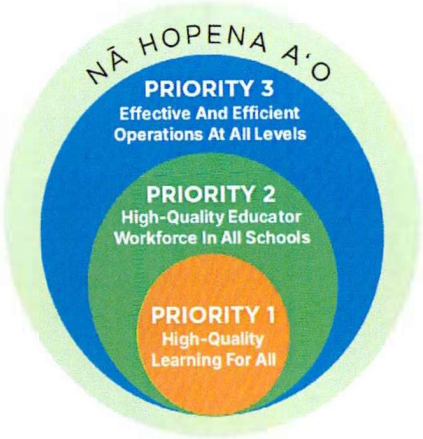

Makalapa Elementary School
Academic Plan
SY 2025-2026

4435 Salt Lake Blvd, Honolulu, HI 96818
(808) 307-6500
https://www.makalapael.org/

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

Submitted by Principal Stephanie Shigemasa	
[Insert signature]	[Insert date] 4.9.25

Approved by Complex Area Superintendent John Erickson	
John Erickson John Erickson (Apr 9, 2025 15:18 HST)	April 09, 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
Grades 1-6	'20 Wonders	i-Ready Classroom Mathematics		
Grades K-1	Success for All	i-Ready Classroom Mathematics		
	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
K-6	MSL/OG		Stemscopes, Mystery Science, BrainPop	BrainPop

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
K-6	I-Ready	I-Ready
	Select One	Select One
	Select One	Select One

IDENTIFIED SCHOOL NEEDS

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

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

Year of Last Visit: 2022
Type of Last Visit: Full Self-Study

Year of Next Action: 2025
Type of Next Action: Mid-Cycle Report & Visit

Year of Next Self-Study: 2028

Please identify critical student learning needs and the root/contributing cause why these needs have been prioritized. *"What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?"* Please number the student need and root/contributing cause for ease of cross-referencing.	
1	**Student Need:** Students demonstrate a need for improved ELA and Math achievement. **Root/Contributing Cause:** 1A. Consistent Tier 1 instruction is not being implemented consistently schoolwide. 1B. Insufficient Tier 2 and Tier 3 interventions to identified student needs. 1C. All staff members not trained in common school implemented curriculum and strategies.
2	**Student Need:** Students in targeted subgroups require additional support. **Root/Contributing Cause:** 2A. Limited effectiveness of long-term interventions due to high transient population. 2B. Limited school resources to address the instructional needs of a growing EL and SpEd population. 2C. Lack of established, effective, and sustained vertical articulation process across grade levels and content areas to address and support learning needs.

3	**Student Need:** Students display need for additional support through school wide RTI. **Root/Contributing Cause:** 3A. Insufficient designated time and collaborative structures for staff to plan and implement effective RTI interventions with fidelity. 3B. Insufficient professional development and training on effective RTI practices for all staff. 3C. Inadequate development and provision of accessible, research-based RTI resources for all staff.
4	**Student Need:** Students require increased opportunities to apply their knowledge/skills to real-world learning experiences. **Root/Contributing Cause:** 4A. Insufficient structures and time allocated for staff reflection and collaborative planning on real-world application strategies. 4B. Insufficient time provided for teachers to design units of study incorporating real-world learning opportunities. 4C. Lack of a developed and accessible resource for community partnerships and real-world learning connections.
5	**Student Need:** Students require additional support beyond the realm of academics. **Root/Contributing Cause:** 5A. Inconsistency of the VP position disrupts consistent behavioral support and leadership. 5B. Unclear and inconsistently applied consequences hinder students', teachers', and parents' understanding of behavioral expectations and self-regulation. 5C. Perceived lack of administrative support for teachers managing disruptive behavior undermines their capacity to effectively guide student self-regulation. 5D. Panorama data is not being effectively used to address students' concerns and needs.

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	**Targeted Subgroup:** ELL students **Identified Student Need(s):** ELL students demonstrate a significant need for improved ELA and Math achievement and growth.
2	**Targeted Subgroup:** SpEd identified students **Identified Student Need(s):** SpEd identified students display need for effective support in the inclusion group setting to support academic growth.
3	**Targeted Subgroup:** Military connected students **Identified Student Need(s):** Military connected students display inconsistent academic abilities across all curriculum areas.

