NĀ HOPENA AʻO

PRIORITY 3
Effective And Efficient Operations At All Levels

PRIORITY 2
High-Quality Educator Workforce In All Schools
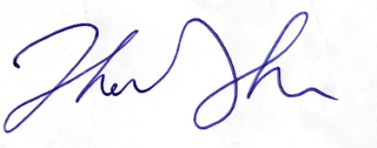
PRIORITY 1
High-Quality Learning For All

1SG Samuel K. Solomon Elementary School Academic Plan SY 2025-2026

**211 Carpenter Street
Wahiawa, HI 96786
808.305.1800
www.solomonelementary.org**

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

Submitted by Principal Thomas Swan		Approved by Complex Area Superintendent Ernest Muh	
[signature]	April 1, 2025	[Insert signature] *Ernest Muh* Ernest Muh (Apr 14, 2025 12:51 HST)	[Insert date] Apr 14, 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 <u>comprehensive instructional program(s)</u> being used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the program. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
K-5	'19 Amplify ELA ▾	i-Ready Classroom Mathematics ▾	Amplify Science	Social Studies Weekly

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

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
K-5	CKLA Boost			
1-5 Intervention	CKLA mClass	Do the Math		
K-5 Intervention		iReady Math		
K-5 SPED/EL	CKLA Language Studio			
K	Heggerty			

HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

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

How does your school document HMTSS student interventions? Please select all that apply. If "Other" is selected, please explain.
☑ Panorama   ☐ School-created template   ☐ Other:

UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

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

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

Grade Level(s)/Course Name	English Language Arts	Mathematics
Kindergarten	HI KRA ⌄	HI KRA ⌄
K-5	I-Ready ⌄	I-Ready ⌄
K-5	DIBELS ⌄	Select One ⌄
K-5 English Learners	WIDA Screener ⌄	Select One ⌄
K-5 English Learners	Other: ⌄ WIDA Access, Imagine Learning	Select One ⌄
2-5 Tier III	None	Other: ⌄ Do the Math

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: 2023   Year of Next Action: SY 2026-2027   Year of Next Self-Study:
Type of Last Visit: Full Self-Study ⌄   Type of Next Action: Progress Report (No Visit) ⌄   SY 2029-2030

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:** Low Student achievement in Math scores in both iReady Assessments and SBA. While some grade levels have made small growth, much more work remains to raise Math achievement.

SBA Math

	SY 2021-22	SY 2022-23	SY 2023-24
Grade 3	52%	51%	38%
Grade 4	25%	37%	39%
Grade 5	27%	23%	33%

iReady Data

Math	SY 2021-22				SY 2022-23				SY 2023-24				SY 2024-25			
	Fall	Winter	Spr.	Change	Fall	Winter	Spr.	Change	Fall	Winter	Spr.	Change	Fall	Winter	Spr.	Change
Tier 1	10%	32%	52%	42%	12%	23%	44%	32%	11%	25%	50%	39%	11%	25%		
Tier 2	66%	55%	39%	-27%	65%	60%	46%	-19%	63%	59%	40%	-17%	64%	61%		
Tier 3	24%	13%	9%	-15%	23%	18%	10%	-13%	26%	16%	10%	-16%	26%	14%		

Root/Contributing Cause: While high transiency rates, socio-economic status, and other factors might have contributed to past challenges in student math achievement, recent shifts in instructional leadership have begun to address these issues. By focusing on math and shifting instructional practices, the school has started to see improvements in student outcomes. However, significant challenges still persist. Math standards are being assessed with misaligned assessments, which can impede accurate evaluation of students' progress. Additionally, the inconsistent implementation of the Ready Math curriculum and the lack of targeted math intervention leaves students without the necessary support to thrive.

