



Iliahi Elementary School Academic Plan SY 2025-2026

2035 California Ave
808-622-6411
<https://www.iliahiei.k12.hi.us/>

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

Submitted by Principal Garett Yukumoto	
<u>Garett Yukumoto</u> <small>Garett Yukumoto (Apr 2, 2025 10:01 HST)</small>	4/2/2025

Approved by Complex Area Superintendent CAS Ernest Muh	
<u>Ernest Muh</u> <small>Ernest Muh (Apr 9, 2025 13:45 HST)</small>	Apr 9, 2025

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 **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
Grade K-5	'20 Wonders ▾	Imagine Learning Illustrative Mathem... ▾		
	Select One ▾	Select One ▾		
	Select One ▾	Select One ▾		

Please list all **supplementary instructional materials** 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
Grade K	Heggerty			
Grade K-2	Enhanced Core Reading Instruction			

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 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
Grade K-5	DIBELS ▾	Select One ▾
Grade K-5	I-Ready ▾	I-Ready ▾
	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: **2023**
- ☒ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: **2023-2024**

Year of Next Action: **2026**

Year of Next Self-Study:

Type of Next Action: Mid-Cycle Report & Visit ▾

2029

Type of Last Visit: Full Self-Study ▾

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	<p><u>Student Need:</u> [Students need targeted instruction in foundational reading and comprehension skills to close the achievement gap across all subject areas.]</p> <p><u>Root/Contributing Cause:</u></p> <ul style="list-style-type: none">a. New students entering Iliahi after Kindergarten are not coming in with foundational reading skills. (Pg. 8)b. There is a range of learning rates within the class, with some students requiring additional support. (Pg. 8)c. Students need more reading and math foundation skills. (Pg. 8)D. Effective differentiated instruction needs to be implemented more consistently to meet the diverse learning needs of all students. (Pg. 8)
2	<p><u>Student Need:</u> [Students need to build upon their foundational math skills and problem solving skills to close the achievement gap.]</p> <p><u>Root/Contributing Cause:</u></p> <ul style="list-style-type: none">a. Students struggle with reading and comprehending word problems. (Pg. 32)b. Students do not have a strong number sense. (Pg. 32)c. Limited use of instructional strategies using manipulative and visual representation of abstract mathematical concepts. (Pg. 32)d. Teachers do not consistently use differentiated instructional strategies to address varying student needs. (Pg. 32)e. Limited professional development for teachers in effective math instruction, including number sense and differentiated instruction. (Pg. 32)

	32)
3	<p><u>Student Need:</u> [Students need to improve writing skills in different genres]</p> <p><u>Root/Contributing Cause:</u></p> <ul style="list-style-type: none"> a. Students are not given enough opportunities to write in different genres, and the lack of consistent practice and exposure to different types of writing limits students' ability to develop their skills. (Pg. 33) b. Students may not be familiar with specific organizational elements, language features, and purposes of various writing styles. (Pg. 33) c. Inconsistencies in grading and expectations for writing. (Pg. 33) d. Instruction of writing is inconsistent across grade levels. (Pg. 33)
4	<p><u>Student Need:</u> [Students need to develop stronger social-emotional learning skills to manage their emotions and behaviors effectively.]</p> <p><u>Root/Contributing Cause:</u></p> <ul style="list-style-type: none"> a. Some students lack effective strategies for managing strong emotions. (Pg. 15) b. There has been an increase over the last three years of student behavioral incidents and suspensions. (Pg. 13) c. Panorama Student SEL survey shows grade 3-5 students fall within the 40th-59th percentile (Spring 2024 survey) in the nation for self-management and scored 61% for emotional regulation. (Pg. 15) d. Inconsistent instruction of social-emotional learning skills to effectively manage strong emotions. (Pg. 15)
5	<p><u>Student Need:</u> Parental engagement plays a vital role in student success.</p> <p><u>Root/Contributing Cause:</u></p> <ul style="list-style-type: none"> a. The school plans and implements multiple parent engagement activities throughout the school year. (Pg.14) b. Parents who value education and believe in their ability to support their child's learning are more likely to engage. (Pg. 14) c. A welcoming and inclusive school environment encourages parents to participate in their child's education. (Pg. 14)

