



Red Hill Elementary School Academic Plan SY 2025-2026

1265 Ala Kula Place
808-305-1530
redhillelementary.org

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

Submitted by Principal Tyler Brown	
	4/9/25

Approved by Complex Area Superintendent John Erickson	
 <small>John Erickson (Apr 9, 2025 16:00 HST)</small>	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
K-2	Other: ▾ Magnetic Reading	Other: ▾ Think Mathematics		
3-6	'17 Wonders ▾	Other: ▾ Think 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-2	Simplify Writing	Ready Math		
3-5	Magnetic Reading, Simplify Writing	Ready Math		
6	CommonLit, Simplify Writing	Desmos, Ready Math		



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 ▾
K-6	DIBELS ▾	Select One ▾
K-6 (targeted students)	Other: ▾ LETRS	Select One ▾



IDENTIFIED SCHOOL NEEDS

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

- ☒ [Current Comprehensive Needs Assessment \(CNA\)](#)
- ☐ Other current assessment/self-study report: [Insert text]
- ☐ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: SY 2021-22

Type of Last Visit: Mid-Cycle Report & Visit -

Year of Next Action: [Insert year]

Type of Next Action: [Select One](#) -

Year of Next Self-Study:

SY 24-25

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> Diagnose and respond to student learning needs</p> <p><u>Root/Contributing Cause:</u></p> <p>1A: Teachers use cooperative learning methods and encourage questioning, seeking help from others, and offering help to others.</p> <p>1B: Teachers use a variety of differentiated instructional strategies and modes (whole-class, teacher directed groups, student-directed groups, independent work, computer based, and homework).</p> <p>1C: Instructional teams meet regularly to review student data from screening, progress monitoring, and outcome assessment to identify next steps for instruction.</p> <p>1D: Instructional teams use student learning data and instructional strategy (practice) data to design fluid instructional groupings that respond to student needs.</p>
2	<p><u>Student Need:</u> Focus on the structure and implementation HMTSS RTI Behavioral and Physical domains to remove barriers and provide opportunities.</p>



	<p><u>Root/Contributing Cause:</u> 2A: Teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.</p> <p>2B: Teachers seek an understanding of each student's personal "story" and that of his/her family in order to appropriately engage the student and family and teach the student.</p>
3	<p><u>Student Need:</u> Focus on Na Hopena a'o (Ha) Framework and Implementation to build a strong community intensely focused on student learning.</p> <p><u>Root/Contributing Cause:</u> 3A: The school regularly communicates with families about its expectations of them and the importance of what families can do at home to support their children's learning.</p>
4	<p><u>Student Need:</u> Enhance Supports for Student Transition to build a strong community intensely focused on student learning and engage students and families in pursuing education goals.</p> <p><u>Root/Contributing Cause:</u> 4A: The school promotes, recognizes, and celebrates academic achievement and personal competencies in school rituals and routines, such as morning announcements, awards assemblies, hallway and classroom wall displays, and student competitions. 4B: The school provides all students with academic supports (e.g., tutoring, co-curricular activities, tiered interventions, credit recovery) to keep them on track.</p>
5	<p><u>Student Need:</u> Integrate the new curriculum and resources at the school so that all content areas are not as compartmentalized. The need to provide target professional learning opportunities and rigorous evidence-based instruction.</p> <p><u>Root/Contributing Cause:</u> 5A: The school's professional learning promotes collaboration and collegiality, and effectiveness through differentiated, high quality opportunities that benefit teachers both individually and collectively. 5B: Teachers are guided by a document that aligns standards, curriculum, instruction, and assessment. 5C: Teachers are guided by a document that includes strategies and resources for integrating evidence-based, explicit instruction in</p>



reading across the K-12 curriculum.



