



# Alvah Scott Elementary Academic Plan SY 2025-2026

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808-483-7220  
[www.alvahscott.org](http://www.alvahscott.org)

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

Submitted by Principal William Olk		Approved by Complex Area Superintendent John Erickson	
<i>William Olk</i>	03/14/2025	<i>John Erickson</i> <small>John Erickson (Apr 9, 2025 11:42 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	<a href="#">English Language Arts</a>	<a href="#">Mathematics</a>	Science	Social Studies
K	Wonders 2023	Into Math 2019	Mystery Science	Studies Weekly
1st	Wonders 2023	Into Math 2019	Mystery Science	Studies Weekly
2nd	Wonders 2023	Into Math 2019	Mystery Science	Studies Weekly
3rd	Wonders 2023	Into Math 2019	Mystery Science	Studies Weekly
4th	Wonders 2023	Into Math 2019	Mystery Science	Studies Weekly
5th	Wonders 2023	Into Math 2019	Mystery Science	Studies Weekly
6th	Wonders 2023	Into Math 2019	Generation Genius	Studies Weekly

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	E-Spark	E-Spark		
K-6	I-XL	I-XL	I-XL	I-XL
ELL	Flashlight and Imagine Learning			
K-2	Learning A to Z			
K-1	Sonday			



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

K-2	Secret Stories			
K-6	Scholastic News			Scholastic News
K-6	PebbleGo			



### 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	I-Ready ▾	I-Ready ▾
1	I-Ready ▾	I-Ready ▾
2	I-Ready ▾	I-Ready ▾
3	I-Ready ▾ SBAC	I-Ready ▾ SBAC
4	I-Ready ▾ SBAC	I-Ready ▾ SBAC
5	I-Ready ▾ SBAC	I-Ready ▾ SBAC
6	I-Ready ▾ SBAC	I-Ready ▾ SBAC

[Alvah Scott HMTSS Tiers SY25-26](#)

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:

- Year of Last Visit: [2020-2021]  
Type of Last Visit: Full Self-Study -

Year of Next Action: [2024-2025]  
Type of Next Action: Mid-Cycle Report & Visit -

Year of Next Self-Study:  
[ N/A ]

*"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><b><u>Student Need:</u></b> Enhance student achievement in English Language Arts (ELA) and Mathematics.</p> <p><b><u>Root/Contributing Cause:</u></b></p> <p>1A) While we have made progress in reading, our school did not meet the state's requirement of a 5% increase. Students continue to struggle with foundational phonics skills, which adversely affects their reading fluency and ultimately impacts their vocabulary and comprehension of both literary and informational texts.</p> <p>1B) Although we achieved a 3% increase in math, our school fell short of the state's 5% gain requirement. Students continue to face challenges with basic multiplication and division operations, which hinder their performance in more advanced mathematical concepts such as fractions, algebra, measurements, and geometry. Additionally, students struggle with academic math language, problem-solving, and articulating their reasoning to justify their answers.</p> <p>1C) Targeted subgroups, including disadvantaged students, English language learners (ELL), and students with disabilities, are making small gains but still require additional support in the five areas of reading, math literacy, computational skills, and problem-solving abilities.</p> <p>1D) Students often lack consistent practice in critical thinking and effective communication—skills that require ongoing development. Additionally, they struggle to enhance their ability to reflect on their thinking, understand their learning processes, and articulate their reasoning more clearly.</p>
2	<p><b><u>Student Need:</u></b> Continue to implement a school-wide data system to address the academic needs of every student.</p>



	<p><b><u>Root/Contributing Cause:</u></b></p> <p>2A) We need to enhance our analysis of data through impact teams and I-Ready Diagnostics to better address instructional needs across the school. There is currently an inconsistency in the implementation of comprehensive grade-level data analysis throughout the school.</p> <p>2B) Improvements are needed in our use of data to inform response to intervention (RTI) strategies for all tiers of learners.</p> <p>2C) Improvements are needed for adequate scheduling to provide time for effective data analysis meetings.</p>
3	<p><b><u>Student Need:</u></b> Facilitate ongoing professional learning, collaboration, and cross-team communication to meet the instructional needs of all students and staff.</p> <p><b><u>Root/Contributing Cause:</u></b></p> <p>3A) Lack of job-embedded professional training for staff on the curriculum (EAs, PPEs, and PPTs).</p> <p>3B) Inadequate job-embedded professional learning to address instructional needs across all core subject areas and state initiatives.</p> <p>3C) Insufficient time allocated for learning various curriculum content, methods, and strategies.</p> <p>3D) Absence of opportunities for teachers to observe effective practices in ELA and Math.</p> <p>3E) Limited time for teachers to collaborate within their grade level and with adjacent grade levels.</p>



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.