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.*	**Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2026. Include dates and descriptions for carrying out this enabling activity**	
					AMR Semester 1 Check December 12, 2025	**AMR Semester 2 Check May 15, 2026**
Reading Proficiency 1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently receive necessary and timely support to become proficient.	1A, 1C 1C	**EA1.1.2** (1) Strengthen Tier 1 English Language Arts (ELA) instruction using an evidence-based core ELA program that integrates the five key components of reading instruction (phonemic awareness, phonics, fluency, vocabulary, and comprehension) and strategically utilizes research-based phonics programs (e.g., Fast Track Phonics, MSL/OG, BFRS) to address readers across all grade levels. **EA1.1.2** (2) Provide professional development that equips teachers with best practices and targeted strategies (e.g., AVID, MSL/OG, Success For All, BFRS, and other common school teaching strategies) to effectively address student needs in ELA.	i-Ready benchmark data K-6 by subgroups Fast Track Phonics data K-1 AimsWeb fluency 1-6 ICA/SBA data 3-6 Grade-level minutes and data sheets K-6	☑ WSF, $ Substitutes, Curriculum ☑ Title I, $ Tutoring, stipends, OG training ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $		

	1A, 1B, 2C, 3A	**EA.1.1.2** (3) Facilitate regular, data-driven collegial conversations among staff to analyze student progress, refine pacing guides and assessments, and make timely adjustments to instruction and interventions based on student needs. [Mahea, Michelle, Darrell]	Faculty meeting notes PD/workshop participant survey	☐ Other:__, $		
Mathematics Proficiency 1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient receive necessary and timely support to become proficient. *Required for AMR schools.*	1A, 1C 1C 1A, 1B, 2C, 3A	**EA1.1.3** (1) Strengthen Tier 1 mathematics instruction using an evidence-based core math program that integrates key components of effective math instruction (e.g., conceptual understanding, procedural fluency, problem-solving, reasoning, and mathematical communication) and strategically utilizes research-based math intervention programs (e.g., C.U.B.E.S., Try-Discuss-Connect (TDC) process, anchor tasks, concrete→visual/ pictorial→abstract) to address learners across all grade levels. **EA1.1.3** (2) Provide professional development that equips teachers with best practices and targeted strategies (e.g., Ready classroom, anchor tasks and clever strategies, model drawing, problem-solving strategies, data-driven instruction, and other common school teaching strategies) to effectively address student needs in mathematics. **EA.1.1.3** (3) Facilitate regular, data-driven collegial conversations among staff to analyze student progress, refine pacing guides and assessments, and make timely adjustments to instruction and interventions based on student needs. [Mahea, Greg]	i-Ready benchmark data K-6 by subgroups ICA/SBA data 3-6 Grade-level minutes and data sheets K-6 Faculty meeting notes Data Chats with students PD/workshop participant survey	☑ WSF, $ Ready Math curriculum, i-Ready, Substitutes ☑ Title I, $ Tutoring, stipends ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $		

1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. *Required for all schools.*	1A, 1C, 3B, 3D 1B, 2A, 2B, 3A, 3B, 3C	**EA.1.1.4** (1) Integrate research-based instructional strategies, such as AVID WICOR frameworks and Thinking Maps, into daily Tier 1 instruction across all curricular areas. **EA.1.1.4** (2) Strengthen and coordinate academic support systems (tutoring, RTI, EL, SPED) to provide timely and targeted assistance to students based on individual academic needs. [Stephanie, Michelle, Shirlee]	i-Ready benchmark data K-6 by subgroups ICA/SBA data 3-6 Grade-level minutes and data sheets K-6 Faculty meeting notes	☐ WSF, $ ☑ Title I, $ AVID membership /training, Digital Support/ Programs ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $		
1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school. *Required for all schools.*	2A, 2C, 5D	**EA.1.1.5** (1) Implement targeted transition programs (Middle School visitation, AMS AVID/transition night) to address student transitions from elementary to middle school addressing academic, social, and emotional needs. [Krichelle, Ross, Sean, Shirlee]	Transition events with a list of students Faculty meeting notes Student reflection feedback	☑ WSF, $ Substitutes ☑ Title I, $ Transition Conference, buses for field trips ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $		

