

Daniel K. Inouye Elementary Academic Plan SY 2026-2027

Waianae & Ayres Avenues Wahiawa 96786
808-305-3400
www.dkies.org

Non-Title 1 School

Submitted by Principal: Shelley Rivers		Approved by Complex Area Superintendent: Ernest Muh	
	Date 4/1/2026		Date 04/07/2026

Directions for completing the School Academic Plan template can be found in the Academic Plan Template Guidance document.

TABLE OF CONTENTS

VIABLE QUALITY CURRICULUM 3

UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS 4

HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS) 4

IDENTIFIED SCHOOL NEEDS 5

PRIORITY 1 7

 ★ GOAL 1.1. 7

 ★ GOAL 1.2. 10

 ★ GOAL 1.3 12

PRIORITY 2 14

PRIORITY 3 15

 ★ GOAL 3.3. 15

 ★ Family and Community Engagement. 16

 ★ Other Systems of Support 17

APPENDIX A: SCHOOL COMMUNITY COUNCIL ASSURANCES FORM 18

APPENDIX B: BELL SCHEDULE 21

VIABLE QUALITY CURRICULUM

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

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

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
Preschool	Frog Street			
Kindergarten - Grade 5	Houghton Mifflin Harcourt	Origo Stepping Stones	Amplify/Mystery Science	HCSSS
Kindergarten - Grade 5	Other: i-Ready Toolbox	Other: i-Ready Toolbox		
	Select One	Select One		
	Select One	Select One		

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

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
SpEd				
English Language Learner	Imagine Learning			
Response to Intervention (K-2)	Magnetic Reading			
Response to Intervention (3-5)	Phonics for Reading			

UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

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

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

Grade Level(s)/Course Name	English Language Arts	Mathematics
Kindergarten through Grade 5	iReady	iReady
Kindergarten Entry Assessment	KEA	KRA
Kindergarten - Grade 5 (EL)	WIDA	

HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

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

How does your school document **HMTSS student interventions**? Please select all that apply. If “Other” is selected, please explain.

Panorama	School-created template	Other:
----------	-------------------------	--------

IDENTIFIED SCHOOL NEEDS

Academic Plans require the identification of school needs based on data and other information analyzed as part of the school improvement process. The **Comprehensive Needs Assessment (CNA) Data Workbook** (linked [here](#)) and **Lei Kulia** (linked [here](#)) are data resources to help guide and support continuous school improvement.

This section highlights the critical student learning needs that require immediate attention for improvement, student subgroup(s) achievement gaps, and root/contributing cause for those needs and gaps, as identified in one or more of the following:

- Current CNA, 2024-25 school data
- Other current assessment/self-study report: Mid Cycle Report March 2025
- Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: March 2025

Type of Last Visit: Mid-Cycle Report & Visit

Year of Next Action: 2028

Type of Next Action: Full Self-Study

Year of Next Self-Study:

2027-2028

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.

WASC Critical Student Learning Needs

#1 The Leadership Team should develop, in collaboration with faculty, a formal method for evaluating the effectiveness of professional development so that best classroom practices may be captured, shared and monitored across the school providing more consistency in the instructional program.

#2 The administration should continue with its professional development plans to provide teachers with additional time and training in vertical articulation among grade levels. This time would allow for examining student work samples and observing student engagement with the goal of fully implementing a standards-based curriculum aligned with GLOs across all grades.

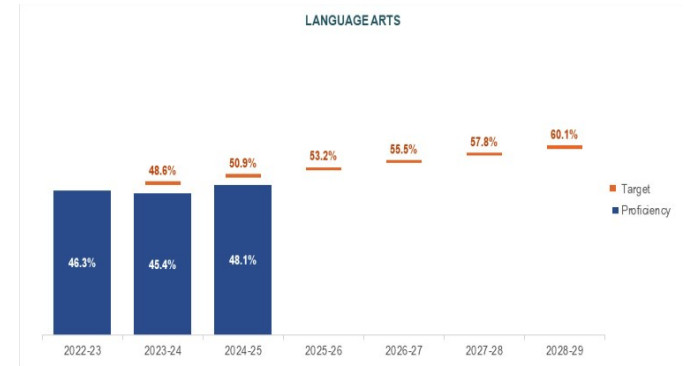
#3 Leadership and teachers should continue to incorporate into the instructional program project-based learning and research-based intervention strategies to meet the needs of all learners in their conceptual knowledge and targeted skill areas.

#4 The administration and faculty should continue to refine the data teams process, allocating regularly scheduled time for grade levels to examine performance data to ensure greater consistency in assessment of student learning within and across grade levels.

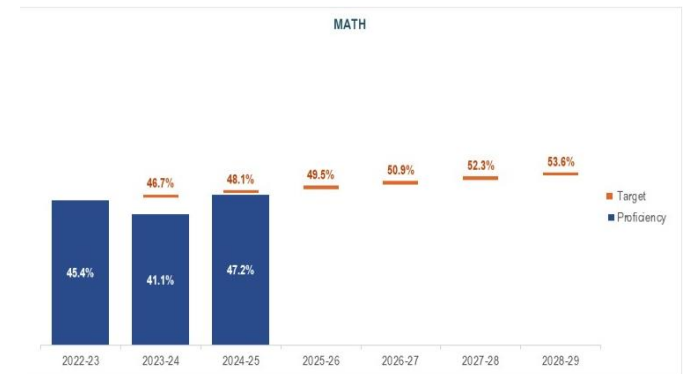
#5 The administration and faculty should create more opportunities to investigate college/career readiness school wide which would expand all students' access to accomplishment of the GLOs

Student Need #1: Achievement

English Language Arts (ELA): Based on 2023 ELA SBA proficiency scores, Inouye Elementary fell within quintile 2 with an expected proficiency increase of 13.76% by the end of school year 2028-29. Inouye Elementary's expected ELA proficiency target within this quintile is 60.1%. The most recent academic year shows that the proficiency level in Language Arts has increased from the previous year. In Language Arts, proficiency increased by 2.7%. At 48.1%, Inouye Elementary continues to aim for substantial growth over the long term. An increase of 5.1% for the school year 2025-26 is needed to get back on track toward the 2028-29 trajectory of an annual increase of 2.2%.



Mathematics: Based on 2023 Math SBA proficiency scores, Inouye Elementary fell within quintile 4 with an expected proficiency increase of 8.28% by the end of school year 2028-29. Inouye Elementary's expected Math proficiency target within this quintile is 53.69%. The most recent academic year shows that the proficiency level in Mathematics had a significant uptick from 41.1% to 47.2% in 2024-25. Despite the positive increase of 6.1%, Inouye Elementary still fell under the 2024-25 target of 48.1%. To meet the quintile 4 KPI goal by 2028-29, Inouye Elementary will need to increase its math proficiency rate by 6.4%.



