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

# Helemano Elementary School Academic Plan SY 2025-2026

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

| **Submitted by Principal: Dr. John Walje** | |
|---|---|
| *John Walje* <br> John Walje (Apr 11, 2025 11:40 HST) | Apr 11, 2025 |

| **Approved by Complex Area Superintendent: Ernest Muh** | |
|---|---|
| *Ernest Muh* <br> Ernest Muh (Apr 11, 2025 13:01 HST) | Apr 11, 2025 |

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

<table>
<tr><td colspan="5" style="background:#1F3864;color:white"><b>VIABLE QUALITY CURRICULUM</b></td></tr>
</table>

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

| **Please utilize the dropdown list to select the <u>comprehensive instructional program(s)</u> being used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the program.** Schools may indicate specific demographic subgroup(s) as appropriate. | | | | |
|---|---|---|---|---|
| **Grade Level(s)/Course Name** | **English Language Arts** | **Mathematics** | **Science** | **Social Studies** |
| K-5 | '23 Wonders ⌄ | ORIGO Stepping Stones 2.0 ⌄ | N/A | N/A |

| **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 | Orton-Gillingham (OG) | | | |
| K-2, Sped K-5 | Heggerty | | | |
| Sped K-5 | Primary Phonics | | | |
| Sped K-5 | Phonics for Reading | | | |

## 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 | AIMSWEB+ ⌄ | AIMSWEB+ ⌄ |

## IDENTIFIED SCHOOL NEEDS

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

- ☑ Current Comprehensive Needs Assessment (CNA)
- ☐ Other current assessment/self-study report:
- ☐ Current Western Association of Schools and Colleges (WASC) report

| | | |
|---|---|---|
| Year of <u>Last Visit</u>: 2024 | Year of <u>Next Action</u>: 2027 | Year of <u>Next Self-Study</u>: |
| Type of <u>Last Visit</u>: Full Self-Study  ˅ | Type of <u>Next Action</u>:  Mid-Cycle Report (No Visit)  ˅ | 2030 |

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

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

| 1 | **Student Need:**  Reduce the achievement gap between non-high needs and high needs students in English Language Arts (ELA), Math, and Science. |
|---|---|
| | **Root/Contributing Cause:**<br>    a.   Our school doesn't have the personnel and space to provide early childhood (Pre-K) learning opportunities year-round.<br>    b.   New students have limited or no knowledge of our curriculum systems in place.<br>    c.   Teachers need more support and/or Professional Development<br>    d. |
| **2** | **Student Need:** English Language Learner and Special Education student populations continuously underperform below their peers in ELA and Math. |
| | **Root/Contributing Cause:**<br>    a.   Lack of consistent implementation in the classroom for differentiated and individualized instruction.<br>    b.   Teachers need more support and/or Professional Development |

| 3 | **Student Need:** Improve student social and emotional development to help reduce the number of students who are chronically absent<br><br>**Root/Contributing Cause:**<br>   a. Panorama Survey data indicates emotional regulation, growth mindset, self-efficacy, and sense of belonging as areas of growth for our students.<br>   b. Students are absent from school for a myriad of reasons<br>   c. Parent activities encourage a family-school partnership that enhances learning |
|---|---|

| **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 Language Learners<br><br>**Identified Student Need(s):** Explicit vocabulary instruction and ensuring a solid foundation with numeracy |
| 2 | **Targeted Subgroup:** Special Education students<br><br>**Identified Student Need(s):** Explicit vocabulary instruction and ensuring a solid foundation with numeracy |

## 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.<br><br>The data indicates that only 51% of incoming kindergarten students attend pre-school. | Our school doesn't have the personnel and space to provide early childhood (Pre-K) learning opportunities year-round.<br>1a | • Provide pre-kindergarten readiness programs to prepare students for the transition to kindergarten<br>• Use the Kindergarten Entry Assessment to identify readiness of kindergarten students.<br>• Provide students timely and appropriate interventions during the school day through classroom/non-classroom teachers, counselors, part-time teachers, and educational assistants to address social, emotional, and academic readiness needs.<br><br>Accountable Leads:  Ann Nakasato, Crystal Shimoda, Renee Fujiwara, Kristi Higa | 100% of entering kindergarten students will be assessed for social, emotional, and academic readiness. | ☑ **WSF, $**<br>☑ **Title I, $**<br>☐ Title II, $<br>☐ Title III, $<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA, $<br>☐ SPPA, $<br>☐ Homeless, $<br>☐ Grant:__, $<br>☐ Other:__, $ |