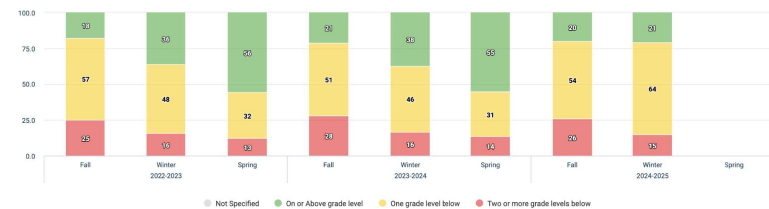
1 **Targeted Subgroup:** Disadvantaged Students

**Identified Student Need(s):**

- A. Students from disadvantaged backgrounds require targeted interventions in foundational reading skills. Our analysis of data from the universal screener revealed specific needs in phonics, fluency, vocabulary, and comprehension.
- B. In mathematics, students need support in place value, multi-digit addition and subtraction, as well as multiplication and division. The gaps in their understanding of numbers and operations are impacting their performance in algebra and algebraic thinking, measurement and data, geometry, and problem-solving.

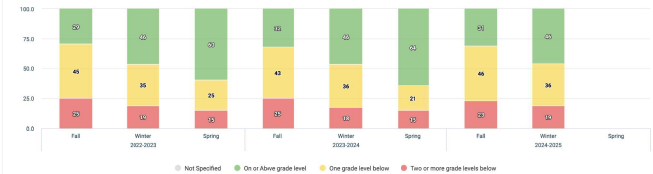
Universal Screening Combined - Mathematics by Testing Window

Using highest test score. "No Data Found" means no scores are available yet for the current school year.



Universal Screening Combined - Reading, Early Literacy, English Language Arts by Testing Window

Using highest test score. "No Data Found" means no scores are available yet for the current school year.





### Smarter Summative Mathematics

Grades Tested: 3, 4, 5, 6

Tests Taken: 165

Date Last Taken: 05/20/2024



### Smarter Summative ELA

Grades Tested: 3, 4, 5, 6

Tests Taken: 166

Date Last Taken: 05/13/2024



### Our Students

High Needs Subgroup	Number of Students	Percentage
Economically Disadvantaged	220	54%
Special Education	33	8%
English Learners	42	10%

Major Race/Ethnicities	Number of Students	Percentage
Asian (Excluding Filipino)	83	20%
Black	16	4%
Filipino	116	28%
Hispanic	8	2%
Native Hawaiian	88	22%
Pacific Islander	42	10%
White	51	13%

### Our Story

2

**Targeted Subgroup:** English Learners (ELL)

**Identified Student Need(s):** Our ELL students have identified needs in the five areas of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. They are actively engaged in various programs designed to enhance language instruction, helping them achieve proficiency in speaking and reading English. This support is crucial for their success in mastering grade-level curriculum content.

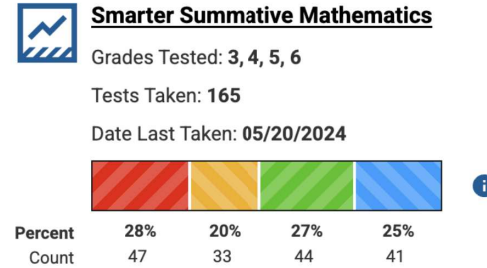
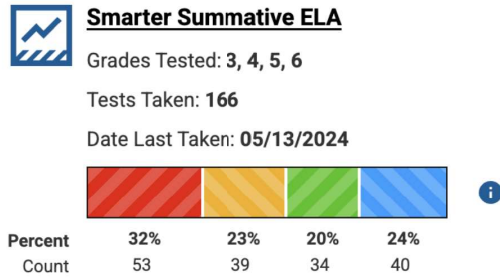




