairs		

Mathematics Proficiency				

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.

1A, 1B, 1C, 1D, 3B, 3E

2023-24 SBA Results:
45% of students were proficient in MATH SBA.

18% Achievement Gap between non-high needs and high needs students

14% of EL students were proficient in MATH SBA

1.1.3(a): Effective Tier 1 Instruction
Enhance Tier 1 instruction in all ELA classrooms by consistently implementing the approved, viable curriculum, ensuring that all teachers align their instruction to grade-level standards and utilize research-based resources to support student success. (Principal Gonsalves)

1.1.3(b): Ongoing Support for Effective Curriculum Implementation

In-service training, coaching, and follow-up sessions will be provided to ensure educators are effectively utilizing the curriculum to strengthen both Tier 1 and Tier 2 instruction. This support will include strategies and resources tailored to meet the needs of all student subgroups, including special education, English learners, and other diverse learners. (April Hisatake- CC)

1.1.3(c): Professional Development (PD) on Effective Curriculum Implementation and Quality Interactions

Provide professional development sessions focused on effectively using the approved curriculum to strengthen Tier 1 and Tier 2 instruction. The PD will emphasize differentiated instruction, fostering quality teacher-student interactions, and supporting special subgroups such as students with disabilities and English learners. Follow-up coaching will ensure successful implementation, with continuous feedback to improve instruction and provide targeted interventions. (Principal. Gonsalves)

<u>Targeted Goals for Math Proficiency</u>
100% of Students Will Meet Quarterly Typical Growth Goals for iReady Math Diagnostic

Initial Outcome: *Ensure that all students demonstrate progress on the iReady Math Diagnostic at the start of the year, meeting baseline growth expectations.*
Intermediate Outcome: *Students show measurable progress in foundational math skills by the end of each quarter, with quarterly typical growth goals met.*
Evidence: *iReady progress reports, quarterly assessments, and student growth data.*

Students K-5 Will Meet Annual Typical Growth and/or Reach Mid-Grade Level in iReady Math

Initial Outcome: *All students K-5 will establish individualized growth targets based on initial iReady diagnostic results.*
Intermediate Outcome: *Students show consistent progress toward annual growth goals, reaching mid-grade level proficiency by the end of each quarter.*
Evidence: *iReady diagnostic results, progress tracking, and growth-to-target data for all students.*

☑ WSF, $
☑ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $

		1.1.3(d): Enhance Tier 2 Instruction for Students Needing Foundational Support Improve Tier 2 instruction for students identified as needing additional support to develop foundational academic and behavioral skills. This will include: ● Strengthening small group instruction tailored to individual needs Enhancing the use of differentiated materials to better meet diverse learning styles ● Expanding the use of peer groups for collaborative learning and peer support(A. Hisatake, CC) **1.1.3(e): Implement EL Strategies in All Classrooms with a Focus on Quality Interactions** Ensure that effective English Learner (EL) strategies are consistently implemented in all classrooms, with a focus on fostering high-quality interactions between teachers and students. This includes: ● Providing scaffolding techniques, such as visual aids, sentence frames, and vocabulary support to enhance comprehension. ● Encouraging interactive language practices, like peer discussions and group work, to promote active language use. ● Building strong teacher-student relationships that create a supportive environment for ELs to feel confident in their learning. Incorporating culturally responsive teaching practices to engage students' backgrounds and experiences. (H. Nishimura)	*By the End of the School Year, Students in Grades 3-5 Will Achieve the KPI Target of 49% Proficiency in the SBA Math Assessment* *Initial Outcome: Students in grades 3-5 will take baseline SBA assessments and set personalized proficiency targets.* *Intermediate Outcome: Students show significant improvement in math proficiency as measured by quarterly formative assessments, moving closer to the 49% target by the end of the year.* *Evidence: SBA math results, student proficiency rates, and comparison of pre- and post-assessment data.* *The Percentage of English Learners (ELs) Meeting Their GTT for WIDA Math Will Increase from 48% to 53%* *Initial Outcome: Establish current EL student proficiency levels using WIDA math assessment data, identifying students who need targeted support.* *Intermediate Outcome: EL students make measurable progress toward their individual GTT goals in math, with a 5% increase by mid-year.* *Evidence: WIDA math assessments, GTT progress reports, and student-level proficiency tracking.*	

| | | 1.1.3(f): **Student Progress Tracking and Quarterly i-Ready Growth Celebrations**
● Students will track their progress in i-Ready, reflecting on their growth throughout the year. To celebrate their achievements, quarterly **i-Ready Growth Celebrations** will be held, recognizing students for meeting their growth targets and fostering a sense of accomplishment and motivation. (A. Hisatake)