Science: Based on 2023 Science HSA proficiency scores, Inouye Elementary fell within quintile 2 with an expected proficiency increase of 13.76% by the end of school year 2028-29. Inouye Elementary's proficiency target within this quintile is 60.1%. The most recent academic year shows that the proficiency level in Science slightly improved. At 52.1%, an increase of 1.2% or a 53.3 proficiency rate on the 2025-26 assessment. Inouye Elementary continues to aim for a minimum proficiency rate of 60.1%.

Proficiency KPI Targets*

SCIENCE	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Proficiency	46.4%	51.5%	52.1%				
Target		48.7%	51.0%	53.3%	55.6%	57.9%	60.1%

Quintile (Based on 2022-23):	2
Annual % Increase to meet goal:	2.29%
2022-23 Proficiency:	46.4%
2028-29 Proficiency Target:	60.1%

Statement/Question: Inouye Elementary's ELA and Math proficiency scores report significant increase on the 2025 state assessment. Despite the positive uptick for both ELA and Math, why does Inouye Elementary's ELA and Math proficiency data continue to fluctuate in the mid- to upper 40 percentile range?

Root/Contributing Cause

Our student achievement needs are...

- 1a) Military culture is different from the local culture; unfamiliar and/or unknown learning needs
- 1b) Prioritization of DKIES MTSS framework
- 1c) Clear expectations, curriculum implementation and iReady use must be put in place
- 1d) Teachers' professional development needs are not being met (induction, mentoring, and coaching)

2

Student Need #2: Growth for all students

Typical growth is based on the "student growth model" using student growth percentile (SGP). SGPs of 40 or higher using pre-pandemic norms to compare current rates of improvement to pre-pandemic rates. At this level and above, a student is considered to have experienced a typical (or better) years' worth of learning. On the Smarter Balanced Assessment (SBA), using the "student growth model", students meeting or exceeding typical growth in Grades 4 and 5 was 57.1 for ELA and 68.5 for Math. Upon further analysis, students demonstrating one year's growth in Grades 4 and 5 identified as High Needs were 53.3% in ELA and 76.5% in Math. Results garnered from i-Ready (spring 2025 diagnostic) reports 54% of all Inouye Elementary students met their typical growth goal in Reading and 49% in Math.

Growth	LANGUAGE ARTS		
	2022-23	2023-24	2024-25
State	59.4	57.9	60.6
Complex Area	57.8	58.4	62.2
Complex	55.7	59.4	62.4
Inouye	52	52.8	57.1
SUBGROUP			
Disadvantaged	53.8	50	44.4
Special Education	--	66.6	55.5
English Learner		---	---
High Needs	55.1	52.4	53.3
Non-High Needs	50.7	53.3	59.4

Source: Strive HI and ARCH ADC-Smarter Balanced Assessments grades 3-6

Growth	Mathematics		
	2022-23	2023-24	2024-25
State	63.7	59.3	60.3
Complex Area	63.5	60.7	62.7
Complex	64.3	63.3	62.9
Inouye	57	66.1	68.5
SUBGROUP			
Disadvantaged	65.3	66.6	78.5
Special Education	---	57.1	72.2
English Learner	---	---	---
High Needs	65.5	65.5	76.5
Non-High Needs	53.5	66.6	63.5

Source: Strive HI and ARCH ADC-Smarter Balanced Assessments grades 3-6

Statement/Question: Why aren't **ALL** Inouye Elementary students demonstrating a years' worth of learning?

Root/Contributing Cause

Our schoolwide learning growth needs are...

- 2a) Clear understanding of standards
- 2b) Schoolwide Tier 1 expectations
- 2c) Establishment and systemization of PD effectiveness
- 2d) Effective use of instructional time
- 2e) Accountability of data-driven decision making

Student Need #3: Non-High Needs and High Needs Gap

Special Education Subgroup: With the proficiency rate of 15.6% in ELA and 25% in Math, our Special Education subgroup has a gap rate of 46.3 points for ELA and 32.9 points for Math. On the most recent state assessment, the gap has significantly widened between the Non-High Needs group and the Special Education group for ELA (+5.5%). Conversely, the gap closed by 3.5 points in the most recent year for Math.

English Learner Subgroup: With the highest regular attendance rate (65%) and lowest proficiency rate in ELA (8.3%) and Math (15.3%), our English Learner subgroup is vastly behind their grade level peers. On the most recent state assessment, the SBA proficiency rate for our ELs reported a significant decrease (-16.7%) in Language Arts and Math (-6.9%). The achievement gap rate between the Non-High Needs group and the English Learner groups is 53.6 points in Language Arts and 42.6 points in Math. Notably, the EL on track to English Language Proficiency target for school year 2023-24 and 2024-25 was met.

Disadvantaged Subgroup: Over the past two school years, the Disadvantaged subgroup's proficiency rate remains consistent at 35% thus keeping the gap rate between their Non-High Needs peers at 26.9 points in ELA. Whereas, the Math gap rate went from 28.8 points in 2023-24 to 24.1 points in 2024-25, closing the achievement gap between their Non-High Needs peers by 4.7 points.

The gap between the Non-High Needs and High Needs students for ELA is 33.5%, which widened by 1.5%. At 25.7% for Math, the gap closed by 5.9 percentage points on the latest state assessment. Having a notable decrease in gap rate, it is important to consider the significant decrease in the English Learner subgroup's proficiency rate and needed support.

Statement/Question: Why does Inouye Elementary's High-Needs student group continue to underscore their Non-High Needs peers on grade level proficiency assessments?

Root/Contributing Cause

Our achievement gap needs are...