1. High student transiency rate (SY22-23 = 24.4%, SY2324 = 53.5%, YTD 1/17/2025 = 33.2%)
2. Free/Reduced lunch rate reflects low socio-economic status (SY2223=62.99%, SY2324=55.46%, SY2425=55.5%)
3. High teacher turn over (New Teacher to SES SY2223=12/60, SY2324=19/67.5, SY2425=12/70)
4. New Math curriculum was not the focus the past 2 years
5. Student daily attendance rate is below state's target of 95% (SY2223=77%, SY2324=91.2%, YTD 12/17/2024=90.09%)
6. Clearly defined systems and structures especially in Tiered Academic Support
7. Clearly defined transition systems and structures for student & teachers

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Student Need: While recent SBA ELA scores have shown improvement, significant challenges remain. Approximately 50% of SES students are currently reading below grade level according to iReady assessments, highlighting a critical area of need.

SBA ELA

	SY 2021-22	SY 2022-23	SY 2023-24
Grade 3	53%	46%	45%
Grade 4	37%	42%	50%
Grade 5	52%	41%	62%

iReady Data

Reading	SY 2021-22				SY 2022-23				SY 2023-24				SY 2024-25			
	Fall	Winter	Spr.	Change	Fall	Winter	Spr.	Change	Fall	Winter	Spr.	Change	Fall	Winter	Spr.	Change
Tier 1	25%	42%	62%	37%	25%	37%	55%	30%	21%	44%	63%	42%	25%	42%		
Tier 2	55%	44%	28%	-27%	55%	47%	34%	-21%	52%	42%	28%	-24%	54%	43%		
Tier 3	44%	14%	10%	-34%	21%	15%	10%	-11%	24%	14%	9%	-15%	21%	14%		

Root/Contributing Cause:
8. Language Arts Curriculum full-implementation first-year.
9. Inconsistent fidelity with ELA curriculum
10. Gaps in implementation of targeted intervention.

3	**Student Need:** Inconsistent implementation of SWPBIS can lessen the impact of positive reinforcement. Major referrals are not being consistently documented by teachers as outlined in our protocols. This lack of reporting affects data analysis, leading to inaccurate assessments of student needs and sufficient support. **Root/Contributing Cause:** 11. Implementation of SWPBIS waning 12. PAW data is inconsistent or non-existent 13. Inconsistent reporting of student behavior data

	In order to address student subgroup(s) achievement gaps, please list the <u>targeted subgroup(s)</u> and their <u>identified need(s)</u>. Enabling activities should address identified subgroup(s) and their needs.
1	**Targeted Subgroup:** Full Year at SES Students **Identified Student Need(s):** Data needed to determine ELA typical growth on iReady Achievement (one year academic growth) and SBA Scores
2	**Targeted Subgroup:** Students in LRE of Inclusion, Learning Center, Resource **Identified Student Need(s):** Gap is ranging from 65 percentile points to 40 percentile points

Priority 1
High-Quality Learning For All

★ GOAL 1.1 All students experience rigorous, high-quality learning that results in equitable outcomes for all learners.				
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this? Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and* Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress (Initial & Intermediate Outcomes)** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
1.1.1 All entering kindergarten students are assessed for social, emotional, and academic readiness and <u>provided necessary and timely support</u> to develop foundational skills for learning.	● Identified need by State legislation. Root Cause(s): 1	1. Ensure all Kindergarten teachers and non-classroom teachers are certified on the administration of the Kindergarten Readiness Assessment. 2. Provide time for assessment and data input. [K - Instructional Coach, K Administrator]	● 100% of K teachers, Support Staff, and Non-Classroom teachers will be trained on the administration of the KRA within the first four weeks of the 2025-2026 school year. ● 100% of incoming Kindergarten students will be assessed as measured by quarterly monitoring.	● WSF: $8,000 ● Title I: $10,000 ● IDEA/SPPA: $1,000

Reading Proficiency 1.1.2				

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.
	• 45% of 3rd grade students were reading near, at, or above grade level on the Smarter Balanced Assessment in SY23-24.
	