SW6

Accountable Leads:
Principal Gonsalves
April Hisatake - Curriculum Coordinator
Heather Nishimura - EL Coordinator
Leadership Team
K-5 Grade Level Chairs | *100% of Students Not Meeting GTT Goals in iReady Math Will Receive Additional Personalized Support*

Initial Outcome: Identify students who are not meeting their GTT goals in iReady Math through diagnostic results at the start of the year.
Intermediate Outcome: These students will receive targeted, personalized interventions and show improvement in their iReady Math growth by mid-year, with adjustments made to support strategies.
Evidence: Intervention logs, progress tracking, and documentation of individualized math strategies. | |

1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. *Required for all schools.*	1A, 1B, 1C, 1D, 3B, 3E **2023-24 SBA Results** **Mathematics Proficiency** **Overall Proficiency**: 45% of students were proficient in the Math SBA. **Achievement Gap**: There is an 18% achievement gap between non-high needs and high needs students. **English Learners (EL) Proficiency**: 14% of EL students were proficient in the Math SBA. **English Language Arts (ELA) Proficiency Third Grade Proficiency**: 52% of third grade students were proficient in SBA-ELA.	**1.1.4(a): Differentiated Instruction** Provide personalized learning experiences by tailoring lessons, materials, and assessments to meet the diverse needs of all students, ensuring equitable access to academic content. **1.1.4(b): Targeted Interventions** Identify students who need additional support and provide targeted interventions through Tier 2 and Tier 3 services to close achievement gaps, including academic and behavioral support. **1.1.4(c): Regular Progress Monitoring** Use data-driven assessments to regularly track student progress, adjust instruction, and provide timely interventions, ensuring that all students are making measurable academic growth. **1.1.4(d): Implement EL Strategies in All Classrooms with a Focus on Quality Interactions** Ensure that effective English Learner (EL) strategies are consistently implemented in all classrooms, with a focus on fostering high-quality interactions between teachers and students. This includes: ● Providing scaffolding techniques, such as visual aids, sentence frames, and vocabulary support to enhance comprehension. ● Encouraging interactive language practices, like peer discussions and group work, to promote active language use.	**SBA Language Arts Proficiency Will Increase to 62% (KPI Target)** **Initial Outcome**: Students in grades 3-5 will take a baseline SBA Language Arts assessment to establish current proficiency levels. Based on this data, individualized proficiency targets will be set for each student. **Intermediate Outcome**: Students show measurable improvement in language arts proficiency throughout the year, with quarterly formative assessments indicating growth toward the 60% target. By the end of the year, students will demonstrate significant progress, moving closer to or reaching the 60% proficiency goal. **Evidence**: SBA Language Arts results, student proficiency rates, and comparison of pre- and post-assessment data. **SBA Mathematics Proficiency Will Increase to 49% (KPI Target)** **Initial Outcome**: Students in grades 3-5 will take a baseline SBA Mathematics assessment to establish current proficiency levels. Personalized growth targets will be set based on the data from the baseline assessment.	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

| | Achievement Gap: There is a 19% achievement gap between non-high needs and high needs students.

Third Grade EL Proficiency: 36% of 3rd grade EL students were proficient in SBA-ELA. | ● Building strong teacher-student relationships that create a supportive environment for ELs to feel confident in their learning.
Incorporating culturally responsive teaching practices to engage students' backgrounds and experiences.
(H. Nishimura)

1.1.4(e): Student Empowerment
Encourage student ownership of learning by setting clear, attainable goals, involving students in the goal-setting process, and providing regular feedback, thus motivating them to take responsibility for their academic growth.