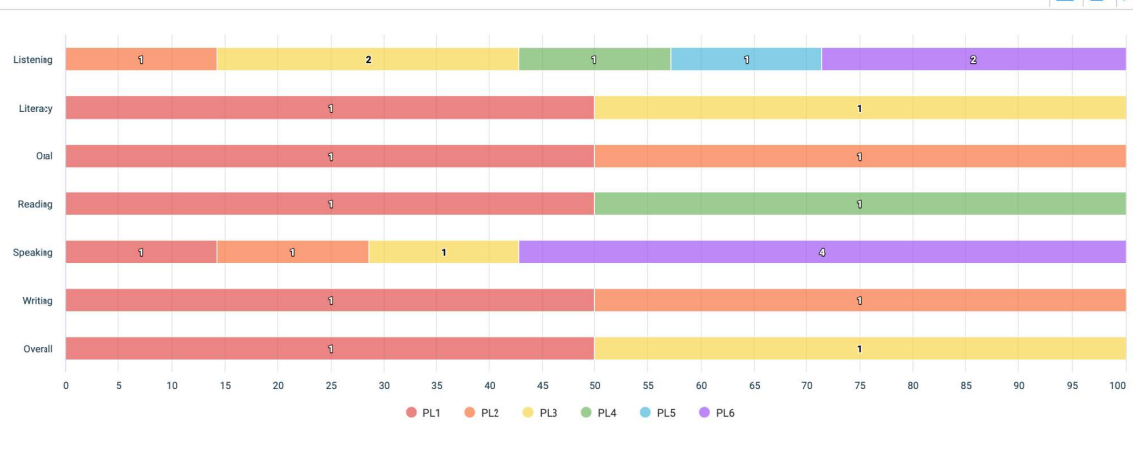
**HOW ARE STUDENT SUBGROUPS PERFORMING?**

**ENGLISH LANGUAGE PROFICIENCY**

57% of English Learner students are on-track to English Language Proficiency.



WIDA Screener Results - 2023-2024



### Our Students

High Needs Subgroup	Number of Students	Percentage
Economically Disadvantaged	220	54%
Special Education	33	8%
English Learners	42	10%

2023-24 Strive HI School Performance Report  
Alvah A. Scott Elementary School

3 **Targeted Subgroup:** Disabled (Special Education)



Identified Student Need(s): Our disabled population faces challenges in achieving proficiency in grade-level standards. In English language arts, they struggle with foundational reading skills, which impacts their ability to attain proficiency in fluency, vocabulary, and comprehension. In mathematics, they have difficulties with foundational skills in numbers and operations, which subsequently affects their proficiency in algebra, geometry, data and statistics, as well as solving complex word problems.



## Priority 1 High-Quality Learning For All

### ★ GOAL 1.1 All students experience rigorous, high-quality learning that results in equitable outcomes for all learners.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i>  <b>and Name of Accountable Lead(s)</b> <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
1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and <u>provided necessary and timely support</u> to develop foundational skills for learning.	1A & 1B	EA 1.1.1 - Kindergarten teachers will develop a schedule and conduct the KEA assessment within the first 30 days of school. [Kindergarten Teachers, Curriculum Coordinator]	The ISRs (Individual Student Reports) will provide data on the overall Readiness Score and four Domain scores with three performance levels (Emerging Readiness, Developing Readiness, and Demonstrating Readiness). Quarterly Report Cards	<input type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __ \$ <input type="checkbox"/> Other: __ \$		