| | | | | |
|---|---|---|---|---|
| **Reading Proficiency**<br><br>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.<br><br>89% of 3rd grade students were reading at, or above grade level on the Smarter Balanced Assessment in SY 23-24. | Students lack sufficient knowledge of strategies in foundational reading skills.<br>1b, 1c, 2a, 2b, 2c | • Use a universal screening tool to identify struggling students<br>• Provide timely and appropriate interventions during the school day through classroom/non-classroom teachers, educational assistants, and part-time teachers in small groups or individually<br>• Provide extended learning opportunities for students meeting or not meeting grade level benchmarks<br>• Use a progress monitoring system to improve the support provided to struggling students<br><br>Accountable Leads:  Crystal Shimoda and Renee Fujiwara | • 60% of students will be on grade level at the winter benchmark period as measured by AIMS Web Plus<br><br>• 80% of students will be on grade level at the spring benchmark period as measured by AIMS Web Plus<br><br>• 70% of 3rd grade students will be reading at or above the standard in SBA. | ☑ **WSF, $**<br>☑ **Title I, $**<br>☐ Title II, $<br>☐ Title III, $<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA, $<br>☐ SPPA, $<br>☐ Homeless, $<br>☐ Grant:__, $<br>☐ Other:__, $ |

| 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.<br><br>60% of students in grades 3-5 were at Level 3 or above in mathematics on the Smarter Balanced Assessment in SY 23-24. | Students lack sufficient knowledge of strategies in foundational and problem solving math skills.<br>1b, 1c, 2a, 2b, 2c | ● Implement the Common Core State Standards in Mathematics.<br>● Utilize Stepping Stones and other supplemental resources to emphasize the eight mathematical practices, teach basic math skills, strengthen procedural fluency, develop conceptual understanding, and become adept at problem solving<br><br>Accountable Lead: Ann Nakasato | ● 100% of teachers will share learning objectives, use rubrics, and share exemplars during instruction<br><br>● 100% of students will self-assess their work<br><br>● 60% of students will be on grade level at the winter benchmark period as measured by AIMS Web Plus<br><br>● 80% of students will be on grade level at the spring benchmark period as measured by AIMS Web Plus | ☑ **WSF, $**<br>☑ **Title I, $**<br>☐ Title II, $<br>☐ Title III, $<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA, $<br>☐ SPPA, $<br>☐ Homeless, $<br>☐ Grant:__, $<br>☐ Other:__, $ |
|---|---|---|---|---|

| | | | <ul><li>80% of students will meet or exceed proficiency on grade level common assessments in mathematics</li><li>70% of all students in grades 3-5 will be at Level 3 or above in Mathematics on the Smarter Balanced Assessment</li></ul> | |
|---|---|---|---|---|

| | | | | |
|---|---|---|---|---|
| 1.1.4.  All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.<br><br>*Required for all schools.*<br><br>Helemano Elementary School needs to continue to use formative assessment data to modify instructional practices in the classroom<br><br>Helemano Elementary School needs to provide more opportunities for students to set learning goals and reflect on them | Students determined as "high needs" continue to perform below the overall school achievement.<br>1c, 2a, 2b | ● Teachers will collect and use formative assessment data to modify instructional practices in the classroom.<br><br>● Students will set learning goals in English Language Arts and Mathematics<br><br>Accountable Leads:  Kym Tsukamoto, Ann Nakasato, Crystal Shimoda, and Renee Fujiwara | ● 100% of teachers will collect, reflect on formative assessment data, and adjust instructional strategies<br><br>● 100% of students will set learning goals for English Language Arts and Mathematics<br><br>● 55% of students learning English will be on-track to English language proficiency<br><br>● 100% of high needs (SPED/EL) will demonstrate growth at the winter benchmark period as measured by universal screener | ☑ **WSF, $**<br>☑ **Title I, $**<br>☐ Title II, $<br>☐ Title III, $<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA, $<br>☐ SPPA, $<br>☐ Homeless, $<br>☐ Grant:__, $<br>☐ Other:__, $ |

| | | | ● 100% of high needs (SPED/EL) will demonstrate growth at the spring benchmark period as measured by universal screener | |
|---|---|---|---|---|