● **1.1.2 g: Student Progress Tracking and Quarterly i-Ready Growth Celebrations**
● Students will track their progress in i-Ready, reflecting on their growth throughout the year. To celebrate their achievements, quarterly **i-Ready Growth Celebrations** will be held, recognizing students for meeting their growth targets and fostering a sense of accomplishment and motivation. (A. Hisatake)

SW6

Accountable Leads:
Principal Gonsalves
April Hisatake - Curriculum Coordinator
Heather Nishimura - EL Coordinator
Leadership Team
K-5 Grade Level Chairs | **Intermediate Outcome**:
Students demonstrate consistent growth in math proficiency throughout the year, with quarterly formative assessments showing progress toward the 50% proficiency target. Students will show measurable improvement in math as the year progresses, reaching closer to the target by the end of the year.
Evidence:
SBA Math results, student proficiency rates, and comparison of pre- and post-assessment data.

SBA Science Proficiency Will Increase to 42% (KPI Target)

Initial Outcome:
Students in grades 5 will take a baseline SBA Science assessment to determine current proficiency levels. From this data, individualized proficiency targets will be set for each student.
Intermediate Outcome:
Students show measurable progress in science proficiency throughout the year, with quarterly formative assessments reflecting improvement toward the 42% target. Students will be closer to or reach the target by the end of the year, demonstrating growth in science knowledge and skills.
Evidence:
SBA Science results, student proficiency rates, and comparison of pre- and post-assessment data. | |

			All Students Will Reach Their GTT Annual Growth in iReady Diagnostic	
			Initial Outcome: All students will take the iReady diagnostic at the beginning of the year to determine their starting proficiency levels in math and reading. Individualized growth targets (GTT) will be established for each student based on these results. **Intermediate Outcome**: Students show consistent progress toward their individualized growth targets throughout the year, meeting or exceeding their GTT by the end of the year, as demonstrated through periodic iReady diagnostic assessments and progress reports. **Evidence**: iReady diagnostic results, progress tracking, and growth-to-target data for all students.	
			The ELs Who Meet Their GTT for WIDA Will Increase from 48% to 53%	
			Initial Outcome: Establish baseline proficiency levels for all English Learners (ELs) using WIDA assessment data, identifying students who require additional language support to meet their GTT goals.	

			Intermediate Outcome: EL students show measurable progress toward their individualized WIDA growth targets, with a 5% increase in the percentage of ELs meeting their GTT by mid-year. By the end of the year, 53% of ELs will meet their GTT. **Evidence**: WIDA language assessments, GTT progress reports, and student-level proficiency tracking. **100% of Students Who Are Not Meeting GTT Goals in iReady Will Receive Additional Personalized Support** **Initial Outcome**: Identify students who are not meeting their GTT goals in iReady diagnostics at the start of the year. These students will be flagged for personalized support and intervention. **Intermediate Outcome**: Students who are not meeting their GTT goals will receive individualized interventions, tailored strategies, and additional support throughout the year. By mid-year, these students will show measurable improvement in their iReady diagnostic results, demonstrating progress toward meeting their growth targets. **Evidence**: Intervention logs, progress tracking, and documentation of personalized reading and math strategies.	

| 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. | 3E, 1D
86% of incoming Kindergarteners assessed using the KEA. 72% identified as needing additional support.

2024-25 KEA Results:
-Demonstrating readiness: 14%

-Approaching Readiness: 38%

-Emerging Readiness: 48%

Social and Emotional Readiness: (Panorama 2025)

-Emotional Regulation: 48%

-Growth Mindset: 44%

-Perseverance: 53%

-Self-Management: 65% | **1.1.5(a): Royal School Kindergarten Summer Program**
Implement a comprehensive summer program for all incoming Kindergarten students to provide foundational academic, behavioral, and social-emotional support, ensuring a strong start to their educational journey. (W. Liu-K GLC)

1.1.5(b): CTE Pathway Program Grades K-5
Continue the Career and Technical Education (CTE) Pathway program for grades K-5, offering exposure to specialized instruction, and helping 4th & 5th grade students transition smoothly to middle school by becoming familiar with changing rooms and working with multiple teachers. (M. Vadman)

1.1.5(c): Middle School Transition Collaboration
Strengthen collaboration with feeder middle schools to ensure a seamless transition for 5th-grade students by aligning curriculum, expectations, and support structures, easing students into the middle school environment.(E. Malina)

SW6
Accountable Leads:
W. Liu - Kindergarten GLC
M. Vadman - Pathways Coordinator
E. Malina - Counselor | **Percent of K Students Attending K Summer Program for Newly Entering Students Will Increase from 16% to a Higher Percentage**
Initial Outcome:
At the beginning of the year, identify the total number of incoming Kindergarten students and provide them with clear information about the K summer program. Establish a baseline by reviewing current attendance data (16% from the previous year) and determining targeted outreach methods to increase participation.
Intermediate Outcome:
Increase outreach and engagement with families, ensuring that more Kindergarten students are enrolled in the K summer program. Track mid-year enrollment to monitor progress and adjust outreach efforts to meet or exceed the targeted increase in attendance by the following summer.
Evidence:
Summer program enrollment data, outreach efforts, and communication logs with families.