			<a href="#">KEA Data 2023-2025</a>			
<b>Reading Proficiency</b> 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.	1A, 1B, 1D, 2A, 2B, 2C, 3C,	<p>EA 1.1.2 (1) -Alvah Scott teachers will implement a classroom RTI program aimed at enhancing student achievement in reading proficiency. The school will utilize Educational Assistants (EAs), Paraeducators (PPEs), and Peer Partners (PPTs) to support this in-class RTI initiative through the use of programs such as Sonday, i-Ready/Wonders lessons, Espark, I-XL, and Secret Stories.            [Principal, Vice Principal, Curriculum Coordinator, Literacy Coach and EAs, PPEs/PPTs, and teachers]</p> <p>EA 1.1.2 (2) - The EL Coordinator and teachers will collaborate to utilize the WIDA Level Descriptors, enhancing the classroom environment to support ELL learners in accessing content knowledge and language development.</p> <p>A. Align WIDA descriptors with instructional activities</p> <p>EA 1.1.3 (3) - Alvah Scott will collaborate with the National Center on Improving Literacy to create and execute a school-wide action plan focused on enhancing literacy through HMTSS-R.</p>	<p>-I-Ready Universal Screener  <a href="#">I-Ready Universal Screener Results 2022-2025</a></p> <p>-Strive High Report  <a href="#">Strive High 2023 Report</a></p> <p>-Wida Report  <a href="#">ELL Wida Assessment Results</a></p> <p>Progress (Student Data)            Monitoring Data (MTSS-R Checklist)            Implementation Data            Universal Screener            Smarter Balanced Assessment Consortium (SBAC)</p>	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input checked="" 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><b>Mathematics Proficiency</b> 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>1B, 1D, 2A, 2B, 2C, 3A, 3B, 3C</p>	<p>EA 1.1.3 (1) - Alvah Scott teachers will implement an in-class RTI program aimed at enhancing student achievement in math proficiency. The school will leverage EAs, PPEs, and PPTs to support this in-class RTI initiative, utilizing the programs IXL, I-Ready, Into Math, and Espark. [Teachers, EAs, PPEs, PPTs, and Curriculum Coordinator]</p> <p>EA 1.1.3 (2) -Grades 3-6 will administer the SBAC Interim assessment to gather data on math proficiency, which will be used to inform and guide instructional strategies to meet students' learning needs. [Curriculum Coordinator, Counselor, and teachers]</p>	<p>-I-Ready Universal Screener, <a href="#">I-Ready Universal Screener Results 2022-2025</a></p> <p>-SBAC Interim (3-6 Grade)-</p> <p>-Strive High Report. <a href="#">Strive High 2023 Report</a></p>	<p><input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$</p>		
<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, 1D, 2A, 2B, 2C,</p>	<p>EA 1.1.4 The school will assess student progress in ELA and Math by utilizing the I-Ready Universal Screener three times a year (in Fall, Winter, and Spring) to inform instructional needs for all student groups.</p> <p>School technology (Chromebooks, laptops, TV monitors) will be updated as needed to meet the learning needs of students. [Principal, Vice Principal, Curriculum Coordinator, Tech Coordinator, and teachers]</p>	<p>-I-Ready Universal Screener <a href="#">I-Ready Universal Screener Results 2022-2025</a></p>	<p><input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$</p>		



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>3D</p>	<p>EA 1.1.5 (1)- Sixth-grade teachers will consult and collaborate with Aiea Intermediate during a transition meeting in the fourth quarter to support all sixth-graders as they move to middle school. [Teachers]</p> <p>EA 1.1.5 (2) - Students will also receive a tour of Aiea Intermediate School to assist with their transition. [Teachers]</p> <p>EA 1.1.5 (3) - Teachers will meet by May to facilitate the transition to the next grade level. This meeting will help current teachers collaborate with incoming grade-level teachers to ensure they are prepared for the new students and to discuss the academic and behavioral needs of those students, including all students with IEPs and 504s.. [Teachers, counselor, SSC, BHS, and Administration]</p>	<p>-Student Survey -Teacher Survey</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>1.1.6. All staff will participate in cross-grade level articulation to support students successfully transitioning from Pre-K, K-1, 1-2, 2-3, 3-4, 4-5, and 5-6.</p>	<p>1A, 1B, 2A, 2B, and 2C</p>	<p>EA 1.1.6. (1) The administration will provide professional learning days for teachers to collaborate with colleagues from both the grade above and the grade below in order to address the transitional and academic needs of all students.</p> <p>A. School PD days focused on grade-level cross-articulation for analyzing curriculum pacing guides for grades K-6. (April 21, 2025)</p> <p>B. Extended faculty meetings will center on MTSS (Multi-Tiered System of Support).</p> <p>EA.1.1.6 (2) - The EL coordinator will collaborate with other ELL teachers in the complex to share and discuss effective strategies.</p> <p>A. The EL coordinator will participate in training and workshops to enhance teaching practices.</p>	<p>-Teacher Feedback Survey  -Report Cards  -Grade-Level Minutes  -Faculty Sign-in Sheets</p>	<p><input type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:___ \$ <input type="checkbox"/> Other:___ \$</p>		





★ 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>	1A, 1B, 1C	EA 1.2.1 (1) - Consistently implement attendance Intervention strategies: A. Earning Scott Dollars for demonstrating GLO's and Choosing Love daily in school. B. Monthly activities to celebrate perfect attendance [counselor and administration]  EA 1.2.1 (2) - Consistently implement attendance Intervention strategies: C. Earning of Scott Dollars for school-wide PBIS Store D. End-of-the-month activity for perfect attendance [Principal, Vice Principal, Office, Counselor, curriculum coordinator, and teachers]	Infinite Campus Attendance Report	<input type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$		