In order 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	<p><u>Targeted Subgroup:</u> [Special Education]</p> <p><u>Identified Student Need(s):</u> [Students need differentiated multi-sensory instruction to improve student achievement.]</p>
2	<p><u>Targeted Subgroup:</u> [High needs (Free/Reduced Lunch)]</p> <p><u>Identified Student Need(s):</u> [Students need specific targeted interventions and differentiated instruction in English Language Arts and Math]</p>
3	<p><u>Targeted Subgroup:</u> English Language Learners</p> <p><u>Identified Student Need(s):</u> Students need focused support and access to academic content knowledge to improve their reading, writing, listening, speaking, and language skills.]</p>



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 <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?" Reference the Identified School Needs section.</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 (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?" Estimate the additional amount needed to execute the enabling activity.</i>
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, b, c, d 2a, b, c, d 3a, b, d	EA 1.1.1 (1) Provide supplementary early learning opportunities during the summer Kindergarten preparatory session for incoming kindergartners with no preschool experience. (SW6-iii(V)) [K Teachers, Admin] EA 1.1.1 (2) Teach phonological, phonemic awareness skills, and phonics through a multisensory (auditory, kinesthetic, and visual) approach. EA 1.1.1 (3) Utilize the Second Step program to teach social emotional skills. a. Counseling Support as needed EA.1.1.1(4) Provide differentiated instruction to teach foundational skills for learning.	100% of Summer Kindergarten Prep students will have a teacher completed post GLO survey. 95% of students will be at Tier 1 on iReady Reading Diagnostic at EOY 95% of students will be at the Core level for DIBELS	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$

<p>Reading Proficiency</p> <p>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.</p>	<p>1a, b, c, d</p>	<p>EA 1.1.2 (1) All students will receive RtI-tiered instruction based on their reading needs. (SW6 - i) [Denise Low-Liu - Instructional Coach, Gerri Nakasone - Instructional Coach]</p> <p>a. Instructional groupings will be determined and frequently reviewed based on data from universal screeners and/or other formative assessments.</p> <p>b. Teachers will provide students with each lesson's learning target(s)/standard.</p> <p>EA 1.1.2 (2) ELL teacher to provide intervention support to ELL students. (SW6 - i) [Danielle Simpson - ELL Teacher]</p> <p>EA 1.1.2 (3) Quarterly data teams will monitor and analyze formative/summative reading data to increase student achievement. (SW6 - ii) [Denise Low-Liu - Instructional Coach, Gerri Nakasone - Instructional Coach]</p> <p>EA 1.1.2 (4) K-5 students will take the BOY, MOY, and EOY diagnostic iReady reading tests and Dibels. (SW6 - ii) [Denise Low-Liu- Instructional Coach, Gerri Nakasone - Instructional Coach]</p>	<p>WIDA Access Test: 100% of EL students will meet their AMAO proficiency by 1.0 gain on the WIDA test.</p> <p>100% of ELL students will have a Measurable student success quarterly plan.</p> <p>100% of grade level teachers will document student data team summaries in Google Docs.</p> <p>70% of K-5 students will be at core level as measured by DIBELS MOY EOY 85%</p> <p>The percentage of students in grades K-5 will be at Tier 1 as measured by iReady Diagnostic (using <u>Standard</u>)</p> <p>MOY - 60% EOY - 80%</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>
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			<p>The percentage of students grades K-5 will meet their typical growth goals (60%-100%) in iReady (using EOY view) MOY: <u>75% of the students will reach 50% or higher of their typical growth goals.</u></p> <p>i-Ready Reading Diagnostic: 90% of students will meet their "Typical Growth" by the EOY assessment.</p> <p>68% of 3rd grade students will be at or above grade level on the Smarter Balanced Assessment.</p>	
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<p>Mathematics Proficiency</p> <p>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.</p>	<p>2a, b, c, d</p>	<p>EA 1.1.3 (1) All students will receive RtI-tiered instruction based on their math needs. (SW6 - i) [Denise Low-Liu - Instructional Coach, Gerri Nakasone - Instructional Coach]</p> <p>a. Instructional groupings will be determined and frequently reviewed based on data from universal screeners and/or other formative assessments.</p> <p>b. Teachers will provide students with each lesson's learning target(s)/standard.</p> <p>EA 1.1.3 (2) K-5 students will take the BOY, MOY, and EOY diagnostic math tests in iReady. (SW6 - ii) [Denise Low-Liu - Instructional Coach, Gerri Nakasone - Instructional Coach]</p>	<p>The percentage of students in grades K-5 will be at Tier 1 as measured by iReady Diagnostic (using <u>Standard</u> view) Math MOY - 52% EOY - 75%</p> <p>The percentage of students grades K-5 will meet their typical growth goals (60%-100%) in iReady (using EOY view) MOY: <u>70% of the students will reach 50% of their typical growth goals.</u></p> <p>i-Ready Math Diagnostic: 90% of students will meet their "Typical Growth" by the EOY assessment.</p>	<p><input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$</p>
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<p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p> <p><i>Required for all schools.</i></p>	<p>1a, b, c, d 2a, b, c, d 3a, b, d</p>	<p>EA 1.1.4 (1) K-5 students will be provided individual/small group instruction to meet their student needs. (SW6 - i)</p> <p>[Denise Low-Liu - Instructional Coach, Gerri Nakasone - Instructional Coach]</p> <p>a. Teachers will provide students with the learning target(s)/standard for each lesson.</p> <p>EA 1.1.4 (2) Academic Review Team (ART) will meet quarterly to review/analyze student data to ensure the school's academic plan and implementation are met. (SW3)</p>	<p>SBAC Students will meet proficiency on the SBAC/HSA testing for the following: Reading: 70% Math: 66% Science: 60%</p> <p>WIDA Access Test: 100% of EL students will meet their AMAO proficiency by 1.0 gain on the WIDA test.</p> <p>The percentage of High Needs, SPED, & ELL students in grades K-5 will meet their DIBELS grade level composite benchmark goals: MOY: High Needs: 67% Sped: 30% ELL: 60%</p> <p>EOY: High Needs: 70% Sped: 33% ELL: 65%</p>	<p><input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$</p>
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			<p>The percentage of High Needs, SPED, & ELL students in grades K-5 will meet their iReady typical growth goals in iReady Reading(using EOY view):</p> <p>MOY: High Needs: 60% Sped: 35% ELL: 50%</p> <p>EOY: High Needs: 75% Sped: 55% ELL: 90%</p> <p>The percentage of High Needs, SPED, & ELL students in grades K-5 will meet their iReady typical growth goals in iReady Math (using EOY view):</p> <p>MOY: High Needs: 45% Sped: 40% ELL: 40%</p> <p>EOY: High Needs: 75% Sped: 55% ELL: 90%</p>	
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			Decrease in gap rate on the Smarter Balanced Assessment in SY 25-26 by 5%. (9 students)	
<p>1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.</p> <p><i>Required for all schools.</i></p>	[To prepare students for middle school.]	<p>EA 1.1.5 (1) Grade 5 students will have middle school orientation (SW6 - iii (II)) [Normann Olegario - Counselor, Laurie Anguay - Gr. 5 GLC]</p> <p>EA 1.1.5 (2) SPED students transition of services to middle school (SW6 - iii(II)) [Teri- Felix- Student Services Coordinator]</p>	<p>100% of Grade 5 students will have the opportunity to participate in the middle school orientation. Scheduled date of orientation</p> <p>100% of the sped students will have a transition service plan to the middle school Scheduled date of transition meeting with the middle school</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>