100% of Students Will Participate in CTE Pathway Program
Initial Outcome:
At the start of the school year, all students will be introduced to the Career and Technical Education (CTE) Pathway Program and its offerings. Plans will be made for full participation, including incorporating CTE into curriculum planning and identifying necessary resources. | ☑ WSF, $
☑ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |

			Intermediate Outcome: Ensure that all students are enrolled in and actively participating in CTE pathway courses or programs throughout the year. Track participation rates and engage students in hands-on experiences and skill development, with the goal of 100% participation by the end of the year. **Evidence**: CTE course enrollment data, participation tracking, and completion of CTE modules or projects. **100% of 5th Graders Will Participate in All Feeder Middle/Intermediate School Transition Activities** **Initial Outcome**: At the beginning of the school year, communicate the schedule and details of transition activities with all 5th-grade families and students. Establish partnerships with feeder middle/intermediate schools to create a structured transition plan for the students. **Intermediate Outcome**: Ensure that every 5th-grade student participates in all planned transition activities, such as school tours, orientation days, and meetings with middle school staff. Track participation and collect feedback to measure the success and smoothness of the transition process. **Evidence**: Activity participation records, feedback surveys from 5th-grade students, and communication logs with feeder middle schools.	

			Track the Percentage of Students with an Overall High SEL Score, Aiming to Increase from 41% to At Least 50%	
			Initial Outcome: Administer the Panorama SEL survey at the beginning of the school year to gather baseline data on students' social-emotional learning (SEL) scores. Identify key areas for improvement and set targeted goals for increasing the percentage of students with high SEL scores.	
			Intermediate Outcome: Provide targeted SEL interventions, programs, and strategies (e.g., classroom discussions, mindfulness activities, peer mentorship) throughout the school year to promote emotional well-being and growth. Conduct mid-year and end-of-year SEL surveys to assess progress and ensure that the percentage of students with high SEL scores increases towards the 50% goal.	
			Evidence: Panorama SEL survey results, progress reports, teacher observations, and documented changes in student behavior and social-emotional growth.	

| Science Proficiency

1.1.6 All students are proficient in science by the **end of 5th grade,** and those who are not proficient receive necessary and timely support to become proficient | 2A, 2B, 2C, 2D

38% of 5th grade students were proficient in HSA Science, which was 8% below the state and 7% below the Complex area. | **1.1.6(a): Analyze Current Science Curriculum for Viability**
Convene faculty meetings to critically analyze the current science curriculum, evaluating its alignment with state standards, depth of content, and effectiveness in meeting the diverse needs of students. Use data from assessments and student feedback to identify areas for improvement. (Principal Gonsalves)
1.1.6(b): Strengthen Tier 1 Instruction in All Science Classrooms
Provide ongoing professional development and coaching to ensure all science teachers are equipped to implement the approved, viable science curriculum effectively. Regularly observe and provide feedback on classroom practices to ensure fidelity to the curriculum and enhance student engagement. (GLCs)
1.1.6(c): Royal School Science Fair
Organize and support the Royal School Science Fair, offering students an opportunity to apply scientific concepts, foster creativity, and showcase their learning. Ensure that students receive guidance on the scientific method and project development, and celebrate their achievements through a school-wide event.
(M. Nihi)

SW6

Accountable Leads:
Principal Gonsalves
GLCs
M. Nihi - STEM Coordinator | **Goal: Increase HSA Science Proficiency to 42% (KPI Target)**
Assess student progress towards the 42% proficiency goal by analyzing student performance on formative assessments, interim assessments, and classwork.

Assess the effectiveness of targeted interventions, curriculum alignment, and teaching strategies through regular progress monitoring and teacher feedback.