3a) Systemization of DKIES MTSS framework

SUBGROUP	LANGUAGE ARTS		
	2022-23	2023-24	2024-25
All Students	46.3%	45.4%	48.1%
Disadvantaged	40.9%	35.1%	35.0%
Special Education	5.0%	20.4%	15.6%
English Learner + Exits	22.2%	25.0%	8.3%
Male	40.8%	34.7%	41.7%
Female	51.3%	57.4%	55.5%
High Needs	34.6%	29.2%	28.4%
Non-High Needs	53.4%	61.2%	61.9%
Achievement Gap	18.8%	32.0%	33.5%

SUBGROUP	MATH		
	2022-23	2023-24	2024-25
All Students	45.4%	41.1%	47.2%
Disadvantaged	31.1%	28.0%	33.8%
Special Education	25.0%	20.4%	25.0%
English Learner + Exits	11.1%	22.2%	15.3%
Male	48.9%	40.9%	53.4%
Female	42.2%	41.2%	40.0%
High Needs	30.7%	25.2%	32.2%
Non-High Needs	54.2%	56.8%	57.9%
Achievement Gap	23.5%	31.6%	25.7%

	3b) Teacher professional needs must be met 3c) Systematize student support processes across DKIES MTSS framework (academic/SEL/behavior/physical)
4	Student Need #4: Behavior — In most recent years (2023-24 and 2024-25), most incidents were reported during instructional time in the classroom. There is no data revealing accurate records of behavioral incidents, in a centralized database, leading up to disciplinary action, such as: 1) type of incidents, 2) frequency, 3) repeatedness, 4) severity, and 5) mitigation of behaviors leading up to suspensions and/or resolutions of Chapter 19 offenses. Social-Emotional Learning: The positive responses have steadily increased from 51.7% in Fall 2022-23 to 55.7% in Spring 2024-25, showing consistent growth for emotional regulation. Growth Mindset has shown a decline, moving from 54.5% in Fall 2022-23 down to 50.2% in Fall 2024-25. Self-Efficacy has fluctuated but ended up higher in the latest year, with Spring 2024-25 at 60.5% compared to 56.5% in Spring 2022-23. Self-Management has generally trended upwards, reaching 71.9% in Spring 2024-25. Sense of Belonging improved from 62.7% to 65.0% in the latest year. Social Awareness has remained relatively stable. In the most recent academic year, 2024-25, Self-Management showed the highest positive response at 71.9% in the Spring, and Self-Efficacy also saw a strong performance with 60.5% in the Spring. Statement/Question: DKIES collects and deploys support to address individual students' SEL and Behavioral needs. The school does not have school wide, grade level, and classroom data that shows a correlation between student social-emotional learning needs and incidents relating to behavioral concerns and/or Chapter 19 offenses. Why does DKIES lack the information to make MTSS/Rtl data-driven decisions for Tier 1 and Tier 2 for behavior and SEL needs? Root/Contributing Cause Our SEL and behavior needs are: 4a) Clear understanding of Tier 1 core quality behavior and SEL expectations 4b) Ownership and accountability of SEL program implementation and data

To address student subgroup(s) achievement gaps, please list the **targeted subgroup(s)** and their **identified need(s)**. Enabling activities should address identified subgroup(s) and their needs.

1 **Targeted Subgroup:** Special Education

Identified Student Need(s): With the proficiency rate of 15.6% in ELA and 25% in Math, our Special Education subgroup has a gap rate of 46.3 points for ELA and 32.9 points for Math. On the most recent state assessment, the gap has significantly widened between the Non-High Needs group and the Special Education group for ELA (+5.5%). Conversely, the gap closed by 3.5 points in the most recent year for Math.

Looking at DKIES special education counts across academic years, there are some notable trends. For Autism Spectrum Disorder, the numbers have steadily increased from 22 in 2022-23 to 25 in 2023-24, and further to 29 in 2024-25. Developmental Delay for ages 3-5 shows a significant decrease, starting at 72 in 2022-23, dropping to 44 in 2023-24, and continuing to decline to 34 in 2024-25. Based on students identified in the Special Education subgroup, there is a significant need to provide more deliberate opportunities to respond, thus improving student engagement, discourse, and opportunities for success.

2 **Targeted Subgroup:** English Learner

Identified Student Need(s):

Exhibit 1. % of Students in Proficiency Levels for Composite scores and ACCESS Language Domains - Longitudinal

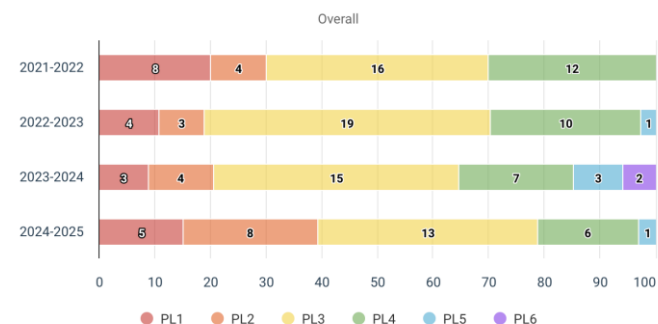
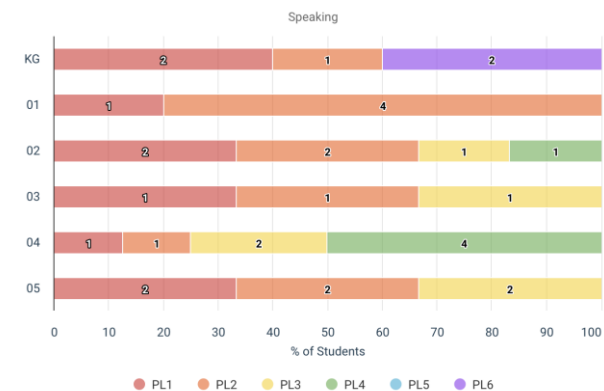


Exhibit 2. ACCESS Proficiency Level by Level and Grade for test year 2024-25
(Composite and Speaking Domain)

With the highest regular attendance rate (65%) and lowest proficiency rate in ELA (8.3%) and Math (15.3%), our English Learner subgroup is vastly behind their grade level peers. On the most recent WIDA ACCESS assessment, the ACCESS proficiency rate for our ELs reported a significant decrease in overall proficiency levels for Composite scores. The Speaking domain represents ACCESS proficiency levels of 1 and 2 throughout K-5. Thus, showing a need for more opportunities for discourse and engagement activities to build vocabulary and understanding of skills and content.



3

Targeted Subgroup: Economically Disadvantaged

Identified Student Need(s): Over the past two school years, the Disadvantaged subgroup's proficiency rate remains consistent at 35% thus keeping the achievement gap rate between their Non-High Needs peers at 26.9 points in ELA. Whereas, the achievement gap rate for Math went from 28.8 points in 2023-24 to 24.1 points in 2024-25, closing the gap between their Non-High Needs peers by 4.7 points. Student growth percentile for the Disadvantaged subgroups in 2024-25 was 44.4 percentage points, a significant decrease from 50 percentage points in 2023-24 in ELA. Conversely, for Math, the Disadvantaged subgroup demonstrated an increase in SPG of 10.9 points from 2023-24 to 2024-25. Daily attendance for this subgroup was 94.49% in 2024-25 whereas, at 87.5%, the Regular attendance rate showed an increase of 6% from the previous year. School data shows positive progress toward Daily Attendance and Regular Attendance rates for the Economically Disadvantaged subgroup. Contrary to mathematics, significant needs are to close the achievement gap rate and increase the growth percentage in ELA for our students identified in the Economically Disadvantaged subgroup.