| 1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.<br><br>*Required for all schools.*<br><br>Helemano Elementary School needs to formalize a process to discuss transition needs for students in kindergarten to fourth grade<br><br>Helemano Elementary School needs to work with the complex area to create a process to help ensure that all our students are successful as they enter middle school. | Formalized processes not consistently developed between our school and the middle school. 3a | • Teachers will conduct transition meetings for curriculum and students at the beginning and end of each school year for students in preschool to fourth grade.<br>• Fifth grade students will participate in transition activities to prepare them for middle school<br><br>Accountable Leads: Ann Nakasato, Crystal Shimoda, Renee Fujiwara, Kristi Higa, Brittnie Caraulia | • 100% of teachers will participate in transition meetings for curriculum and student needs at the beginning and end of each school year. | ☑ **WSF, $**<br>☑ **Title I, $**<br>☐ Title II, $<br>☐ Title III, $<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA, $<br>☐ SPPA, $<br>☐ Homeless, $<br>☐ Grant:__, $<br>☐ Other:__, $ |

| 1.1.6 70% of all students in grades 3-5 will be at Level 3 or above in English Language Arts on the Smarter Balanced Assessment<br><br>63% of students in grades 3-5 were at Level 3 or above in English Language Arts on the Smarter Balanced Assessment in SY 23-24. | Students lack sufficient knowledge of strategies in foundational reading and writing.<br>1b, 1c, 2a, 2b, 2c | • Implement the Common Core State Standards in English Language Arts.<br>• Utilize McGraw-Hill Wonders, Geodes, Multi-Sensory Structured Language/Orton-Gillingham (MSL-OG), Heggerty,Thinking Maps, Story Grammar Marker, and other supplemental resources to explicitly teach word study(phonemic/phonological awareness, phonics, irregular word reading, and vocabulary), fluency, reading comprehension of complex literary/informational texts, using text dependent questions and textual evidence.<br>• Utilize Step Up to Writing strategies, Thinking Maps, and the Six Traits model for explicit writing instruction to write opinion pieces, short/focused research, informative/explanatory texts, and narratives.<br><br>Accountable Leads: Crystal Shimoda and Renee Fujiwara | • 100% of teachers will share learning objectives, use rubrics, and share exemplars during instruction<br><br>• 100% of students will self-assess their work<br><br>• 80% of students will meet or exceed proficiency on grade level common assessments in reading comprehension and text dependent questions | ☑ **WSF, $**<br>☑ **Title I, $**<br>☐ Title II, $<br>☐ Title III, $<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA, $<br>☐ SPPA, $<br>☐ Homeless, $<br>☐ Grant:__, $<br>☐ Other:__, $ |

| | | | ● 80% of students will meet or exceed proficiency on grade level opinion, informative / explanatory, and narrative writing assessments | |
|---|---|---|---|---|
| 1.1.7 70% of 5th grade students will be proficient in Science on the Hawaii State Assessment<br><br>47% of 5th grade students were proficient in Science on the Hawaii State Assessment in SY 23-24. | 5th grade students' proficiency scores have gotten lower from the previous year. 1c, 2b | ● Create and implement Understanding by Design (UbD/5E*) phenomena driven units in science that integrate NGSS three dimensional learning. *(Engage, explore, explain, elaborate, evaluate)<br>● Incorporate durable skills of IC3 (Investigate, Collaborate, Communicate, and Create) into the units<br><br>Accountable Lead: Ann Nakasato | ● 80% of students will meet or exceed proficiency on grade level common assessments in science. | ☑ **WSF, $**<br>☑ **Title I, $**<br>☐ Title II, $<br>☐ Title III, $<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA, $<br>☐ SPPA, $<br>☐ Homeless, $<br>☐ Grant:__, $<br>☐ Other:__, $ |