	Root Cause(s):
	1, 2, 3, 5, 6, 7, 8, 9, 10
		1. All teachers will participate in training for the ELA curriculum.
		2. Teachers will provide tiered and differentiated instruction through inclusive practices for all students
		  a. Tier 1 (access to CCSS grade level standards within the classroom, utilizing the school-adopted curriculum)
		  b. Tier 2 (small group, targeted intervention based on individual needs, mClass or Heggerty)
		  c. Tier 3 (intensive targeted individualized intervention)
		3. All teachers will implement the standards-based school-adopted curriculum for ELA, Amplify CKLA.
		4. All teachers will display and discuss learning targets with students.
		5. Students identified as IDEA, 504, and EL will receive appropriate grade-level instruction in the general education classroom to the greatest extent possible.
		
		[Interventionist, Instructional Coaches]
			• 40% of 3rd grade students will be on grade level at the winter benchmark period as measured by iReady Diagnostic Screener
			• 55% of 3rd grade students will be on grade level at the spring benchmark period as measured by iReady Diagnostic Screener
			• 70% of 3rd grade students will be reading near, at, or above grade level on the Smarter Balanced Assessment
			• 50% of 3rd grade students will be on grade level at the winter benchmark as measured by mClass Reports
			• 55% of 3rd grade students will be on grade level at the spring benchmark as measured by mClass Reports
			• 60% of 3rd grade students will be on grade level through curriculum formative assessments throughout the school year.
			• 95% of 3rd grade students will take the Interim Smarter Balanced Assessment
			• 100% of K-5 Teachers will implement Tier 1 & 2 programs
				• WSF: $2,000
				• Title I: $40,000
				• IDEA/SPPA: $1,000
				• Grant: CLSD Literacy Grant $20,000

Mathematics Proficiency 1.1.3 All students are proficient in mathematics by the end of eighth grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient.	48% of students in grades 3-5 were at Level 3 or above in mathematics on the Smarter Balanced Assessment in SY 23-24. Root Cause(s): 1, 2, 3, 4, 5, 6, 7	1. All teachers will participate in training for the Math curriculum. 2. Teachers will provide tiered and differentiated instruction through inclusive practices for all students a. Tier 1 (access to CCSS grade level standards within the classroom, utilizing the school-adopted curriculum) b. Tier 2 (small group, targeted intervention based on individual needs) c. Tier 3 (intensive targeted individualized intervention) 3. All teachers will implement the standards-based school-adopted curricula iReady Math. 4. All teachers will display and discuss learning targets with students. 5. Students identified as IDEA, 504, and EL will receive appropriate grade-level instruction in the general education classroom to the greatest extent possible. [Interventionist, Instructional Coaches]	• 30% of students will be on grade level at the winter benchmark period as measured by iReady Diagnostic Screener • 60% of students will be on grade level at the spring benchmark period as measured by iReady Diagnostic Screener • 75% of students will meet or exceed proficiency on grade level common assessments in mathematics • 95% of 3rd grade students will take the Interim Smarter Balanced Assessment in Mathematics • 50% of all students in grades 3-5 will be at Level 3 or above in Mathematics on the Smarter Balanced Assessment	• WSF, $2,000 • Title I, $40,000 • IDEA/SPAA: $1,000

| 1.1.4

All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.

Required for all schools. | • Identified student needs from comprehensive needs assessment (CNA) or Western Association of Schools and Colleges (WASC) report.
• Subgroups, eg. SPED, EL, etc.
• Gap rate on SY 23-24 Strive HI report for ELA in High Needs is 1%
• Gap rate on SY 23-24 Strive HI report for Math is 5% for Non-High Needs

Root Cause(s): 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 | 1. All students will participate in their Least Restrictive Environment.
2. Teachers will provide push-in services for students to the greatest extent possible.
3. Students will receive instruction via CKLA for ELA and Ready Math for math in the general education setting to the greatest extent possible.
4. 100% of students will be screened for reading and math to identify needs and then progress will be monitored using common formative assessments and our universal screener iReady. Students entering Solomon Elementary will also be screened within their first 30 school days after their initial start date to identify their academic needs.
5. All teachers will participate in regularly scheduled articulation and data-team meetings
   a. Teachers will be provided special education PD and support
   b. Teachers will be provided MTSSb PD and support
   c. Teachers will participate in MTSSa PD and support
   d. Teachers will participate in standards-based data team cycles.
6. Solomon will continue to refine the Articulation process to enhance the MTSS process and instructional practices.