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?"	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 for enabling activities.
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. <i>All (100%) kindergarteners will complete the KEA within 30 days of entering DKIES.</i> <i>All (100%) kindergarteners will complete two iReady lessons each week for reading and math.</i>	ACHIEVEMENT 1a-Military culture is different from the local culture; unfamiliar and/or unknown learning needs 1b-Prioritization of DKIES MTSS framework 1c-Clear expectations, curriculum implementation and iReady use must be put in place GROWTH	1a. Administer and utilize the KEA information, iReady Fall diagnostic (Aug), and SEL panorama screener for all kindergarteners (Sept). 1b. Tier 1 core quality instruction-provide timely and appropriate small group instruction to develop foundational skills in reading and math for students needing additional support. - Progress monitoring - Data dives - Data wall - Differentiated materials/resources - Small group and/or 1:1 instruction Accountable Lead(s): Cara Tochiki, Academic Coach [CODE: DOE Implementation Plan - High Quality Learning for All, [KPI 1, 2, and 4], [WASC: 2 and 4]	Panorama SEL 3Xs/year Personalized in class support for students not progressing toward quarterly benchmarks in reading and math - Quarterly Kindergarten Benchmark Assessment iReady universal screener 3Xs/yr 80% of all kindergarteners will pass 2 online reading lessons each week with 70% pass rate for	WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant:__, \$ Other:__, \$

	2b-Clear schoolwide Tier 1 core quality expectations for instruction		reading and math.	
--	--	--	----------------------	--

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. <i>*55.5% of Third grade students will be at or above proficient on the ELA SBA. (1.1.6) (Baseline: 50% SY2024-25)</i> <i>55.5% of all students (grades 3-5) will be at or above proficient on the ELA SBA.</i> <i>All (100%) students needing Tier 2 and Tier 3 targeted intervention will receive personalized instructional support in Reading.</i> <i>All (100%) students will complete two i-Ready online instructional lessons for Reading each week.</i>	ACHIEVEMENT 1b-Prioritization of DKIES MTSS framework 1c-Clear expectations, curriculum implementation and iReady use must be put in place 1d-Teachers' professional development need to be met (induction, mentoring, and coaching) GROWTH 2a-A clear understanding of standards 2b-Clear schoolwide Tier 1 core quality expectations for instruction 2c-Establishment and systemization of PD effectiveness	2a. Continue Houghton Mifflin Harcourt implementation ● Revise ELA priority deconstructed standards ● Revise common pacing guide ● Use common formative and summative assessments 2b. Provide teacher training and extended learning team (horizontal/vertical) time to align and implement evidence-based literacy practices that address the components of reading (word recognition, language comprehension, fluency, and language development-WIDA Can Do Descriptors). ● Instructional Habits ● Magnetic Reading PD ● Phonics for Reading PD ● Explicit Instruction PD ● Thinking Maps PD ● Focused Learning Walks ● Learning expectations calibration ● Monitor/assess student progress toward grade level proficiency ○ Data Driven Instruction Cycle and Data walls ○ Analyze student progress on SBA ELA IABs for students in grades 3-5 ● Refine/Streamline reading (foundational skills) instructional routines 2c. Provide targeted Intervention for all students needing Tier 2 and Tier 3 RtI-Reading. Tier 2: 3Xs/week; 30 min, bi-weekly progress monitoring Tier 3: 4Xs/week; 30 min, weekly progress monitoring ● Monthly i-Ready growth monitoring ● Semester data dives	100% of DKIES will complete the iReady universal screener 3Xs/year Personalized support for students in Reading: ● 80% of students in grades K-5 will pass with a 70-100% of their online iReady lessons in reading. ● 100% will demonstrate 50% progress toward meeting typical growth on the winter diagnostic in iReady for Reading Learning Walks Master schedule (dedicate intervention block for RtI-Reading) PD agenda/minutes Induction agenda/minutes ELT agenda/minutes	● WSF, \$ ● Title I, \$ ● Title II, \$ ● Title III, \$ ● Title IV-A, \$ ● Title IV-B, \$ ● IDEA, \$ ● SPPA, \$ ● Homeless, \$ ● Grant: __, \$ ● Other: __, \$
---	---	---	--	---

<i>100% of students will meet their iReady typical growth goal in Reading.</i> <i>Increase Inouye Elementary SGP in Language Arts to 63.</i> <i>Close the Inouye Elementary Achievement Gap by 3% in Language Arts. (baseline 2026 ELA gap rate)</i>	2d-Effective use of instructional time 2e-Accountability of data-driven decision making GAP 3a-Systemization of DKIES MTSS framework 3b-Teacher professional needs must be met	2d. On-going PD, Induction, Mentoring, and Coaching effectiveness through a systematized process (P-D-C-A) Accountable Lead(s): Jessica Soares, Academic Coach [CODE: DOE Implementation Plan - High Quality Learning for All, [KPI 1 and 4], [WASC: 1, 2, 3, and 4]	ELA pacing guides ELA Committee agenda/minutes MTSS-R Action Plan MTSS-R Implementation Inventory	
---	--	---	---	--

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. <i>51% of all students (grades 3-5) will be at or above proficient on the Math SBA.</i> <i>All (100%) students needing Tier 2 and Tier 3 targeted intervention will receive personalized instructional support in Mathematics.</i> <i>All (100%) students will complete two i-Ready online instructional lessons for math each week.</i> <i>100% of students will meet their iReady typical growth goal in Math.</i>	ACHIEVEMENT 1a-Military culture is different from the local culture; unfamiliar and/or unknown learning needs 1b-Prioritization of DKIES MTSS framework 1c-Clear expectations, curriculum implementation and iReady use must be put in place 1d-Teachers' professional development need to be met (induction, mentoring, and coaching) GROWTH 2a-A clear understanding of standards	3a. Provide teacher training and extended learning teams to align and implement evidence-based practices to address student needs. - Deconstruct/unpack standards - Common formative and summative assessments - Analyze student progress on SBAC Math IAB (semester) and ICA (mid-February) for students in grades 3-5 - Number Talks PD - Cross grade level learning progressions 3b. Continue Origo Stepping Stones implementation - Revisit Math CCSS and update curriculum pacing guides - Build foundational knowledge of mathematical concepts and practices - Ensure alignment to student learning needs and multi-level instructional planning 3c. Provide targeted Intervention for all grade 3 students needing Tier 2 and Tier 3 Rtl-Math. Tier 2: 3Xs/week; 30 min, bi-weekly progress monitoring Tier 3: 4Xs/week; 30 min, weekly progress monitoring - Monthly i-Ready growth monitoring - Semester data dives - Data-Driven Instructional Cycles (PDCA) and data walls Accountable Lead(s): Chelsea Braginsky-AhLoo, Academic Coach	100% of DKIES will complete the iReady universal screener 3Xs/year Personalized support for students in Math: 80% of students in grades K-5 will pass with a 70-100% of their online iReady lessons in math. 100% will demonstrate 50% progress toward meeting typical growth on the winter diagnostic in iReady for math. Learning progressions (K-5) for mathematics Math Committee agenda/minutes	WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant: __, \$ Other: __, \$
--	--	---	---	--