Intermediate Outcomes
● HSA Science assessment results, comparing baseline and end-of-year proficiency levels to determine if the 42% target is met.
● Data from formative assessments, including quizzes, class assignments, and project-based assessments to track student growth in key scientific concepts.
● Records of interventions provided, including small-group instruction, and documentation of student progress through progress monitoring tools.
● Teacher observations and feedback on student engagement, understanding, and application of scientific concepts. | ☑ 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.*	3C, 3A, 3B, 3D Our percentage of students regularly attending school (90% or more of the time) was 73% in the 2023-24 SY	**1.2.1(a): Engage Families through Outreach to Improve Attendance** Conduct home visits and hold parent meetings to address attendance issues and encourage students to return to school. (K. Morikone) **1.2.1(b): Foster a Positive School Culture with SEL and PBIS** Continue the implementation of Pono lessons, SEL lessons, and the PBIS incentive program to build a supportive school culture and reinforce positive student behaviors. (E. Malina). **1.2.1(c): Enhance Attendance with A.L.A.R.M Program** Maintain and expand the A.L.A.R.M Attendance Program, integrating consistent school-wide incentives for students and classes with perfect attendance. (K. Morikone & E. Malina) SW6 Accountable Leads: K. Morikone E. Malina	**Engage Families through Outreach to Improve Attendance** ● **Evidence**: Conduct home visits and hold parent meetings to address attendance issues and encourage students to return to school. (K. Morikone) <u>**Initial Outcomes**</u>: ● Increased communication between school staff and families, leading to a better understanding of barriers to attendance. ● Parents are more engaged, and some students start returning to school more regularly as a result of home visits or parent meetings. ● Immediate feedback from families about challenges related to attendance.	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

			Intermediate Outcomes: ● A consistent reduction in absenteeism among students whose families were contacted and engaged. ● Ongoing follow-up leads to more families actively participating in efforts to address attendance concerns. ● Positive changes in family attitudes toward school attendance, with parents increasingly supporting their child's consistent school attendance. ● Evidence of increased collaboration between families and school staff to resolve specific attendance challenges.	

| 1.2.2. All students demonstrate positive behaviors at school.

Required for all schools. | 3A, 3B, 3C, 3D

Social and Emotional Readiness: (Panorama 2025)

-Emotional Regulation: 48%

-Growth Mindset: 44%

-Perseverance: 53%

-Self-Management: 65% | **1.2.2(a): Continue Pono Lessons School-Wide**
Implement Pono lessons consistently across all classrooms to reinforce the school's values and foster a positive school culture. (GLCs)

1.2.2(b): Promote Positive Behaviors through PBIS and SEL Lessons
Continue to use and improve the PBIS program and SEL lessons to encourage positive student behaviors and build social-emotional skills. (E. Malina)

1.2.2(c): Set Behavior Expectations and Plans in Every Classroom
Ensure all classrooms have clearly defined behavior expectations and individualized behavior plans for students as needed. (GLCs)

1.2.2(d): Ensure a Culture of Care with the Red Ticket Incentive Program
Use the Red Ticket Incentive Program to promote the 5Rs and GLOs, rewarding students for demonstrating positive behaviors. (E. Malina)

1.2.2(e)Celebrate Student Growth with iReady Growth Celebrations
Celebrate student progress by hosting iReady Growth Celebrations to acknowledge and encourage academic achievement.
Evidence: iReady growth data, student participation in celebrations, and feedback from teachers and students.(A. Hisatake) | **Goal: Track the Percentage of Students with an Overall High SEL Score, Aiming to Increase from 41% to at Least 50%**
Initial Outcome:
At the start of the school year, administer the Panorama SEL survey to establish a baseline of students' social-emotional learning (SEL) scores. Gather data on the percentage of students with a high SEL score (currently 41%) and identify specific areas of need based on this baseline. Teachers will also document initial observations on students' social-emotional development and engage in goal-setting with students to address identified needs.
Intermediate Outcome: Monitor student progress throughout the year by administering periodic Panorama SEL surveys and collecting teacher observations on SEL development. Aim to increase the percentage of students with high SEL scores to at least 50% by the end of the year. Provide targeted interventions, such as small-group SEL lessons, mindfulness activities, or peer mentorship, to students showing slower growth or in need of additional support. Regularly track progress to ensure that targeted SEL goals are being met. | ☑ WSF, $
☑ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |

		SW6 Accountable Leads: GLCs E. Malina - Counselor A.Hisatake - Curriculum Coordinator	**Evidence:** Panorama SEL survey results (baseline, mid-year, and end-of-year), teacher observations, progress reports on student behavior, and documentation of changes in student engagement and social-emotional growth.	

| 1.2.3. All students experience a Nā Hopena Aʻo environment for learning.