[Instructional Coaches] | • 40% of students will be on grade level at the winter benchmark period as measured by universal screener: iReady in Reading and Math
• 50% of students will be on grade level at the spring benchmark period as measured by universal screener (iReady)
• Decrease in gap rate to 3% on on the Math Smarter Balanced Assessment in SY 25-26
• Maintain gap rate of -1% or better on the Math Smarter Balanced Assessment in SY 25-26 (high needs out performed the non-high needs) | • WSF: $2,000
• Title I: $10,000
• IDEA/SPPA: $31,000
• Grant: CLSD Literacy Grant, $10,000 |

1.1.5	Mandated for all schools	1. Solomon will continue to refine the transition process to ensure all students and staff who are military-connected are sufficiently supported, including preschool, middle school, and military assignments.	• 100% of students have a promotion rate from grade 5 to grade 6 middle school by end SY 24-25.	• WSF: $40,000
All students transition successfully at critical points, from elementary to middle school and from middle to high school.	Root Cause(s): 1, 7	2. Maintain a transition center/hub for the intake and exit of students and staff.	• 100% of students will demonstrate a successful transition from preschool to elementary, elementary to middle school and military assignments throughout their academic years at SES.	• Title I: $3,000 • Other: Anchored 4 Life, $250 • Other: PCNC, $2000

Required for all schools.		3. Provide information for PCS'ing families that can be useful for their transition into and out of the Solomon Elementary School community.
		4. Gather Data by the Transition Coordinator and Anchored 4 Life leads. ARC will monitor and analyze data.
		   a. Student Perception Surveys of new students
		   b. New family surveys about 1 month after enrollment by Transition Coordinator
		   c. Family surveys included in the release packet
		
		[Transition Coordinator]
			• 100% of students will promote from grade 5 (End of Elementary) to grade 6 (Middle School)	

| 1.1.6

60% of all students in grades 3-5 will be at Level 3 or above in English Language Arts on the Smarter Balanced Assessment

LMW Key Component | 51% of students in grades 3-5 were at Level 3 or above in English Language Arts on the Smarter Balanced Assessment in SY 23-24.

Root Cause(s): 1, 3, 5, 6, 7, 8, 9, 10 | 1. Teachers will use CFAs during articulation to discuss student progress and how to support students.
2. All teachers will participate in training for the ELA curriculum.
3. Teachers will provide tiered and differentiated instruction through inclusive practices for all students
   a. Tier 1 (access to CCSS grade level standards within the classroom, utilizing the school-adopted curriculum)
   b. Tier 2 (small group, targeted intervention based on individual needs)
   c. Tier 3 (intensive targeted individualized intervention)
4. All teachers will implement the standards-based school-adopted curriculum for ELA, Amplify CKLA.
5. All teachers will display and discuss learning targets with students.
6. Students identified as IDEA, 504, and EL will receive appropriate grade-level instruction in the general education classroom to the greatest extent possible.

[Interventionist, Instructional Coaches] | • 35% of students will be on grade level at the winter benchmark period as measured by universal screener
• 45% of students will be on grade level at the spring benchmark period as measured by universal screener
• 60% of students will meet or exceed proficiency on grade level common assessments in ELA | • WSF: $40,000
• Title I: $1,000
• Literacy Grant: $30,000
• SPPA/IDEA: $20,000 |