★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.						
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this? Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and* Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress (Initial & Intermediate Outcomes)** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?" Estimate the additional amount needed to execute the enabling activity.*	**Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2026. Include dates and descriptions for carrying out this enabling activity**	
					AMR Semester 1 Check December 12, 2025	**AMR Semester 2 Check May 15, 2026**
1.2.1. All students desire to and attend school regularly. *Required for all schools.*	1A, 1C 1A, 2A, 2B, 3A, 5D 5D	**EA.1.2.1** (1) Cultivate an engaging and supportive learning environment by integrating research-based instructional strategies such as AVID WICOR frameworks and Thinking Maps (PBL and RWL) into Tier 1 instruction across all curricular areas. **EA.1.2.1** (2) Enhance student attendance and engagement by cultivating a positive and supportive school climate through implementing and strengthening systems such as mentoring, collaborative group activities, school awards, and strengthening relational capacity. **EA.1.2.1** (3) Increase student attendance and engagement by providing diverse and appealing co-curricular and/or after school activities that foster a sense of belonging and purpose. [Stephanie, Michelle, Ross]	Attendance letter count per quarter and homeroom popcorn party data Panorama survey Co-curricular and after school attendance School calendar with activities	☐ WSF, $ ☑ Title I, $ Buses for field trips ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $		

1.2.2. All students demonstrate positive behaviors at school. *Required for all schools.*	2A, 2B, 5A, 5B, 5C, 5D 2A, 2B, 5A, 5B, 5C, 5D 5D	**EA.1.2.2** (1) Implement and strengthen comprehensive systems of support (SAP, Malama Center, counseling services, PSAP, Anchored 4 Life) and provide targeted systems of support (tutoring, RTI) to address students' academic, social, emotional, and physical needs. **EA.1.2.2** (2) Create and strengthen school culture by building strong relationships among students, teachers, staff, parents, and stakeholders. **EA.1.2.2** (3) Provide co-curricular and after-school activities that foster a sense of belonging and purpose. [Stephanie, Krichelle, Ross, Sean]	Panorama survey SQS survey Student of the week awardees Quarterly award recipients Attendance of extracurricular and after school activities Transition kit recipient list Student reflection feedback	☐ WSF, $ ☑ Title I, $ Supplies ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $		
1.2.3. All students experience a Nā Hopena A'o environment for learning. *Required for all schools.*	NA	**EA.1.2.3** (1) Integrate Nā Hopena A'o values into our classroom and school culture. [Stephanie, Mahea, Krichelle, Ross]	Panorama survey SQS survey	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $		

★ GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.						
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this? Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* **and Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress (Initial & Intermediate Outcomes)** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?" Estimate the additional amount needed to execute the enabling activity.*	**Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2026. Include dates and descriptions for carrying out this enabling activity**	
					AMR Semester 1 Check December 12, 2025	**AMR Semester 2 Check May 15, 2026**
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. *Required for all schools.*	4C 4A, 4B, 4C	**EA.1.3.1** (1) Introduce students to a variety of careers through classroom and school activities (Read Aloud, Career Day, guest speakers, field trips, PBL projects, Kids Vote, community projects/activities). **EA.1.3.1** (2) Implement Real-World Learning (RWL) and Project-Based Learning (PBL) across all grade levels, integrating career exploration, community engagement, and civic participation into project design. [Darrell, Greg, Maricar, Michelle]	School Survey SQS survey School calendar with activities Curriculum fair	☐ WSF, $ ☑ Title I, $ Supplies, bus for field trips ☐ 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.**

★ **Goal 2.1: All students are taught by effective teachers who are committed to quality teaching and learning for all.**
★ **Goal 2.2: All schools are fully staffed by effective support staff who are committed to providing quality services to support students.**

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.*	**Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2026. Include dates and descriptions for carrying out this enabling activity**	
					AMR Semester 1 Check December 12, 2025	**AMR Semester 2 Check May 15, 2026**
2.1.2 All teachers are effective or receive the necessary support to become effective. *(To add additional desired outcomes, duplicate this row,*	1C, 2C, 3B	**EA 2.1.2** (1) Implement a professional development plan that provides teachers with evidence-based instructional strategies, content knowledge, and classroom management techniques, tailored to their individual needs and the school's strategic goals. [Stephanie, Mahea, Darrell, Michelle]	Teacher survey/feedback form PD/workshop participant survey	☑ WSF, $ substitutes ☑ Title I, $ PD workshops, supplies ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $		

including source of funds checkboxes)				☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $		
2.2.2 All school support staff are effective or receive the necessary support to become effective. *(To add additional desired outcomes, duplicate this row, including source of funds checkboxes)*	1C, 2C, 3B	**EA 2.2.2** (1) Implement a professional development plan that provides school support staff (EAs) with evidence-based instructional strategies, content knowledge, and classroom management techniques, tailored to their individual needs and the school's strategic goals. [Mahea, Shirlee]	Teacher survey/feedback form PD/workshop participant survey	☐ WSF, $ ☑ Title I, $ PD workshops, supplies ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $		