<i>Increase Inouye Elementary SGP in mathematics to 74.5.</i> <i>Close the Inouye Elementary Achievement Gap by 3% in mathematics.</i> <i>(baseline 2026 math gap rate)</i>	2b-Clear schoolwide Tier 1 core quality expectations for instruction 2c-Establishment and systemization of PD effectiveness 2d-Effective use of instructional time 2e-Accountability of data-driven decision making GAP 3a-Systemization of DKIES MTSS framework 3b-Teacher professional needs must be met	[CODE: DOE Implementation Plan - High Quality Learning for All, [KPI 2 and 4], [WASC: 2, 3, and 4]		
--	--	---	--	--

1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. <i>*55.5% of Third grade students will be at or above proficient on the ELA SBA. (1.1.6)</i> (Baseline: 50% SY2024-25) <i>55.5% of all students (grades 3-5) will be at or above proficient on the ELA SBA.</i> <i>51% of all students (grades 3-5) will be at or above proficient on the Math SBA.</i> <i>56% of Fifth grade students will be at or above proficient on the Science HSA.</i> READING <i>100% of students will meet their iReady</i>	ACHIEVEMENT 1a-Military culture is different from the local culture; unfamiliar and/or unknown learning needs 1b-Prioritization of DKIES MTSS framework 1c-Clear expectations, curriculum implementation and iReady use must be put in place 1d-Teachers' professional development need to be met (induction, mentoring, and coaching) GROWTH 2c-Establishment and systemization of PD effectiveness	4a. Establish and implement a multi-tiered system of support (MTSS) for academic needs. - Identify Tier 1 core quality Instruction expectations - Instructional Habits: Ready to Learn, What to Learn, Talk to Learn, Model to Learn - Ensure all students needing targeted interventions receive tier 2 & tier 3 support for reading and math. 4b. Provide extended learning time and PC days for adults who provide instruction for students; including but not limited to: General Education Teachers, Special Education Teachers, Educational Assistants, and English Learner staff to plan for equitable access to curriculum and content for all students through improved alignment to student needs and multi-level instructional planning - Tier 1 Quality Core Instruction and Tier 2 & 3 Support. - What do we want students to learn? - Instructional supports: - As designed? - With differentiations? - With accommodation? - With curriculum modification? - How will we know they have learned it? - What will we do if some students don't learn it? - What would we do if some students already learned it? 4c. Establish an on-going Induction Program and support system for teachers new to Inouye Elementary. 4d. Provide opportunities for leadership and teacher training, professional development, and learning walks to improve evidence-based instructional practices to	Trajectory graphs for all identified subgroup students (ED, SPED, EL) Monitor progress toward typical and stretch growth 3xs/year in Reading and Math Lesson planning On-going induction and support monthly schedule and agenda Master schedule SpEd ELT agenda/minutes	WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant: __, \$ Other: __, \$
---	---	--	---	--

<i>Typical growth in Reading.</i> <i>33% of Disadvantaged subgroup students will meet their iReady Stretch growth in Reading.</i> <i>24% of Special Education subgroup students will meet their iReady Stretch growth in Reading.</i> <i>24% of English Learner subgroup students will meet their iReady Stretch growth in Reading.</i> <i>53% of English Learner subgroup students will be on-track toward English proficiency, as measured by WIDA ACCESS.</i> <i>Baseline: 50% on-track (GTT) to English proficiency SY2024-25</i> MATHEMATICS <i>24% of English Learner subgroup students will meet their iReady</i>	2e-Accountability of data-driven decision making GAP 3a-Systemization of DKIES MTSS framework 3b-Teacher professional needs must be met	ensure alignment of student learning needs and multi-level instructional planning. High-leverage strategies determined by student needs Accountable Lead(s): Sherri-Lee Tallman, Assistant Principal [CODE: DOE Implementation Plan - High Quality Learning for All, [KPI 1, 2, 3, 4], [WASC: 1, 2, and 4]		
---	--	---	--	--

<i>Stretch growth in Reading.</i> <i>100% of students will meet their iReady Typical growth in Math.</i> <i>24% of Disadvantaged subgroup students will meet their iReady Stretch growth in Math.</i> <i>27% of Special Education subgroup students will meet their iReady Stretch growth in Math.</i> <i>24% of English Learner subgroup students will meet their iReady Stretch growth in Math.</i> <i>Close the Inouye Elementary Achievement Gap by 3% in mathematics. (baseline 2026 math gap rate)</i> <i>Required for all schools.</i>				
--	--	--	--	--

1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school. <i>Required for all schools.</i> Admission and Withdrawal Report (IC)	ACHIEVEMENT 1a-Military culture is different from the local culture; unfamiliar and/or unknown learning needs 1b-Prioritization of DKIES MTSS framework GAP 3c-Systematize student support processes across DKIES MTSS framework (academic/SEL/behavior/physical)	5. All entering/exiting students will be provided support to ensure successful transition to/from DKIES. All new students (kindergarten/entering transfers) will be offered: a. KinderCamp Transition Program b. (kindergarten) BOY modified transition calendar i. Parent orientation ii. Parent survey (kinder readiness) c. Meet & Greet (Grade 1-5) d. Provided with a DKIES welcome goodie bag (e.g., DKIES Student/Parent handbook) e. Family orientation (campus tour) i. Welcome activity ii. Anchored4Life journal f. Greeted and welcomed by DKIES's Aloha Committee (student led) g. Assessed (WIDA screener, i-Ready, KRA) within 2 weeks to provide necessary and timely support for learning. h. Paired with a buddy for the first two weeks All exiting (transfers/grade 5) will: a. (grade 5) Tour the Wheeler Middle campus b. (grade 5) SSC and SpEd &/or EL coordinator will coordinate transition meeting with Wheeler Middle School c. Provided with a Farewell packet (e.g., DKIES memorabilia) d. Exit activity Accountable Lead(s): Shelley Rivers, Principal, Transition Coordinator, EL Coordinator [CODE: DOE Implementation Plan - High Quality Learning for All [KPI 4]	Kinder Readiness Parent Survey PreK on-track toward TS GOLD standards proficiency Ins & Outs Notification spreadsheet Transition coordinator EL coordinator	WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant:__, \$ Other:__, \$
---	--	--	--	--