| ★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment. | | | | |
|---|---|---|---|---|
| **Desired Outcome**<br>*"What do we plan to accomplish?"* | **Root/ Contributing Cause**<br>*"Why are we doing this?"*<br>*Reference the Identified School Needs section.* | **Enabling Activities**<br>*"How will we achieve the desired outcome?"*<br><br>***and* Name of Accountable Lead(s)**<br>*"Who is responsible to oversee and monitor implementation and progress?"* | **Monitoring of Progress**<br>**(Initial & Intermediate Outcomes)**<br>*"How will we know progress is being made?"* | **Anticipated Source of Funds**<br>*"What funding source(s) should be utilized?"*<br>*Estimate the additional amount needed to execute the enabling activity.* |
| 1.2.1. All students desire to and attend school regularly.<br><br>*Required for all schools.*<br><br>The data indicates that 22% of students were chronically absent in SY 23-24. | Students do not regularly attend school for a myriad of reasons.<br>3 | ● Communicate attendance expectations with parents at the beginning of the year.<br>● Monitor daily attendance and communicate with parents after every 5th absence<br>● Parent meeting in 1st quarter for students chronically absent the previous school year<br>● Communication by teacher with families after the 5th absence<br>● Communication by counselors with families after 10th and 15th absence<br>● Parent contacted for students with 10 or more absences<br><br>Accountable Leads: Kristi Higa and Brittnie Caraulia | ● The number of students who are chronically absent will not exceed 2% each quarter | ☑ **WSF, $**<br>☑ **Title I, $**<br>☐ Title II, $<br>☐ Title III, $<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA, $<br>☐ SPPA, $<br>☐ Homeless, $<br>☐ Grant:__, $<br>☐ Other:__, $ |

| 1.2.2. All students demonstrate positive behaviors at school.<br><br>*Required for all schools.*<br><br>Helemano Elementary School must clarify the definition of safety with students to better determine any specific areas of concern regarding student and school safety | Students' safety is paramount to ensure learning. 3 | ● Schoolwide implementation of a Positive Behavior Intervention Support System (PBIS) which includes teaching/practicing school wide behavior expectations, consequences for misbehavior, positive verbal reinforcement, and effective classroom management strategies.<br>● Schoolwide implementation of social/emotional learning lessons<br>● Use of Panorama Social Emotional Learning (SEL) Survey data to identify students needing additional support<br>● Use of school safety survey to clarify student responses<br>● Professional development for staff based on needs identified by the Panorama SEL Survey data<br><br>Accountable Leads: Kristi Higa and Brittnie Caraulia | ● At least 80% of students will have a favorable response on the school safety measure on the School Quality Survey (SQS)<br><br>● 65% of students with a favorable response on the sense of belonging measure on the Panorama SEL survey at the winter screening period<br><br>● 70% of students with a favorable response on the sense of belonging measure on the Panorama SEL survey at the spring screening period | ☑ **WSF, $**<br>☑ **Title I, $**<br>☐ Title II, $<br>☐ Title III, $<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA, $<br>☐ SPPA, $<br>☐ Homeless, $<br>☐ Grant:__, $<br>☐ Other:__, $ |
| --- | --- | --- | --- | --- |

| 1.2.3. All students experience a Nā Hopena Aʻo environment for learning.<br><br>*Required for all schools.* | Students' and staff physical and mental well-being is essential to learning.<br>3a | ● All students and staff members will demonstrate behaviors of Nā Hopena Aʻo which include a sense of belonging, responsibility, excellence, aloha, total well-being, and Hawaii.<br><br>Accountable Leads: John Walje | ● At least 80% of students will have a favorable response in the areas of school sense of belonging and valuing of school on the fall Panorama Survey. | ☑ **WSF, $**<br>☑ **Title I, $**<br>☐ Title II, $<br>☐ Title III, $<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA, $<br>☐ SPPA, $<br>☐ Homeless, $<br>☐ Grant:__, $<br>☐ Other:__, $ |
|---|---|---|---|---|