<p>1.2.2. All students demonstrate positive behaviors at school.</p> <p><i>Required for all schools.</i></p>	<p>2B, 3A</p>	<p>EA 1.2.2 (1) - Consistently apply the Hawaii Multi-Tiered Systems of Support (HMTSS) instructional and behavioral strategies to enhance students' social-emotional learning (SEL) and boost attendance.</p> <ul style="list-style-type: none"> <li>A. Teachers create a welcoming, safe, nurturing environment that embraces all cultures and connects to the curriculum content.</li> <li>B. Foster strong relationships among teachers and students, between school and families, and among staff members.</li> <li>C. School-wide implementation of clearly defined learning targets and success criteria.</li> <li>D. School-wide data wall to address all three tiers of learning.</li> </ul> <p>[Principal, Vice Principal, Office, Counselor, curriculum coordinator and teachers]</p> <p>EA 1.2.2 (2) Alvah Scott will continue to implement Choose Love alongside Kimochis and Harmony as a school-wide program to address the behavioral needs of students, fostering positive choices to promote constructive change both inside and outside the classroom. The counselor will conduct guidance lessons based on these programs.</p> <p>[Counselor and teachers]</p> <p>EA 1.2.2 (3) The counselor and teachers will implement the Alvah Scott Choose Love Matrix program to promote positive behaviors alongside our PBIS &amp; GLO's school-wide Scott dollars and school store program.</p> <p>EA 1.2.2 (4) Alvah Scott will partner with the Harmony Program to enhance social-emotional learning and promote positive behaviors.</p>	<p>-Trust Circle data,</p> <p>-Lei Kulia data,</p> <p>-Student survey,</p> <p>-Panorama Survey,</p> <p>-SQS survey.</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input checked="" 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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		[Counselor and Curriculum Coordinator].				
<p>1.2.3. All students experience a Nā Hopena A'o environment for learning.</p> <p><i>Required for all schools.</i></p>	3A, 3B	<p>EA 1.2.3 (1) Teachers will enhance their SEL support to empower students in managing their social, emotional, and academic mindsets, preparing them for college and careers. This will be achieved by modeling the behaviors of Na Hopena A'O and implementing it school-wide with intentional purpose and relevance.</p> <ul style="list-style-type: none"> <li>A. Strengthen Sense of Belonging</li> <li>B. Strengthen Sense of Responsibility</li> <li>C. Strengthen Sense of Excellence</li> <li>D. Strengthen Sense of Aloha</li> <li>E. Strengthen Sense of Total Well-Being</li> <li>F. Strengthen Sense of Hawaii</li> </ul> <p>Principal, Vice Principal, Counselor, curriculum coordinator, teachers, and staff.</p> <p>EA 1.2.3 (2) The curriculum coordinator will collaborate with teachers to implement Na Hopena A'o on various activities and outcomes for each quarter (Q1- Q4).</p> <p>Q1- Strengthen Sense of Belonging Q2- Strengthen Sense of Total Well-Being Q3- Strengthen Sense of Responsibility and Excellence Q4- Strengthen Sense of Aloha and Hawaii</p> <p>[Principal and Curriculum Coordinator]</p> <p>EA 1.2.3 (3) Alvah Scott will utilize Kumu to model and reinforce the principles of Na Hopena A'o.</p> <ul style="list-style-type: none"> <li>A. Sharing cultures of Hawaii</li> <li>B. Hawaiian Language</li> <li>C. Hawaiian Traditions</li> </ul> <p>[Kumu]</p>	<p>-Teacher Building Relationship Impact teams.</p> <p>- Student, teacher, and Staff Survey.</p> <p>-Panorama Survey</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>		



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

1.2.4. All ELL students will experience supportive, inclusive, engaging, and cooperative learning environments through scaffolding and modeling.	1C	<p>1.2.4. (1) ELL students will be given opportunities to immerse themselves in language-rich environments through:</p> <p>A. Participating 80% of the school day with their peers and teacher by</p> <ul style="list-style-type: none"><li>• Using language modeling through pair-share reading and group discussions.</li><li>• Peer discussion interactions during routines, projects, and activities.</li><li>• Teacher and student discussions during lessons and activities.</li></ul> <p>EL Coordinator and teachers.</p>	<p>-Observations</p> <p>-Teacher Survey</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:___ \$</p> <p><input type="checkbox"/> Other:___ \$</p>		
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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>	1A, 1B, 1D, 2B, 3A, 3B	EA 1.3.1 (1) - Counselor to organize a career fair in semester 1 to increase awareness in careers for students to make future career goals to be college and career ready.  EA.1.3.1. (2) -The counselor will collaborate with the student council to define leadership roles and responsibilities to represent the school and student voice. A. School-wide student-led Activities B. Working with student class representatives to guide student voice and choice. [Counselor]  EA.1.3.1. (3)- Teachers will offer students field trips and projects, as well as invite community speakers to the classroom. These activities will help develop critical thinking and communication skills while enhancing students' metacognitive abilities by encouraging them to reflect on their thought processes.	Teacher and Student survey.	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$		