1.1.6 55.5 % of students will be at Level 3 or above in English Language Arts on the Smarter Balanced Assessment (Baseline: 50% SY2024-25)		Embedded in 1.1.2 Reading Proficiency and 1.1.4 All students perform....		WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant:__, \$ Other:__, \$
--	--	--	--	--

1.1.7 Science Proficiency All students are proficient in science by the end of fifth grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient. <i>56% of Fifth grade students will be at or above proficient on the Science HSA.</i>	ACHIEVEMENT 1c-Clear expectations, curriculum implementation and iReady use must be put in place GROWTH 2a-A clear understanding of standards 2d-Effective use of instructional time GAP 3b-Teacher professional needs must be met	6a. Continue implementation of Amplify Science programs, supplement with Mystery Science. 6b. Provide teacher training and extended learning teams to align and implement evidence-based practices to address student needs. • Deconstruct/unpack standards • Common formative assessments • Analyze student progress on HSA Science IAB for students in grades 5 6c. Professional development focused on the following NGSS Dimensions: 1. Science and Engineering Practices (define, develop, optimize), 2. Crosscutting Concepts, and 3. Disciplinary Core Ideas 4. Analyze student progress on HSA Science IABS for students in grade 5 6d. Explore science programs aligned to NGSS-Science and Engineering Practices, Crosscutting Concepts, and Disciplinary Core Ideas. Accountable Lead(s): Chelsea Braginsky-Ah Loo, Academic Coach [CODE: DOE Implementation Plan - High Quality Learning for All, [KPI 3], [WASC: 1, 2, and 4]	Science committee agenda/minutes 80% of grade 5 students will meet or exceed proficiency on quarterly common assessment. HSA Science IAB.	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 <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
1.2.1. All students desire to and attend school regularly. 95% of all students will have a regular attendance rate of 90% or higher (17 or fewer days absent). Chronic absenteeism will decrease from 21.2% in 2024-25 to 15% in 2026-27. <i>Required for all schools.</i>	ACHIEVEMENT 1a-Military culture is different from the local culture; unfamiliar and/or unknown learning needs 1b-Prioritization of DKIES MTSS framework GROWTH 2b-Clear schoolwide Tier 1 core quality expectations for instruction 2d-Effective use of instructional time	7a. Align DKIES attendance policy and attendance letters with HIDOE Comprehensive Tiered Interventions and Supports Manual for School Attendance 7b. Foster a strong sense of belonging for students. 1. Implement Aloha Circles school-wide to increase a sense of belonging 2. Seek ways to understand the mo'olelo of the school, community, and students to offer relevant learning opportunities Accountable Lead(s): Kimberly Magno, Student Success Advisor K-2 and Rebekah Alvarez, Student Success Advisor 3-5 [CODE: DOE Implementation Plan - High Quality Learning for All, [KPI 5], [WASC: 5]	DKIES Attendance Policy DKIES attendance system of supports at the Tier 1, 2, and 3 levels The number of students who are regularly attending school will not go below 96% at each Quarterly REGULAR attendance reporting period (Panorama) Improve semester PERFECT attendance individual awards (25-26 baseline data) Na Hopena A'o Committee	WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant: __, \$ Other: __, \$

	BEHAVIOR 4a-Clear understanding of Tier 1 core quality behavior/SEL expectations 4b-Ownership/accountability of SEL program implementation and data			
--	---	--	--	--

1.2.2. All students demonstrate positive behaviors at school. <i>Required for all schools.</i>	ACHIEVEMENT 1b-Prioritization of DKIES MTSS framework GROWTH 2d-Effective use of instructional time GAP 3a-Systemization of DKIES MTSS framework 3b-Teacher professional needs must be met 3c-Systematize student support processes across DKIES MTSS framework (academic/SEL/behavior/physical) BEHAVIOR 4a-Clear understanding of Tier 1 core quality behavior/SEL expectations	8a. Establish and implement a multi-tiered system of support (MTSS) for behavior needs to ensure responsiveness. - Identify Tier 1 core quality Instruction expectations - Create shared expectations (ownership, modeling, and accountability) - behavior expectations and school-wide look fors (e.g., matrix) - with all stakeholders - Refine current student support log for effective data pulls to ensure data-driven decision making - Identify data that will be used to screen and monitor school/grade level/classroom/student needs and progress - Ensure all students needing targeted interventions receive tier 2 & tier 3 support for behavior. 8b. (continue) Consistently recognize and celebrate Eagle Pride (quarterly assemblies and Eagle store) 8c. Utilize school incident referral system consistently - Revisit incident referral flow chart and clarify teacher, staff, and admin roles and responsibilities Accountable Lead(s): Kimberly Magno, Student Success Advisor K-2 and Rebekah Alvarez, Student Success Advisor 3-5 [CODE: DOE Implementation Plan - High Quality Learning for All, [KPI 4 and 5], [WASC: 5]	Classroom Management plans fall/winter/spring behavior data (Panorama) Incident/Referral data collection (base line SY26-27) → Time → Location → Teacher/staff → Behavior/offense → Resolution Quarterly Super Eagle assemblies - GLOs - Eagles Pride	WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant:__, \$ Other:__, \$
--	---	---	--	--

	4b-Ownership/ac countability of SEL program implementation and data			
--	---	--	--	--