1.1.7 45% of 5th grade students will be proficient in Science on the Hawaii State Assessment *LMW Key Component*	40% of 5th grade students were proficient in Science on the Hawaii State Assessment in SY 23-24. Root Cause(s): 1, 3, 5, 6, 7, 10	1. All teachers will participate in training for the Amplify Science curriculum. 2. Teachers will provide differentiated instruction through inclusive practices for all students. 3. All teachers will implement the standards-based school-adopted curriculum for Science, Amplify Science. 4. All teachers will display and discuss learning targets with students. 5. Students identified as IDEA, 504, and EL will receive appropriate grade-level instruction in the general education classroom to the greatest extent possible.	● 45% of students will meet or exceed proficiency on grade level common assessments in science ● 45% of 5th grade students will be proficient in Science on the Hawaii State Assessment	● WSF: $2,000 ● Title I: $15,000
1.1.8 50% of students learning English will be on-track to English language proficiency *LMW Key Component*	43% of students were on-track to English language proficiency in SY 23-24. Root Cause(s): 1, 3, 5, 6, 7, 8, 9	1. 1.All teachers will use their knowledge from being SIQ/TESOL credentialed to support and differentiate for EL students. 2. Full Release EL Teachers will provide targeted instruction to high level EL needs students. 3. All EL students will receive appropriate grade-level instruction in the general education classroom to the greatest extent possible.	● 50% of EL students will increase their universal screening scores	● WSF: $15,000 ● Title I: $8,000

★ 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.*

1.2.1
 	
All students desire to and attend school regularly.
 	
Required for all schools.
	91.2% of students with regular attendance in SY 23-24.
	
	Root Cause(s): 1, 5, 7
		1. Solomon teachers, student success coaches, administration, and student service coordinators will participate in monthly scheduled peer review meetings that will include student attendance concerns.
		2. Solomon will continue to refine and implement the school-wide attendance policy.
		3. Students will be provided tiered Social Emotional Learning and Restorative Practices support
		    a. Tier 1-utilizing the school-adopted practices, eg. Mindfulness, SEL, Peaceful Playgrounds, SWPBIS, Restorative Practices
		    b. Tier 2-targeted intervention based on individual needs, e.g. Student Success Coaches, MFLC
		    c. Tier 3-intensive targeted individualized intervention, e.g. Wellness, SBBH, SWEP
		4. Students will be provided tools to produce quality work, including a planner for writing assignments and communicating between teacher and parents to promote school pride and unity, motivate good behavior and improve attendance.
			93% of students' attendance will improve by the end of SY 24-25 through the implementation of the school-wide attendance policy.	● WSF: $1,000
				● Title I: $3,000

| 1.2.2

All students demonstrate positive behaviors at school.

Required for all schools. | To reduce the behavioral challenges by 25% that impact student academic achievement.
● 70% of students with a favorable response on the school safety measure on the School Quality Survey (SQS) in SY 23-24.

Root Cause(s): 1, 11, 12, 13 | 1. Students are universally screened and provided Social-Emotional Learning support
　a. Tier 1 - utilizing the school-adopted practices, e.g. Mindfulness, SEL, Peaceful Playgrounds
　b. Tier 2 - targeted intervention based on individual needs, e.g. Student Success Coaches, MFLC
　c. Tier 3 - intensive targeted individualized intervention, e.g. Wellness, SBBH, SWEP
2. Teachers will develop and implement a system for instructing and monitoring the GLOs.
3. Students will demonstrate an understanding of the GLOs through classroom practice provided by teachers.
4. The staff will implement the SWPBIS Handbook.
5. All students will take the Panorama SEL Student Self-Assessment.
6. Students will be provided a planner which communicates school rules and policies.
7. To promote unity and pride, students will wear school shirts and gear on special days and occasions, including Month of the Military Child. As part of the school safety plan, faculty and staff will be visually identifiable for our students using safety gear, PPE, and/or staff shirts.

[Student Success Coach, MTSSb Administrator] | ● Behavioral challenges that impact student academic achievement will be reduced by 25% by the end of SY24-25.

● 100% of teachers will submit all major referral forms within 24 hours of an incident.