Priority 3
Effective and Efficient Operations At All Levels

★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.						
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this? Reference the Identified School Needs section."*	**Enabling Activities** *"How will we achieve the desired outcome?"* **and Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress (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.*	**Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2026. Include dates and descriptions for carrying out this enabling activity**	
					AMR Semester 1 Check December 12, 2025	**AMR Semester 2 Check May 15, 2026**
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. *Required for all schools.*	NA	**EA.3.3.1** (1) Solicit members from the parent, community, staff, and students to sit on SCC to support the school in the decision making process. [Stephanie, Mahea]	SCC meeting sign in/minutes	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $		

★ **Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.**						
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this? Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and* Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress (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.*	**Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2026. Include dates and descriptions for carrying out this enabling activity**	
					AMR Semester 1 Check December 12, 2025	**AMR Semester 2 Check May 15, 2026**
Family engagement MES.3.3.2 Provide opportunities to families that encourage parent participation to build student self confidence and home-school relationships. *(To add additional desired outcomes, duplicate this row, including source of funds checkboxes)* *Required for AMR schools.*	NA NA	**MES.3.3.2** (1) Provide communication to parents to keep them informed of school activities and updates (school messenger, school marque, school emails, school website, planners/binders). **MES.3.3.2** (2) Provide opportunities for parents and families to be partners in their student's learning through MES Family Nights, MES Curriculum Fair, MES student performance, MES Meet and Greet/Open House, MES Parent-Student Conferences. [Stephanie, Darrell, Krichelle, Sean]	Attendance data of families at MES events and activities % of parents who attend Parent-Teacher-Student Conference Parent feedback form	☐ WSF, $ ☑ Title I, $ Snacks or dinners for family activities ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $		

★ Other Systems of Support						
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this? Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and* Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress (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.*	**Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2026. Include dates and descriptions for carrying out this enabling activity**	
					AMR Semester 1 Check December 12, 2025	**AMR Semester 2 Check May 15, 2026**
HMTSS MES.3.3.3 Utilize the HMTSS framework to effectively provide targeted interventions and supports, resulting in accelerated learning for all students and a measurable reduction in the achievement gap. *(To add additional desired outcomes, duplicate this row, including source of funds checkboxes)* *Required for AMR schools.*	1B, 3A, 3B, 3C 1B, 3A, 3B, 3C	**MES.3.3.3** (1) Implement and analyze universal screening measures in ELA and Math at designated intervals throughout the school year to identify students needing additional support. **MES.3.3.3** (2) Provide targeted Tier 2/3 interventions in small group/individualized settings using research-based strategies, with frequent progress monitoring to assess student response. [Mahea, Darrell, Greg]	i-Ready benchmark data K-6 by subgroups RTI data sheets i-Ready growth monitoring data Grade-level minutes and data sheets K-6 SAP documents	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $		

MES.3.3.4 Develop a sustainable school culture where staff feel supported, valued, and empowered through leadership opportunities, leading to improved morale, retention, and effective communication.	NA NA	**MES.3.3.4** (1) Develop and implement a clear and accessible system for staff to access resources and support related to mental health, work-life balance, and professional development. **MES.3.3.4** (3) Create opportunities for staff to present and share their expertise with colleagues and the broader school community. [Stephanie, Mahea, Krichelle]	Staff survey	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $		

APPENDIX A: SCHOOL BELL SCHEDULE

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

This section showcases MAKALAPA 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)*	1500
Did your school submit a SCC Waiver Request Form? Please explain.	Yes, Makalapa submitted a request for two additional Waiver days, along with other schools in the Radford Complex to conduct Complex Waiver days for cross-school, cross-grade level articulation.
Bell Schedule: SY25-26 Bell Proposal	