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> High Needs Subgroup</p> <p><u>Identified Student Need(s):</u> Looking specifically at the achievement gap, we observe a consistent difference in proficiency between high-needs and non-high-needs students in all subjects. For example, in 2023-24, the gap in Language Arts proficiency was 21.7%, with non-high needs students achieving 74% and high-needs students achieving 52.3%. Similarly, the gap in Math proficiency was 34.1%, with non-high needs students achieving 75.7% and high-needs students achieving 41.6%.</p>
2	<p><u>Targeted Subgroup:</u> Military-Connected Subgroup</p> <p><u>Identified Student Need(s):</u> There is a need to look closely at students who are not in the school for over 3 years. There is a need to look closely at the growth over time and the gap areas the students have. There is a need to track students over time and target specific areas where gaps are present.</p>
3	<p><u>Targeted Subgroup:</u> [Insert text]</p> <p><u>Identified Student Need(s):</u> [Insert text and/or image]</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 "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
1.1.1. 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.	N/A	EA 1.1.1 (1) All teachers in grade k will be trained on administering the KEA screener to then be able to discuss and plan for students entering Kindergarten in SY 24-25; Tyler Brown, Kori Cidade, Jamie Kubo	[Data from the KEA assessment will be shared and analyzed by the kindergarten team as well as with leadership. Iready data will then be used as well as Panorama data.	<input 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>Reading Proficiency 1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently <u>receive necessary and timely support</u> to become proficient.</p>	<p>1A 1B 1C 1D 5A 5B 5C</p>	<p>EA 1.1.2 (1) Grade level and cross grade level articulation of specific common strategies to address student needs and gaps in ELA</p> <p>EA 1.1.2 (2) Additional 21 hours focused specifically on the school initiatives with planning time for grade level teams embedded.</p> <p>EA 1.1.2 (3) Instructional teams analyze data from screeners and progress monitoring. Instructional teams discuss instructional practices for Tier 2 intervention.</p> <p>EA 1.1.2 (4) School leaders work with Instructional Teams and individual teachers to use data to assist in identification and implementation of differentiated strategies to match student needs.</p> <p>EA 1.1.2 (5) Common formative assessments and tiered assessments created to identify, monitor and support student learning needs.</p> <p>EA 1.1.2 (6) Grade level articulation on creating Core Content Area alignment guide.</p> <p>EA 1.1.2 (7) Grade level articulation for Studies Weekly Science, Studies Weekly Social Studies, Mystery Science Implementation with ELA.</p> <p>EA 1.1.2 (8) Cross Grade Level Articulation during PLC to align projects and assessments.</p> <p>Jamie Kubo, Cheryl Motoyama, Heather Ramiro</p>	<p>[iReady Universal Screener and Progress monitoring data and analysis. Grade level assessments and data collected for PLCs using school-wide rubric. Grade level articulation notes on plans of action. Panorama notes. RTI notes]</p>	<p><input 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>		
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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><i>Required for AMR schools.</i></p>	<p>1A 1B 1C 1D 5A 5B 5C</p>	<p>EA 1.1.3 (1) Grade level and cross grade level articulation of specific common strategies to address student needs and gaps in Math</p> <p>EA 1.1.3 (2) Additional 21 hours focused specifically on the school initiatives with planning time for grade level teams embedded.</p> <p>EA 1.1.3 (3) Instructional teams analyze data from screeners and progress monitoring. Instructional teams discuss instructional practices for Tier 2 intervention.</p> <p>EA 1.1.3 (4) School leaders work with Instructional Teams and individual teachers to use data to assist in identification and implementation of differentiated strategies to match student needs.</p> <p>EA 1.1.3 (5) Common formative assessments and tiered assessments created to identify, monitor and support student learning needs.</p> <p>EA 1.1.3 (6) Grade level articulation on creating Core Content Area alignment guide.</p> <p>EA 1.1.3 (7) Cross Grade Level Articulation during PLC to align projects and assessments.</p> <p>Jamie Kubo, Cheryl Motoyama, Heather Ramiro</p>	<p>[iReady Universal Screener and Progress monitoring data and analysis. Grade level assessments and data collected for PLCs using school-wide rubric. Grade level articulation notes on plans of action. Panorama notes. RTI notes]</p>	<p><input 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>		
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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 1B 1C 1D 5A 5B 5C</p>	<p>EA 1.1.4 (1) Grade level and cross grade level articulation of specific common strategies to address student needs and gaps in ELA and Math</p> <p>EA 1.1.4 (2) Additional 21 hours focused specifically on the school initiatives with planning time for grade level teams embedded.</p> <p>EA 1.1.4 (3) Instructional teams analyze data from screeners and progress monitoring. Instructional teams discuss instructional practices for Tier 2 intervention.</p> <p>EA 1.1.4 (4) School leaders work with Instructional Teams and individual teachers to use data to assist in identification and implementation of differentiated strategies to match student needs.</p> <p>EA 1.1.4 (5) Common formative assessments and tiered assessments created to identify, monitor and support student learning needs.</p> <p>EA 1.1.4 (6) Grade level articulation on creating Core Content Area alignment guide.</p> <p>EA 1.1.4 (7) Cross Grade Level Articulation during PLC to align projects and assessments.</p> <p>Jamie Kubo, Cheryl Motoyama, Heather Ramiro</p>	<p>[iReady Universal Screener and Progress monitoring data and analysis. Grade level assessments and data collected for PLCs using school-wide rubric. Grade level articulation notes on plans of action. Panorama notes. RTI notes]</p>	<p><input 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>		
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One-Year Academic Plan SY 2025-2026 for AMR Schools