★ **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> <i>Reference the Identified School Needs section.</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 (Initial & Intermediate Outcomes) <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 to execute the enabling activity.</i>
<p>1.2.1. All students desire to and attend school regularly.</p> <p><i>Required for all schools.</i></p>	<p>[We have a high percentage of chronic absenteeism]</p>	<p>[EA 1.2.1 (1) Expand the promotion of our school-wide Positive Behavior Support (PBS) expectations to help students internalize how to make good, safe choices as a life-long practice with</p> <ul style="list-style-type: none"> a. Merit Charms recognizes student achievements b. Dragon of the Quarter recognition assemblies c. Bully Prevention Week #1 & Week #2 focus on being a BUDDY, not a Bully--Iliahi ES is a Bully Free Zone d. Bully Prevention lessons throughout the school year <p>(SW6 - iii(I))</p> <p>[Kelsey Tsue Gr. K-2 Counselor, Normann Olegario Gr. 3-5 Counselor]</p> <p>EA1.2.1 (2) Monitor attendance and tardies, intervening if attendance issues continue (Attendance Policy) (SW6 - iii(I))</p> <p>[Kelsey Tsue Gr. K-2 Counselor, Normann Olegario Gr. 3-5 Counselor]</p> <ul style="list-style-type: none"> a. Quarterly attendance recognition b. Send notices home to families <p>Counselors and administrators do home visits to families with no phone/or as needed]</p>	<p>70% of the students will have a favorable outlook on School Safety on the Student Perception School Survey.</p> <p>90% of the students will have Regular Attendance (percent of students attending 90% of the instructional days).</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$