● 65% of students with a favorable response on the sense of belonging measure on the Panorama SEL survey at the winter screening period. | ● WSF: $1,000
● Title I: $3,000 |

1.2.3 All students experience a Nā Hopena Aʻo environment for learning. *Required for all schools.*	60% of students with a favorable response in the areas of school belonging and valuing of school on the fall Panorama Survey in SY 24-25 Root Cause(s): 1, 3, 5, 6, 7	1. 100% of students are provided the opportunity to participate in essential classes and/or Kumu to support whole-child education. 2. Students will participate in place-based learning about Hawaiian culture, inclusive of language, history, geography, and Na Hopena Aʻo values, or HĀ. 3. All students will take the Panorama SEL Student Self-Assessment. [MTSSb Administrator, Student Success Coaches]	● 100% of students will experience the Nā Hopena Aʻo. Student's participation in essential classes/Kumu/Hawaiian culture will increase their feelings of belonging and value at SES by the end of SY 24-25. ● 65% of students with a favorable response on the sense of belonging measure on the Panorama SEL survey at the winter screening period.	● Other: Hawaiiana, $40,000

★ 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.*
1.3.1 Students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. *Required for all schools.*	Solomon meets the needs of the whole child by ensuring they are exposed to a variety of career, community, and civic opportunities. ● 100% of students participating in career, community, and civic opportunities in SY 24-25 Root Cause(s): 1, 5, 6, 7	1. All students participate in standards-based Essentials Classes on a regular rotating schedule during the school day. (Essential Classes may include Computer Science, Makerspace, Music, Environmental Science, and Kinesthetic Arts). 2. Student work will be displayed through virtual or in-person performances, shows or Open Houses. 3. Purchase and maintain technology equipment. 4. Provide opportunities for students to practice and apply technology skills in the classroom. 5. Design innovative learning opportunities for students to demonstrate investigative, collaborative, creative, and/or communicative skills. [Essentials Administrator, Essentials GLC]	● 100% of students will participate in career, community, or civic engagement activities, integrated into Essentials Classes or school events; data will be collected by Essentials GL,C.	● WSF: $10,000 ● Title I: $20,000

Priority 2
High-Quality Educator Workforce In All Schools

★ All students are taught by effective teachers.
★ All schools are staffed by effective support staff.
★ All schools are led by effective school administrators.

Desired Outcome *"What do we plan to accomplish?"*	Root/ Contributing Cause *"Why are we doing this?"* Reference the Identified School Needs section.	Enabling Activities *"How will we achieve the desired outcome?"* **and** Name of Accountable Lead(s) *"Who is responsible to oversee and monitor implementation and progress?"*	Monitoring of Progress *"How will we know progress is being made?"*	Anticipated Source of Funds *"What funding source(s) should be utilized?"* Estimate the additional amount needed to execute the enabling activity.
2.1 Teachers will have opportunities to participate in professional development to build lifelong learners.	To build teacher capacity in implementing the curriculum, providing research-based instructional practices, and ensuring teachers are up-to-date with current research. Root Cause(s): 3, 4, 6, 7, 8, 9, 10	1. Teachers will also participate in Professional Development (PD) to strengthen their instructional practices and with efficacy, support school-wide initiatives. 2. Develop a system that measures the impact of PD and provides feedback to teachers. 3. Articulation Time will provide the opportunity for targeted grade-level support, PD, and Learning Team time. [ARC Leads, Instructional Coaches, Principal, VP's]	100% of teachers will participate in PD opportunities throughout the school year that are aligned with school-wide initiatives, research-based practices, curriculum, and current research.	● WSF: $2,000 ● Title I: $40,000
2.2	To build teacher capacity in	1. Teachers will participate in professional development on how to implement Restorative Practices.	100% of teachers will participate in	● WSF: $5,000 ● Title I: $2,000

Teachers will participate in MTSS-B support meetings and interventions to support the behavior and social-emotional needs of all students.	providing evidence- based approaches to meeting the social-emotional needs of their students.
	