| ★ GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement. | | | | |
|---|---|---|---|---|
| **Desired Outcome**<br>*"What do we plan to accomplish?"* | **Root/ Contributing Cause**<br>*"Why are we doing this?*<br>*Reference the Identified School Needs section.* | **Enabling Activities**<br>*"How will we achieve the desired outcome?"*<br><br>***and* Name of Accountable Lead(s)**<br>*"Who is responsible to oversee and monitor implementation and progress?"* | **Monitoring of Progress (Initial & Intermediate Outcomes)**<br>*"How will we know progress is being made?"* | **Anticipated Source of Funds**<br>*"What funding source(s) should be utilized?"*<br>*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.<br><br>*Required for all schools.* | Student centered activities and place based learning are not consistent in our school.<br>1c, 2b | ● Promote career, community, and civic opportunities through grade level learning activities, field trips, and school service projects.<br><br>Accountable Leads: Ann Nakasato, Crystal Shimoda, Renee Fujiwara | ● 100% of students will participate in career, community, and civic opportunities | ☑ **WSF, $**<br>☑ **Title I, $**<br>☐ Title II, $<br>☐ Title III, $<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA, $<br>☐ SPPA, $<br>☐ Homeless, $<br>☐ Grant:___, $<br>☐ 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 90% of teachers will strongly agree or agree that they are satisfied with the professional development opportunities the school provides them on the School Quality Survey (SQS) | Teachers need consistent and regular professional development opportunities to help improve student learning. 1c, 2b | Provide relevant professional development, mentoring, training, and support in the following areas: <br>● Mathematical Strategies and Thinking <br>● Explicit Instruction in English Language Arts <br>● Next Generation Science Standards (NGSS) <br>● Hawaii Core Standards in Social Studies (HCSSS) <br>● Computer Science Teachers Association Standards (CSTA) <br>● Social Emotional Learning (SEL) <br>● Instructional Technology <br>● Relevant topics for classified staff <br><br>Accountable Leads:  Ann Nakasato, Crystal Shimoda, Renee Fujiwara | ● 100% of certificated and classified staff will be offered relevant professional development | ☑ **WSF, $** <br>☑ **Title I, $** <br>☐ Title II, $ <br>☐ Title III, $ <br>☐ Title IV-A, $ <br>☐ Title IV-B, $ <br>☐ IDEA, $ <br>☐ SPPA, $ <br>☐ Homeless, $ <br>☐ Grant:___, $ <br>☐ Other:___, $ |

| 2.2 Retain 100% of all beginning teachers | Challenges to learning and implementing curriculum can lead to leaving the profession.<br><br>1c, 2b | • Provide induction, mentoring, training, and support for all beginning teachers.<br><br>Accountable Leads: Crystal Shimoda and Renee Fujiwara | • 100% of beginning teachers will attend a school orientation<br><br>• 100% of beginning teachers will be assigned a mentor<br><br>• 100% of beginning teachers will be observed by another teacher by the end of August | ☑ **WSF, $**<br>☑ **Title I, $**<br>☐ Title II, $<br>☐ Title III, $<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA, $<br>☐ SPPA, $<br>☐ Homeless, $<br>☐ Grant:___, $<br>☐ 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**<br>*"What do we plan to accomplish?"* | **Root/ Contributing Cause**<br>*"Why are we doing this?*<br>*Reference the Identified School Needs section.* | **Enabling Activities**<br>*"How will we achieve the desired outcome?"*<br><br>***and* Name of Accountable Lead(s)**<br>*"Who is responsible to oversee and monitor implementation and progress?"* | **Monitoring of Progress**<br>*"How will we know progress is being made?"* | **Anticipated Source of Funds**<br>*"What funding source(s) should be utilized?"*<br>*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.<br><br>*Required for all schools.* | Student achievement is a result of the community, teachers, and students.<br>3 | ● The Helemano Elementary School Community Council will meet regularly with all required stakeholders to provide feedback on the academic plan, school facilities, and school improvement efforts<br><br>Accountable Lead: John Walje | ● The Helemano Elementary School Community Council will have positive ratings on the SCC self assessment survey | ☑ **WSF, $**<br>☑ **Title I, $**<br>☐ Title II, $<br>☐ Title III, $<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA, $<br>☐ SPPA, $<br>☐ Homeless, $<br>☐ Grant:___, $<br>☐ 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 90% of parents will strongly agree or agree that the school provides parent activities for parent involvement on the School Quality Survey (SQS) | Parent activities encourage a family-school partnership that enhances learning. 3c | • Provide parent activities to inform them about the school's standards-based curriculum and strategies to help with their child's school work.<br>• PCNC will continue to help and organize activities to sustain parent involvement<br><br>Accountable Lead: Vikki Kawamura | • 100% of parents who attend parent activities will provide feedback on the activity. | ☑ **WSF, $**<br>☑ **Title I, $**<br>☐ Title II, $<br>☐ Title III, $<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA, $<br>☐ SPPA, $<br>☐ Homeless, $<br>☐ Grant:__, $<br>☐ Other:__, $ |

## APPENDIX A: SCHOOL BELL SCHEDULE

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

| | |
|---|---|
| This section showcases Helemano Elementary 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)* | 1,083 hours per year |
| **Did your school submit a SCC Waiver Request Form? Please explain.** | No - Not applicable |
| **Bell Schedule:** Helemano Elementary School Bell Schedule | |