<p>1.2.2. All students demonstrate positive behaviors at school.</p> <p><i>Required for all schools.</i></p>	<p>4a, b, c, d</p> <p>[Data shows low percentage in the following in Panorama:</p> <p>Sense of Belonging 77%</p> <p>Self-Efficacy 58%</p> <p>Growth Mindset 59%]</p>	<p>[EA 1.2.2 (1) Teachers will teach SEL Social Emotional Learning) Second Step Lessons 1-22. (SW6 - iii(I))</p> <p>[Kelsey Tsue Gr. K-2 Counselor, Normann Olegario Gr. 3-5 Counselor, Classroom Teachers]</p> <p>a) IES will provide opportunities to do Balloon Breathing after morning recess and lunch recess.</p> <p>b) Teachers will provide engagement activities aligned to the various lessons.</p> <p>EA 1.2.2 (2) Teachers will continue to incorporate Sense of Belonging, Growth Mindset and Self Efficacy principles and strategies into their lessons. (SW6 - iii(I))</p> <p>a. Use of Second-Step program</p> <p>[Kelsey Tsue Gr. K-2 Counselor, Normann Olegario Gr. 3-5 Counselor, Classroom Teachers]</p>	<p>70% of students with a favorable response on the sense of belonging measure on the Panorama SEL survey at the winter screening period</p> <p>80% of students with a favorable response on the sense of belonging measure on the Panorama SEL survey at the spring screening period</p> <p>60% of students with a favorable response on the Self-Efficacy measure on the Panorama SEL survey at the winter screening period</p> <p>70% of students with a favorable response on the Self-Efficacy measure on the Panorama SEL survey at the spring screening period</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>
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			<p>60% of students with a favorable response on the Growth Mindset measure on the Panorama SEL survey at the winter screening period</p> <p>70% of students with a favorable response on the Growth Mindset measure on the Panorama SEL survey at the spring screening period</p>	
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<p>1.2.4 Provide faculty and staff the opportunity to connect with one another</p> <p><i>(To add additional desired outcomes, duplicate this row, including source of funds checkboxes, as needed)</i></p>	<p>1d 2d, e 3d 4a, d</p>	<p>EA 1.2.4 (1) Provide professional development opportunities for faculty and staff to meet IES student needs and WASC recommendations (SW6 - iii(IV)) [Garett Yukumoto - Principal]</p> <p>a. Communication, teamwork, collaboration, relationship, trust b. Growth mindset, Social Emotional Learning</p> <p>EA 1.2.4 (2) Provide teachers the opportunity to attend professional development either locally/nationally. (SW6 - iii(IV)) [Garett Yukumoto - Principal]</p> <p>EA 1.2.4 (3) Administration will provide faculty and staff with consistent vertical articulation sessions across grades to strengthen communication and collaboration to meet the needs of all students more effectively. (WASC)(SW6 - iii(IV)) [Garett Yukumoto - Principal]</p> <p>EA 1.2.4. (4) Teachers will consistently implement the Step Up to Writing program to improve student writing skills. (WASC) (SW6 - ii) [Classroom Teachers]</p> <p>EA 1.2.4 (5) Administration will provide additional standards-based grading professional development. (WASC) (SW6 - iii(IV)) [Garett Yukumoto - Principal]</p>	<p>100% of the teachers will sign in to indicate their attendance at their professional development opportunities.</p> <p>100% of grade level teachers will document all minutes in Google Docs.</p>	<p><input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input checked="" type="checkbox"/> Other:__, \$</p>
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★ **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> <i>Reference the Identified School Needs section.</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 (Initial & Intermediate Outcomes) <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 to execute the enabling activity.</i>
<p>1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.</p> <p><i>Required for all schools.</i></p>	<p>[To provide opportunities for our students to learn career, community and civic.]</p>	<p>[EA 1.3.1 (1) Students will have the opportunity to be a part of the Student Council & Class Representatives (SW6 - iii(I)) [Tom Yamamoto - Resource Teacher]</p> <p>EA 1.3.1 (2) Provide experiences to students to learn about a variety of career, community, and civic opportunities. (SW6 - iii(II)) [Kelsey Tsue Gr. K-2 Counselor, Normann Olegario - Gr. 3-5 Counselor, Tom Yamamoto - Resource Teacher, Classroom Teachers]</p> <ol style="list-style-type: none"> Career Day Kids Voting EDP activities Community Partnerships Recycle Days Campus Beautification 	<p>100% of students will have the opportunity to participate in career, community, and civic opportunities in SY 25-26</p>	<p><input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$</p>