<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>	<p>N/A</p>	<p>EA 1.1.5 (1)Grade 6 students attend assemblies with the middle school to see electives offered. Teachers in grade 6 do learning walks at the middle school. Grade 6 will also begin bridging curriculum at Red Hill and to the middle school to help students transition. The team meets with the middle school team to hold transition meetings with identified students.</p> <p>[Tyler Brown, Kori Cidade, Jill Kurisu, Jamie Kubo]</p>	<p>[Meeting notes between middle school and elementary school during transition meetings. Ongoing meetings between administrators.]</p>	<p><input 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>		
<p>[Insert school specific desired outcome]</p> <p><i>(To add additional desired outcomes, duplicate this row, including source of funds checkboxes)</i></p>	<p>[If applicable, reference the root/contributing cause from the Identified School Needs section]</p>	<p>[Include specific enabling activities or strategic actions being taken to achieve your desired outcome];</p> <p>[Reference name of accountable lead(s) here]</p>	<p>[List the measures and/or evidence that will be used to monitor progress here]</p>	<p><input 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 "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. <i>Required for all schools.</i>	N/A	EA 1.2.1 (1) Consistent morning messages and Friday optimistic closure activities to have students be here on time and ready. Plans to support incentives for students being successful within programs such as iReady growth and class spirit. Tyler Brown, Kori Cidade, Daniel Kaetsu	[Panorama surveys and attendance records]	<input 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>2A 2B</p>	<p>EA 1.2.2 (1) Consistent morning messages and Friday optimistic closure activities to have students be here on time and ready. Plans to support incentives for students being successful within programs such as iReady growth and class spirit.</p> <p>EA 1.2.2 (2) Utilize Panorama to monitor student SEL and Behavioral needs. Create referrals for support and action plans for those students who need intervention following the guidelines set in the school's tiers of support system. Data will be looked at through PLCs as well. Panorama resources for student action plans to be utilized more with teachers.</p> <p>Tyler Brown, Kori Cidade, Daniel Kaetsu</p>	<p>Panorama Data, Lei Kulia Data, School Behavioral Referral data</p>	<p><input 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>1.2.3. All students experience a Nā Hopena A'o environment for learning.</p> <p><i>Required for all schools.</i></p>	<p>3A</p>	<p>EA 1.2.3 (1) Morning messages and focused lessons will be shared to implement the monthly statement focus within the classrooms. Enhance Hawaiiana lessons through articulation rotations.</p> <p>Tyler Brown, Kori Cidade</p>	<p>Data through surveys and through Hawaiian Studies Class</p>	<p><input 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>		



One-Year Academic Plan SY 2025-2026 for AMR Schools

<p>[Insert school specific desired outcome]</p> <p><i>(To add additional desired outcomes, duplicate this row, including source of funds checkboxes)</i></p>	<p>[If applicable, reference the root/contributing cause from the Identified School Needs section]</p>	<p>[Include specific enabling activities or strategic actions being taken to achieve your desired outcome];</p> <p>[Reference name of accountable lead(s) here]</p>	<p>[List the measures and/or evidence that will be used to monitor progress here]</p>	<p><input 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>		
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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 "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. <i>Required for all schools.</i>	NA	[EA 1.3.1 (1) Grade levels will continue to try to get guest speakers from the community to share about their careers and community. There will continue to be partnerships with our Military Community as well as other outside organizations sharing at the school. (Ex: monthly military involvement activities, Kupuna partnership, etc.); [Tyler Brown, Jamie Kubo]	Student reflections and data of partnerships with grade levels and school-wide events held.	<input 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: __, \$		