Required for all schools. | 3A, 3B, 3C, 3D

Social and Emotional Readiness: (Panorama 2025)

-Emotional Regulation: 48%

-Growth Mindset: 44%

-Perseverance: 53%

-Self-Management: 65% | **1.2.3(a): Continue Pono Lessons School-Wide**
Implement Pono lessons consistently across all classrooms to reinforce the school's values and foster a positive school culture. (GLCs)

1.2.3(b): Promote Positive Behaviors through PBIS and SEL Lessons
Continue to use and improve the PBIS program and SEL lessons to encourage positive student behaviors and build social-emotional skills. (E. Malina)

1.2.3(c): Set Behavior Expectations and Plans in Every Classroom
Ensure all classrooms have clearly defined behavior expectations and individualized behavior plans for students as needed. (GLCs)

1.2.3(d): Ensure a Culture of Care with the Red Ticket Incentive Program
Use the Red Ticket Incentive Program to promote the 5Rs and GLOs, rewarding students for demonstrating positive behaviors. (E. Malina)

1.2.3(e)Celebrate Student Growth with iReady Growth Celebrations
Celebrate student progress by hosting iReady Growth Celebrations to acknowledge and encourage academic achievement.
Evidence: iReady growth data, student participation in celebrations, and feedback from teachers and students.(A. Hisatake) | **Goal: Track the Percentage of Students with an Overall High SEL Score, Aiming to Increase from 41% to at Least 50%**
Initial Outcome:
At the start of the school year, administer the Panorama SEL survey to establish a baseline of students' social-emotional learning (SEL) scores. Gather data on the percentage of students with a high SEL score (currently 41%) and identify specific areas of need based on this baseline. Teachers will also document initial observations on students' social-emotional development and engage in goal-setting with students to address identified needs.
Intermediate Outcome:
Monitor student progress throughout the year by administering periodic Panorama SEL surveys and collecting teacher observations on SEL development. Aim to increase the percentage of students with high SEL scores to at least 50% by the end of the year. Provide targeted interventions, such as small-group SEL lessons, mindfulness activities, or peer mentorship, to students showing slower growth or in need of additional support. Regularly track progress to ensure that targeted SEL goals are being met. | ☑ WSF, $
☑ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |

		SW6 Accountable Leads: GLCs E. Malina - Counselor A.Hisatake - Curriculum Coordinator	**Evidence:** Panorama SEL survey results (baseline, mid-year, and end-of-year), teacher observations, progress reports on student behavior, and documentation of changes in student engagement and social-emotional growth.	

★ 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.*	1D, 3E Pathways has been an essential part of our school vision to provide students with an introduction to a variety of career, community and civic opportunities	**1.3.1(a): Enhance Career Exploration Opportunities:** Continue offering CTE Pathway classes to deepen students' exposure to various careers and equip them with skills relevant to different industries. (M. Vadman, Pathways Coordinator) ● **Expand Civic Engagement Activities:** Increase opportunities for students to actively engage in community and civic activities, such as local service projects, to foster responsibility and active citizenship. (M. Vadman, Pathways Coordinator) **1.3.1(b): Host Annual Career Day Event:** Ensure all students participate in the Career Day Event to interact with professionals from diverse fields, gain insights into potential career paths, and explore future opportunities. (E. Malina, Counselor) SW6 Accountable Leads: M. Vadman - Pathways Coordinator E. Malina - Counselor	**CTE Pathway Program** **Assess:** Ensure 100% K-5 student participation in the Royal School's Pathway Program by tracking enrollment and attendance in all related activities. **Evidence:** Participation records, sign-in sheets, student engagement data, and program completion reports. **Career Day** **Assess:** Ensure 100% K-5 student participation in Royal School's Career Day Event by tracking attendance and involvement across all grade levels. **Evidence:** Attendance records, event participation logs, and feedback surveys from students and staff.	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