	Root Cause(s): 3, 11, 12, 13
		2. Teachers will implement
		   a. Restorative Practices
		   b. SES SWPBIS Practices
		3. Teachers will support and consistently use Challenging Behaviors/Incident Referrals Protocol.
		4. Teachers will document for Learning Team meetings
		   a. Tier 2 & 3 Behavioral intervention data
		5. Teachers and student support team members will hold meetings for all K-5 teachers to identify students needing behavioral supports.
		
		[MTSSb Administrator, Student Success Coaches]
			MTSS-B support meetings to implement interventions to meet the behavioral and social emotional needs of all students throughout the school year.	

2.3 GrK-5th Gr. Homeroom teachers will consistently implement Learning Team protocols by collecting and using a variety of data, including intervention, achievement, and formative and summative assessment, to identify academic support and progress.	To allow teachers to engage in discourse with colleagues and the opportunity to review, analyze, and refine their instructional practices to meet the academic needs of students for academic achievement. Root Cause(s): 3, 4, 6, 7, 8, 9	1. GrK-5 homeroom teachers will consistently implement Learning Team protocols by collecting and using a variety of data, including intervention, achievement, and formative and summative assessment, to identify academic support and progress. [MTSSa Administrator, Instructional Coaches]	● 100% of K-5th Gr. Teachers will participate in Learning Teams to collect and analyze data to address student academic needs throughout the school year.	● WSF: $5,000 ● Title I: $2,000

Priority 3
Effective and Efficient Operations At All Levels

★ GOAL 3.1 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** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
3.1 All School Community Councils (SCC) have full membership, meet regularly, and are engaged with their respective school principal. *Required for all schools.*	Identified by state legislation Root Cause(s): none	The school will host monthly SCC meetings with all required members. [Principal]	• 100% of SCCs will achieve full membership and attend monthly meetings throughout the school year on school improvement initiatives.	• Title I: $1,000

★ Goal 3.2 Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.				
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and* Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
3.2 Teachers will provide parent and family engagement activities that promote academic and behavioral achievement and school performance.	To make connections between school and home. To communicate students' learning opportunities and achievements to parents and families. Root Cause(s): 1, 3, 5	1. Develop, promote, and facilitate various activities that encourage parents to be involved with their child's education and how to support their child at home better 　○ grade level literacy 　○ behavior/social-emotional learning 2. Develop, follow, and communicate the chronic absenteeism plan. [Transition Coordinator]	● 100% of teachers will facilitate parent and family engagement activities throughout the school year to address academic achievement, behavior to improve student outcomes.	● Title I: $30,000

★ Goal 3.3 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** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
3.3 New teachers to SES will participate in an onboarding or mentoring program	To ensure all new teachers are properly onboarded and prepared to provide effective instruction to students. Root Cause(s): 3, 6, 7	1. Teachers with less than 3 years of career teaching experience will be assigned an induction and mentoring certified mentor. 2. Solomon will develop a program for onboarding of new teachers to Solomon Elementary School. 3. Specific targeted supports for those who are not SIQ/TESOL credentialed. 4. Written program for the onboarding of new teachers to start in SY25-26. [Mentor Lead, Principal]	• 100% of new teachers hired at Solomon ES will participate in the school's mentoring program throughout the school year.	• WSF: $3,000

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 Solomon 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
Did your school submit a SCC Waiver Request Form? Please explain.	Yes, 2 waiver days

Bell Schedule:

Monday

Student Start Time	8:00 AM			
Teacher Start Time	8:00 AM			
Start	End	Min	Type	Description (Optional)
8:00 AM	8:07 AM	7	Opening	Other
8:07 AM	8:10 AM	3	Passing	Other
8:10 AM	8:30 AM	20	Homeroom	PositiveAction
8:30 AM	10:00 AM	90	Instruction	Block 1
10:00 AM	10:15 AM	15	Recess	Other
10:15 AM	11:35 AM	80	Instruction	Block 2
11:35 AM	12:05 PM	30	Lunch	
12:05 PM	2:13 PM	128	Instruction	Block 3
2:13 PM	2:15 PM	2	Closing	Other
2:15 PM	3:00 PM	45	Teacher Prep - C	
3:00 PM				
Student End Time	2:15 PM			6:15:00
Teacher End Time	3:00 PM			7:00:00