<p>K-12 Alignment</p> <p>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.</p>	<p>1a, b, c, d 2a, b, c, d, e 3a, b, c, d</p>	<p>EA 1.3.2 (1) Grade-level teachers will craft and implement NGSS & HCSSS units/lessons that embed activities utilizing the EDP process. (SW6 - ii) [Denise Low-Liu - Instructional Coach, Gerri Nakasone - Instructional Coach]</p> <p>EA 1.3.2 (2) Teachers will provide instruction of GLOs (General Learner Outcomes), opportunities to demonstrate understanding, and use school-created rubrics to assess students meeting the GLOs (SW6 - ii)</p> <p>EA 1.3.2 (3) Teachers will cultivate durable skills through EDP, Project Based Learning, STEM, Computer Science and daily curricular lessons. (SW6 - ii)</p> <ol style="list-style-type: none"> Investigate Communicate Collaborate Create 	<p>100% of the grade levels will have NGSS & HCSSS Units/Lesson Plans</p> <p>100% of the Grade level teams will create and write their agenda/minutes into google docs.</p> <p>100% of the grade levels will have a parent day involving an EDP activity.</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>
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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> <i>Reference the Identified School Needs section.</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 to execute the enabling activity.</i>
2.1.1 All teachers will meet the TESOL or SIQ requirements. <i>(To add additional desired outcomes, duplicate this row, including source of funds checkboxes, as needed)</i>	1d 2d, e 3d	EA2.1.1 (1) Provide teachers with information on the different options to meet qualifications (SW6 - iii(IV)) a. Teachers can enroll in PDE3 coursework [Danielle Simpson (ELL Teacher), Admin]	100% of the teachers will be informed on the qualifications and PD opportunities to be TESOL or SIQ certified.	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input checked="" type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:____, \$ <input checked="" type="checkbox"/> 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 <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</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 to execute the enabling activity.</i>
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. <i>Required for all schools.</i>	[Board of Education requirement]	[EA3.3.1 (1) SCC will meet four times during the school year to provide input/feedback to the school's needs. [SCC Chairperson, Principal] (SW2)	100% of the meetings will have a SCC Agenda & Minutes.	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> 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> <i>Reference the Identified School Needs section.</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 to execute the enabling activity.</i>
<p>3.3.2 Iliahi will organize and provide at least 1 parent engagement activity per quarter to empower parents to support their child's learning at home.</p> <p><i>(To add additional desired outcomes, duplicate this row, including source of funds checkboxes, as needed)</i></p>	<p>1a, b, c 2a, b, c 5a, b, c</p>	<p>EA 3.3.2 (1) School will identify and implement engagement activities that promote family engagement and/or student achievement, such as the following: (SW6 - ii) [Sherri Miyabuchi Title 1/Tech Coordinator, Lori Shimabukuro PCNC Coordinator, Grade Level Chairs]</p> <ol style="list-style-type: none"> Meet and Greet Parent Day Grade Level Activities Volunteer/ training/tutoring/chaperone School-wide activities amily/cultural literacy night <p>EA 3.3.2 (2) Inform families about school events on time [Normann Olegario - Gr. 3-5 Counselor, Sherri Miyabuchi - Tech Coordinator, Tom Yamamoto - Resource Teacher]</p> <ol style="list-style-type: none"> School Messenger Flyers Newsletter School Website Social Media <p>EA 3.3.2 (3) The school's Academic Plan will be available to our parents and other stakeholders on our School/State's website (SW4)</p>	<p>100% of the activities will have a parent sign in to indicate their presence.</p> <p>100% of the parents that attended the activity will be provided a Parent Survey to obtain their input.</p>	<p><input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:CLSD \$ <input type="checkbox"/> Other:____, \$</p>

		(Normann Olegario-Counselor, Sherri Miyabuchi -Tech Coordinator)		
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★ Other Systems of Support

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</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 to execute the enabling activity.</i>
3.3.3 <i>Improve or develop programs, facilities and operations to support staff safety, well-being, and security of everyone on campus</i> SW6	4c 5a	3.3.3 (1) Iliahi will make improvements/enhancements to increase safety and well-being on campus. Facility improvements/enhancements to increase a safe environment. (Administration)	80% of students with a favorable response on the School Safety measure on the Panorama Student Perception Survey.	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:____, \$ <input type="checkbox"/> 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 Iliahi Elementary School current bell schedule(s) and total student instructional hours per year. To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided [bell schedule tool](#).

Total student instructional 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)*

1080 hours per year

Did your school submit a SCC Waiver Request Form? YES.

Yes, Kindergarten Orientation/testing schedule

Bell Schedule: [[Iliahi Elementary School Bell Schedule](#)]