K-12 Alignment	1D, 3E	1.3.2(a): Enhance Career Exploration Opportunities:	CTE Pathway Program	☑ WSF, $
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.	Pathways has been an essential part of our school vision to provide students with an introduction to a variety of career, community and civic opportunities	Continue offering CTE Pathway classes to deepen students' exposure to various careers and equip them with skills relevant to different industries. (M. Vadman, Pathways Coordinator) ● **Expand Civic Engagement Activities:** Increase opportunities for students to actively engage in community and civic activities, such as local service projects, to foster responsibility and active citizenship. (M. Vadman, Pathways Coordinator) **1.3.2(b): Host Annual Career Day Event:** Ensure all students participate in the Career Day Event to interact with professionals from diverse fields, gain insights into potential career paths, and explore future opportunities. (E. Malina, Counselor) SW6 Accountable Leads: M. Vadman - Pathways Coordinator E. Malina - Counselor	**Assess:** Ensure 100% K-5 student participation in the Royal School's Pathway Program by tracking enrollment and attendance in all related activities. **Evidence:** Participation records, sign-in sheets, student engagement data, and program completion reports. **Career Day** **Assess:** Ensure 100% K-5 student participation in Royal School's Career Day Event by tracking attendance and involvement across all grade levels. **Evidence:** Attendance records, event participation logs, and feedback surveys from students and staff.	☑ 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.	1A, 1B, 1C 70% of teachers have received SIQ hours and/or TESOL certification. We need 100%	Opportunities are available for teachers to attend EL PD that supports SIQ hours. ● State/District EL course offerings ● University courses Teachers who do not have SIQ/TESOL status will create a plan to meet this qualification by the 26-27 SY (Heather Nishimura, EL Coordinator) SW6	Currently, 70% of teachers have completed SIQ hours and/or obtained TESOL certification. By the end of the 2025-2026 school year, the goal is for at least 85% of teachers to have earned 72 SIQ hours or received TESOL certification.	☑ 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.*	3D Our SCC offers a platform for essential stakeholders (parents, teachers, administrators, students, and community members)to engage in decision-making processes that affect the school directly.	Principal will message the importance of this advisory group to all stakeholders in October 2025 explaining roles/responsibilities. The principal will work with the SCC chairperson to make sure that school plans and issues are added to the SCC agenda. SCC will meet quarterly. (Principal Gonsalves) SW6	*All required stakeholders will be represented in our SCC* *Agenda Minutes will be posted regularly*	☐ 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 Families are engaged in school events/activities and have regular two way communication.	3D While parent participation has increased, ongoing efforts are needed to strengthen communication and collaboration with families.	**3.3.2(a): Grade Level Pono Parent Activities** Organize and implement grade-level Pono parent activities to engage families in supporting positive behaviors and academic success, reinforcing the school's core values and expectations.(GLCs) **3.3.2(b)EL Parent Quarterly Meetings** Hold quarterly parent meetings for EL families to discuss student progress, share strategies for supporting language development, and foster stronger home-school partnerships. (H. Nishimura-EL Coordinator) **3.3.2(c): Book Blast School-Wide Event** *Enabling Activity:* Coordinate a school-wide Book Blast event to promote reading enthusiasm among students, families, and staff, with a focus on fostering a love for reading and boosting literacy skills across grade levels. (A. Hisatake)	***Panorama Survey Results: The 82% positive results for Parent Involvement & Engagement are expected to increase by at least 5%, reaching 87%*** ***Assess:*** *Monitor the increase in the percentage of positive parent involvement and engagement responses in the Panorama survey, aiming for a 5% improvement.* ***Evidence:*** *Panorama survey results, comparison of parent involvement data from previous years, and survey completion rates.*	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

		3.3.2(d): Science Fair Organize a school-wide Science Fair, providing students an opportunity to explore and present scientific concepts, develop inquiry skills, and engage their families in the learning process. (M. Nihi) SW6	*Parent Participation Percentages for All Family Activities Will Increase from 2024-25 SY* *Assess: Track and compare the participation rates of parents in all family engagement activities throughout the 2024-25 school year to ensure a measurable increase.* *Evidence: Attendance records from family activities, event participation data, and comparisons of parent involvement across different activities and years.*	