1.2.3. All students experience a Nā Hopena A’o environment for learning. <i>Required for all schools.</i> 65% students with a favorable response on the sense of belonging on the Panorama SEL survey at the spring screening. 92% of students with a favorable response on supportive relationships on the Panorama SEL survey at the spring screening.	ACHIEVEMENT 1a-Military culture is different from the local culture; unfamiliar and/or unknown learning needs GROWTH 2d-Effective use of instructional time 2e-Accountability of data-driven decision making BEHAVIOR 4a-Clear understanding of Tier 1 core quality behavior/SEL expectations	9. Provide introduction of Nā Hopena A’o and support for the school community to embed HA beliefs and disposition in the school culture and across all settings (sense of belonging: connections and inclusivity). ● Implement Aloha Circles school-wide ● Spring Fest (cultural celebration)/2027 ● May Day 2028 Accountable Lead(s): Kimberly Magno, Student Success Advisor K-2 and Rebekah Alvarez, Student Success Advisor 3-5 [CODE: DOE Implementation Plan - High Quality Learning for All, [KPI 4], [WASC: 5]	Speaker Kalama-Macomber Office of Hawaiian Education Panorama SEL survey data (fall/winter/spring) 63% students with a favorable response on the sense of belonging on the Panorama SEL survey at the winter screening. 91% of students with a favorable response on supportive relationships on the Panorama SEL survey at the winter screening. PBIS/SEL Committee Na Hopena A’o Committee 100% DKIES classrooms will conduct weekly Aloha Circles.	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 <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. All students will complete one (1) Project-Based Learning unit Increase student engagement rate reported on the Panorama Student Perception survey. Goal: 60% for students in grades 3-5. Required for all schools.	GROWTH 2b-Clear schoolwide Tier 1 core quality expectations for instruction 2c-Establishment and systemization of PD effectiveness 2d-Effective use of instructional time GAP 3b-Teacher professional needs must be met	10. Provide opportunities for students to solve real-world problems (investigate, collaborate, communicate, and create.) Units encompass multidisciplinary content, discourse, real world connections, and 21st century soft skills. - Project-Based Learning PD and implementation roll-out planning - Year 1: I Do (specials teachers) - Year 2: We Do (specials teachers and classroom teachers) - Year 3: You Do (classroom teachers) - Career Week (K-5) Accountable Lead(s): Specials Teachers [CODE: DOE Implementation Plan - High Quality Learning for All, [KPI 1, 2, 3, and 4], [WASC: 3 and 5]	PBL reflections PBL student survey data (SY25-26 baseline) Career/Tech Committee	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 <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
2.1.1 All teacher positions are filled with qualified hires.	GROWTH 2c-Establishment and systemization of PD effectiveness 2d-Effective use of instructional time GAP 3b-Teacher professional needs must be met	11. Opportunities are available for teachers to attend EL PD - SIQ hours and university courses for TESOL certifications. Accountable Lead(s): Shelley Rivers [CODE: DOE Implementation Plan - High Quality Educator Workforce [KPI 1, 2, 3, 4, and 5], [WASC: 1]	School list of progress toward teacher SIQ hours School list of progress toward teachers' TESOL certification	WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant: __, \$ Other: __, \$
2.1.2 All teachers are committed to ongoing professional growth to ensure effective	ACHIEVEMENT 1d-Teachers' professional development need to be met	12a. DKIES will implement focused Learning Walks to provide opportunities for teachers to: - Identify instructional areas of strength - Identify instructional areas of growth - Develop strategies for improvement	ELA/Social Studies Committee Math/Science Committee	WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$



PRIORITY 2: High-Quality Educator Workforce In All Schools

instruction for student learning needs.	(induction, mentoring, and coaching) GROWTH 2b-Clear schoolwide Tier 1 core quality expectations for instruction 2c-Establishment and systemization of PD effectiveness 2d-Effective use of instructional time 2e-Accountability of data-driven decision making GAP 3b-Teacher professional needs must be met	d. Create professional SMART goals e. Determine next steps 12b. DKIES committees will offer ongoing professional development focused on instructional areas of strengths. Accountable Lead(s): Shelley Rivers, Principal [CODE: DOE Implementation Plan - High Quality Educator Workforce [KPI 1, 2, 3, 4], [WASC: 1 and 4]	PBIS/SEL Committee Na Hopena A'o Committee Career/Tech Committee Master schedule	Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant:__, \$ Other:__, \$
---	---	--	--	---



PRIORITY 2: High-Quality Educator Workforce In All Schools

	BEHAVIOR 4a-Clear understanding of Tier 1 core quality behavior/SEL expectations			
--	---	--	--	--



PRIORITY 3: Effective and Efficient Operations At All Levels

★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. Overall positive rating on the SCC self-assessment survey Required for all schools.	ACHIEVEMENT 1a-Military culture is different from the local culture; unfamiliar and/or unknown learning needs GROWTH 2e-Accountability of data-driven decision making	13. DKIES's School Community Council will continue to ensure full membership, meet monthly, and provide input to the school improvement process, decision-making, and initiatives. Accountable Lead(s): Shelley Rivers, Principal [CODE: DOE Implementation Plan - Effective and Efficient Operations [KPI 1, 2, 3, 4, and 5], [WASC: 1]	Monthly agendas/minutes posted on school website	WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant: __, \$ Other: __, \$

★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.				
Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
DKIES.1 Family and Community Engagement Increase parent participation of the perceptual survey by 3% each year School Quality Survey (SQS) 24-25 Baseline: 22.8% Increase parent perceptual data by 3% each year in the satisfaction dimension as measured by SQS 24-25 Baseline: 85.3% Increase parent perceptual data by 3% each year in the involvement / engagement dimension as measured by SQS 24-25 Baseline: 84.2%	ACHIEVEMENT 1a-Military culture is different from the local culture; unfamiliar and/or unknown learning needs 1c-Clear expectations, curriculum implementation and iReady use must be put in place GROWTH 2d-Effective use of instructional time BEHAVIOR	14. Families and Community members are offered opportunities to actively participate in meaningful learning activities focused on improving student academic achievement and school performance. - Grade level parent involvement activities - Two-way Home-School communication - Schoolwide events: Meet and Greet, PTC, Literacy Night (PreK - 5), Career/Tech Fair (PreK-5) - Staff community tour - Schofield Accountable Lead(s): Shelley Rivers, Principal [CODE: DOE Implementation Plan - Effective and Efficient Operations [KPI 1, 2, and 3], [WASC: 3 and 5]	Monthly newsletter Seesaw School messenger Student planner Parent sign-in sheets Event evaluations	WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant:__, \$ Other:__, \$

	4a-Clear understanding of Tier 1 core quality behavior/SEL expectations			
--	---	--	--	--