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K-12 Alignment 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.	N/A	N/A	N/A	<input 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: __, \$
1.3.3. All students graduate high school with a personal plan for their future.	N/A	N/A	N/A	<input 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: __, \$



One-Year Academic Plan SY 2025-2026 for AMR Schools

<p>[Insert school specific desired outcome]</p> <p><i>(To add additional desired outcomes, duplicate this row, including source of funds checkboxes)</i></p>	<p>[If applicable, reference the root/contributing cause from the Identified School Needs section]</p>	<p>[Include specific enabling activities or strategic actions being taken to achieve your desired outcome];</p> <p>[Reference name of accountable lead(s) here]</p>	<p>[List the measures and/or evidence that will be used to monitor progress here]</p>	<p><input 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>		



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 (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>	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
2.2.1 <i>(To add additional desired outcomes, duplicate this row, including source of funds checkboxes)</i>	1A 1B 1C 1D 5A 5B 5C	EA 2.2.1 (1)Grade level and cross grade level articulation of specific common strategies to address student needs and gaps in ELA and Math EA 2.2.1 (2)Additional 21 hours focused specifically on the school initiatives with planning time for grade level teams embedded. EA 2.2.1 (3)Grade level articulation on creating Core Content Area alignment guide. EA 2.2.1 (4)Grade level articulation for Studies Weekly Science, Studies Weekly Social Studies, Mystery Science Implementation with ELA and Math.	Berc Learning Walks and EES will showcase teacher growth in areas of focus. EES and IPDP plans and reflections	<input 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:____, \$		



		EA 2.2.1 (5)Cross Grade Level Articulation during PLC to align projects and assessments.				
		Tyler Brown, Kori Cidade, Jamie Kubo				



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. <i>Required for all schools.</i>	N/A	EA.3.3.1 (1) Monthly meetings are held with all stakeholders and minutes are shared on the school website for the broader community to view. [Tyler Brown, Jamie Kubo]	Monthly meeting Agendas and Minutes published to the school website	<input 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 "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
3.3.2. School and community engagement at the school level and grade level. (To add additional desired outcomes, duplicate this row, including source of funds checkboxes) Required for AMR schools.	4A 4B	EA.3.3.2 (1)Grade levels will provide at least one family event where the families and students participate together. Additional on campus events will be scheduled where families can attend to volunteer. Choose Love Family Night will continue as well as off-campus partnerships to showcase and celebrate students. EA.3.3.2 (2)Choose Love and Tribes implementation and specific plans for how each is delivered within the classes. Refinement across grade levels within PLC to see how each program plays a role. PD on specific school-wide inclusive strategies. (Inclusion activities, Community Circle, etc.) EA.3.3.2 (3)Continue to build the capacity for Anchored4Life program at Red Hill. Students will continue to have lessons weekly. Continue to create yearly school improvement projects planned and initiated by student leaders.	SQS survey and family event surveys	<input 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:____, \$		



One-Year Academic Plan SY 2025-2026 for AMR Schools

		Tyler Brown, Kori Cidade, Jamie Kubo				
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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 (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>	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
3.3.2 Focus on the structure and implementation HMTSS RTI Behavioral and Physical domains to remove barriers and provide opportunities. <i>(To add additional desired outcomes, duplicate this row, including source of funds checkboxes)</i> <i>Required for AMR schools.</i>	2A 2B	EA 3.3.2 (1) Consistent morning messages and Friday optimistic closure activities to have students be here on time and ready. Plans to support incentives for students being successful within programs such as iReady growth and class spirit. EA 3.3.2 (2) Utilize Panorama to monitor student SEL and Behavioral needs. Create referrals for support and action plans for those students who need intervention following the guidelines set in the school's tiers of support system. Data will be looked at through PLCs as well. Panorama resources for student action plans to be utilized more with teachers. Tyler Brown, Kori Cidade, Daniel Kaetsu	Panorama Data, Lei Kulia Data, Referral Data	<input 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 [Red Hill Elementary] 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)	[1053]
Did your school submit a SCC Waiver Request Form? Please explain.	[Yes, Red Hill submitted a form to the SCC for approval for 2 additional days to the 2 PD days we have had yearly. These additional days were requested to have the Beginning of the Year to prepare teachers with Mandatory training and an additional day in quarter 2 for mandatory training.]
Bell Schedule: https://www.redhillelementary.org/apps/bell_schedules/ .	