★ Other Systems of Support

Desired Outcome *"What do we plan to accomplish?"*	Root/ Contributing Cause *"Why are we doing this?"* *Reference the Identified School Needs section.*	Enabling Activities *"How will we achieve the desired outcome?"* ***and* Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	Monitoring of Progress *"How will we know progress is being made?"*	Anticipated Source of Funds *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
1.1.6. All students will receive support through a multi-tiered system for academics, behavior, social emotional and physical health	3A, 3B, ,3C, 3D, 3E **2023-24 SBA Results** <u>Mathematics Proficiency</u> **Overall Proficiency**: 45% of students were proficient in the Math SBA. **Achievement Gap**: There is an 18% achievement gap between non-high needs and high needs students. **English Learners (EL) Proficiency**: 14% of EL students were proficient in the Math SBA.	**1.1.6(a): Teachers/Support Staff Hired to Support Smaller Class Sizes and Provide Classroom Support** Ensure adequate teaching staff and support personnel to reduce class sizes and provide direct support to classroom teachers in delivering targeted instruction to meet students' academic and behavioral needs.(Principal Gonsalves) **1.1.6(b): Provide Teacher Training/Support for HMTSS Process, Both Academic and Behavioral** Offer professional development and ongoing support to teachers on the Hawaii Multi-Tiered System of Support (HMTSS) process to enhance both academic and behavioral interventions across all grade levels. (A. Hisatake - Curriculum Coordinator) **1.1.5(c): Complete and Use School Blueprint to Consistently Meet Student Needs (Academic and Behavioral)** **Enabling Activity:** Finalize and implement the school blueprint to ensure alignment with HMTSS and consistently address	*Targeted Intervention Programs for Struggling Students* <u>Initial Outcomes:</u> *At least 80% of identified struggling students participate in intervention sessions, with 75% attending at least 80% of scheduled sessions.* <u>Intermediate Outcomes:</u> *10% increase in grades and a 15% decrease in behavioral referrals for students engaged in the intervention programs.* *Differentiated Instruction in the Classroom* <u>Initial Outcomes:</u> *90% of lessons are differentiated based on student needs, and 85% of students report increased engagement with differentiated lessons.* <u>Intermediate Outcomes</u>: *15% improvement in test scores and a 20% decrease in behavioral referrals for students receiving differentiated instruction.*	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

	English Language Arts (ELA) Proficiency **Third Grade Proficiency**: 52% of third grade students were proficient in SBA-ELA. **Achievement Gap**: There is a 19% achievement gap between non-high needs and high needs students. **Third Grade EL Proficiency**: 36% of 3rd grade EL students were proficient in SBA-ELA.	academic and behavioral student needs through systematic interventions and support systems. (HMTSS Team) **1.1.6(d)Provide Coaching/Support/Follow-up for Targeted and Intense Interventions** Offer targeted coaching and support to teachers and staff implementing intensive interventions for students, with continuous follow-up to ensure the effectiveness and fidelity of intervention strategies. (A. Hisatake & E. Malina) **1.1.6(e): Use i-Ready Data & Data Teams to Create Flexible/Tiered Intervention Groups and Implement Interventions** Utilize i-Ready data and collaborate within data teams to create flexible, tiered intervention groups, ensuring all students receive personalized support during scheduled intervention times to address their individual academic needs. (A. Hisatake) **1.1.6(f): Improve ALARM Program to Give Students Ownership in Our Culture of Attendance** Enhance the ALARM attendance program by involving students in tracking and taking ownership of their attendance, fostering a school-wide culture that prioritizes regular attendance and student engagement. (K. Morikone & E. Malina) SW6		

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 Royal School's current bell schedule(s) and total student instructional hours per year. To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided bell schedule tool.

Total student instructional hours per year *(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)*	1095
Did your school submit a SCC Waiver Request Form? Please explain.	N/A

Bell Schedule: Royal School Bell Schedule

Warning Bell	**7:55**
School Begins	**8:00**
Morning Business	**8:00-8:15**
Instructional Block 1	**8:15-9:50**
Recess	**9:50-10:05**
Instructional Block 2	**10:05-11:30**
Lunch	**11:30-12:10**
Instructional Block 3	**12:10-2:15**
End of School for Students	**2:15** **1:00 (Wednesdays)**
Teacher Prep – Outside Student Hours **Wednesdays:** **Teacher Prep – Outside Student Hours** **Faculty Meetings**	**2:15-3:00** **Wednesdays:** **1:00-1:45** **1:45-3:00**