★ Other Systems of Support				
Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
DKIES.2 Other Systems of Support: DKIES Multi-Tiered System of Supports <i>55.5% of Third grade students will be at or above proficient on the ELA SBA.</i> <i>55.5% of all students (grades 3-5) will be at or above proficient on the ELA SBA.</i> <i>51% of all students (grades 3-5) will be at or above proficient on the Math SBA.</i> SCIENCE <i>56% of Fifth grade students will be at or above proficient on the Science HSA.</i>	ACHIEVEMENT 1b-Prioritization of DKIES MTSS framework GROWTH 2b-Clear schoolwide Tier 1 core quality expectations for instruction 2d-Effective use of instructional time 2e-Accountability of data-driven decision making GAP	15. Establish DKIES Multi-Tiered System of Supports framework to ensure responsive support based on students' academic, behavior, SEL, and physical needs. DKIES-MTSS framework should include: foundational beliefs, key components, evidence-based practices, and include the four (4) domains (academic/behavior/SEL/physical). - Components of DKIES MTSS - Foundational Beliefs - Shared leadership - Data-driven, team-based decision making - Universal screening and progress monitoring - Multi-tiered system of evidence-based practices - Team-based Problem Solving Process - Problem solving culture - RTI framework (academic/behavior/SEL/Physical) - Tier 1 - Tier 2 - Tier 3 Accountable Lead(s): Sherri Lee Tallman, Assistant Principal	HMTSS Implementation tool 3xs/year Comprehensive Array of Services (matrix) Student support process Streamlined student support documentation	WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant: __, \$ Other: __, \$

READING <i>100% of students will meet their iReady annual Typical growth in Reading.</i> <i>33% of Disadvantaged subgroup students will meet their iReady annual Stretch growth in Reading.</i> <i>24% of Special Education subgroup students will meet their iReady annual Stretch growth in Reading.</i> <i>24% of English Learner subgroup students will meet their iReady annual Stretch growth in Reading.</i> MATHEMATICS <i>24% of English Learner subgroup students will meet their iReady annual Stretch growth in Reading.</i> <i>100% of students will meet their iReady Typical growth in Math.</i>	3a-Systemization of DKIES MTSS framework 3c-Systematize student support processes across DKIES MTSS framework (academic/SEL/behavior/physical) BEHAVIOR 4a-Clear understanding of Tier 1 core quality behavior/SEL expectations	[CODE: DOE Implementation Plan - Effective and Efficient Operations [KPI 1, 2, 3, 4, and 5], [WASC: 4]		
---	--	---	--	--

<i>24% of Disadvantaged subgroup students will meet their iReady annual Stretch growth in Math.</i> <i>27% of Special Education subgroup students will meet their iReady annual Stretch growth in Math.</i> <i>24% of English Learner subgroup students will meet their iReady annual Stretch growth in Math.</i> <i>Close the Inouye Elementary Achievement Gap by 3% in mathematics. (baseline 2026 math gap rate)</i>				
--	--	--	--	--

APPENDIX A: SCHOOL COMMUNITY COUNCIL ASSURANCES FORM

One of a School Community Council's (SCC) main functions is to review the school's Academic Plan and Financial Plan for the upcoming school year and either recommend revisions of the plans to the principal or recommend the plans for approval by completing the SCC Assurances Form.

The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name and signature of the SCC chairperson must be included on both pages of the form, regardless of revisions or comments added to the second page.

Hawaii State Department of Education School Academic Plan and Financial Plan Annual Assurances and Recommendation for Approval

The **Daniel K. Inouye Elementary** School Community Council (SCC) recommends the school plans to the Complex Area Superintendent for approval and assures the following:

1. The SCC is correctly constituted and was formed in accordance with the Board of Education policy, Department of Education procedures and state law.
2. The SCC reviewed its responsibilities under the Board of Education policy, Department of Education procedures and state law, including those related to the review of the Academic Plan and Financial Plan.
3. The SCC sought and considered all recommendations from the school community or committees before recommending the plans for approval. (Check all that apply)

A School Community Council Meeting was conducted on **1/26/26** to share the school data and gather input on student priorities.

A School Community Meeting was conducted on **2/23/26** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.

Other (list): Budget shared with SCC 11/17/25, PTO Parents 11/6/25, Faculty Mtg 11/19/25, CNA data shared Faculty mtg 1/14/26 and Family Night 1/30/26, Ac Plan shared with Family Night 1/30/26, Grade Level Chair mtg 2/18/26 and 3/25/26, and Eagle Student Council 2/23/26.

4. The SCC reviewed the Academic Plan and Financial Plan and found that they are based upon a thorough analysis of student performance data, and use evidence-based interventions.
5. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The principal has provided a clear explanation to the SCC about the status of each of the recommendations made by the SCC regarding the Academic Plan and Financial Plan.
7. This school plan was adopted through consensus or by vote by the School Community Council on: **3/23/2026**

Link to completed [School Community Council Assurances Form](#)

Attested:

Daniel K. Inouye Elementary Principal	Signature	Date
Shelley Rivers		3/23/2026

SCC Chairperson	Signature	Date
Torrienne Sue-Remata		3/23/2026

SCC Recommendations to the Academic Plan and Financial Plan:

The School Community Council, in review of the Academic and Financial Plans, has provided the principal with the following recommendations for consideration. These recommendations are included as a means to share these issues with the Complex Area Superintendent and to identify the action taken by the principal on the SCC recommendations. If no recommendations were made, please write "N/A." **SCC Chairperson signature is required on both pages.**

SCC Recommendation:	Rationale for the SCC Recommendation:	Principal's Response to SCC Recommendation:
N/A		

SCC Comments: Statement of Problem or Concerns regarding the Academic Plan and Financial Plan review process.

N/A

Attested:

SCC Chairperson	Signature	Date
Torrienne Sue-Remata		Date 3/23/2026

APPENDIX B: BELL SCHEDULE

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

To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided [bell schedule tool](#).

Total student instructional 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)	1083 hours per year
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	N/A, we meet the requirement

Daniel K. Inouye Elementary Bell Schedule: [Link](#) to bell schedule

Daniel K. Inouye Elementary School Schedule

Monday, Tuesday, Thursday, & Friday (7:55 - 2:10)
Wednesday (7:55 - 1:10)

	Start Time	End Time	Length
Breakfast Service	7:15 AM	7:45 AM	30 min
Welcome to School / Wait in Designated Area	7:50 AM	—	—
School Officially Begins	7:55 AM	—	—
Tardy Bell	8:10 AM	—	—
1st Recess Gr. K, 1, 2	9:40 AM	9:55 AM	15 min
1st Recess Gr. 3, 4, 5	10:40 AM	10:55 AM	15 min
Lunch Gr. K, 1, 2	11:05 AM	11:35 AM	30 min
Lunch Gr. 3, 4, 5	11:50 AM	12:20 PM	30 min
2nd Recess (M, T, TH, F) Gr. K, 1, 2	11:40 AM	11:50 AM	10 min
2nd Recess (M, T, TH, F) Gr. 3, 4, 5	12:25 PM	12:35 PM	10 min
Dismissal - Wednesday	1:10 PM	—	—
Dismissal - (M, T, TH, F)	2:10 PM	—	—