Tuesday

Student Start Time	8:00 AM			
Teacher Start Time	8:00 AM			
Start	End	Min	Type	Description (Optional)
8:00 AM	8:07 AM	7	Opening	Other
8:07 AM	8:10 AM	3	Passing	Other
8:10 AM	8:30 AM	20	Homeroom	PositiveAction
8:30 AM	10:00 AM	90	Instruction	Block 1
10:00 AM	10:15 AM	15	Recess	Other
10:15 AM	11:35 AM	80	Instruction	Block 2
11:35 AM	12:05 PM	30	Lunch	
12:05 PM	2:13 PM	128	Instruction	Block 3
2:13 PM	2:15 PM	2	Closing	Other
2:15 PM	3:00 PM	45	Teacher Prep - Or	
3:00 PM				
Student End Time	2:15 PM			6:15:00
Teacher End Time	3:00 PM			7:00:00

Wednesday

Student Start Time	8:00 AM			
Teacher Start Time	8:00 AM			
Start	End	Min	Type	Description (Optional)
8:00 AM	8:07 AM	7	Opening	Other
8:07 AM	8:10 AM	3	Passing	Other
8:10 AM	8:30 AM	20	Homeroom	PositiveAction
8:30 AM	10:00 AM	90	Instruction	Block 1
10:00 AM	10:15 AM	15	Recess	Other
10:15 AM	11:35 AM	80	Instruction	Block 2
11:35 AM	12:05 PM	30	Lunch	
12:05 PM	12:58 PM	53	Instruction	Block 3
12:58 PM	1:00 PM	2	Closing	Other
1:00 PM	1:45 PM	45	Meetings	Other
1:45 PM	2:30 PM	45	Teacher Prep - Or	Prep
2:30 PM				
Student End Time	1:00 PM			5:00:00
Teacher End Time	3:00 PM			7:00:00

Thursday

Student Start Time	8:00 AM			
Teacher Start Time	8:00 AM			
Start	End	Min	Type	Description (Optional)
8:00 AM	8:07 AM	7	Opening	Other
8:07 AM	8:10 AM	3	Passing	Other
8:10 AM	8:30 AM	20	Homeroom	PositiveAction
8:30 AM	10:00 AM	90	Instruction	Block 1
10:00 AM	10:15 AM	15	Recess	Other
10:15 AM	11:35 AM	80	Instruction	Block 2
11:35 AM	12:05 PM	30	Lunch	
12:05 PM	2:13 PM	128	Instruction	Block 3
2:13 PM	2:15 PM	2	Closing	Other
2:15 PM	3:00 PM	45	Teacher Prep - Or	
3:00 PM				
Student End Time	2:15 PM			6:15:00
Teacher End Time	3:00 PM			7:00:00

Friday

Student Start Time	8:00 AM			
Teacher Start Time	8:00 AM			
Start	End	Min	Type	Description (Optional)
8:00 AM	8:07 AM	7	Opening	Other
8:07 AM	8:10 AM	3	Passing	Other
8:10 AM	8:30 AM	20	Homeroom	PositiveAction
8:30 AM	10:00 AM	90	Instruction	Block 1
10:00 AM	10:15 AM	15	Recess	Other
10:15 AM	11:35 AM	80	Instruction	Block 2
11:35 AM	12:05 PM	30	Lunch	
12:05 PM	2:13 PM	128	Instruction	Block 3
2:13 PM	2:15 PM	2	Closing	Other
2:15 PM	3:00 PM	45	Teacher Prep - Or	
3:00 PM				
Student End Time	2:15 PM			6:15:00
Teacher End Time	3:00 PM			7:00:00