		A. Integrating critical thinking and communication skills across all subject areas.				
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## Priority 2

### High-Quality Educator Workforce In All Schools

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

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i>  <b>and Name of Accountable Lead(s)</b> <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
2.1.1. All teachers to be Highly Qualified teachers	3A & 3B	Principal to continue to ensure all classified teachers are HQ following the guidelines below:  1. Holds a valid HTSB License in the subject area (or a content equivalent area identified for EHQ) and grade level for the teaching assignment or holds a valid HTSB License in any subject area	HTSB Documents	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$		



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		<p>for the grade span assigned and also meets one of the requirements under the following methods:</p> <ul style="list-style-type: none"> <li>A. Passed the Praxis Content Exam or other accepted content exam for the subject area and grade span or</li> <li>B. National Board Certificate for the subject area or</li> <li>C. College major or 30 credits in the subject area or</li> <li>D. Demonstrate experience and knowledge through a completed ESSA Hawaii Qualified Teacher Rubric in the subject area or</li> <li>E. Hawaii issued a Highly Qualified Teacher certificate in the subject area.</li> </ul> <p>[Principal]</p>		<input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __ \$ <input type="checkbox"/> Other: __ \$		
2.1.2. All teachers supported by the Educator Effectiveness System (EES)	3A & 3B	<p>Principal to continue to conduct throughout the school year:</p> <ul style="list-style-type: none"> <li>A. Classroom Observations: Utilize the BERC Walkthrough Protocol for evaluating classroom teachers and implement Working Portfolios for non-classroom teachers.</li> <li>B. Core Professionalism: Focus on the Charlotte Danielson Framework for Teaching and the BERC Framework, incorporating reflections on data and</li> </ul>	<p>EES Rating:</p> <p>Highly Effective</p> <p>Effective</p> <p>Marginal</p> <p>Unsatisfactory</p>			



		<p>feedback gathered from the Panorama Student Survey and the Hawaii Growth Model.</p> <p>C. Student Success Plans (SSPs)* / School-System Improvement Objectives (SSIO), focusing on standards-aligned learning goals and integrating the data team process to monitor student progress.</p> <p>D. PDP/IPDP -Teachers not on cycle will do an Individual Professional Development Plan (IPDP) that will encompass specific goals aimed at fostering the growth and learning of both teachers and students.</p> <p>[Principal and Vice Principal ]</p>				
2.1.3. All teachers to be Sheltered Instruction Qualified or Teaching English to Speakers of Other Languages (TESOL) to provide effective instruction in all classrooms.	3A & 3B	<p>EL Coordinator and administration to share professional development with staff by:</p> <p>A. Guiding teachers in the process of meeting the Sheltered Instruction Qualified or Teaching English to Speakers of Other Languages (TESOL) requirements.</p> <p>B. Communicating to all teachers District provided PD opportunities to staff.</p> <p>EL Coordinator and Administration</p>	<p>-Certificate of class completions.</p> <p>-Non-PD credit hours.</p>			



### Priority 3

#### Effective and Efficient Operations At All Levels

★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.						
Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>  <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i>  <b>and Name of Accountable Lead(s)</b> <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
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.  <i>Required for all schools.</i>	1A, 1B, 1C	3.3.1 (1) Alvah Scott will lead quarterly SCC meetings with all stakeholders involved.  3.3.1 (2) The principal will host a coffee hour with stakeholders from Pre-K to 6th grade.  3.3.1 (3) The Principal will hold quarterly meetings with the PTO.  (Principal & Vice Principal)	Meeting minutes.  Parent Surveys,  SQS.	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$		





★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.						
Desired Outcome "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 stakeholders are informed of and engaged in planning and decision-making processes.  <i>Required for AMR schools.</i>	1A, 1B, 1C	<p>3.3.2 (1) Alvah Scott will hold quarterly School Community Council (SCC) meetings with all stakeholders.</p> <p>3.3.2 (2) The Principal will host a coffee hour for stakeholders, covering grades Pre-K through 6th. This will include specific enabling activities and strategic actions aimed at achieving our desired outcomes.</p> <p>3.3.2 (3) A monthly newsletter will be distributed to all stakeholders at the end of each month.</p> <p>3.3.2 (4) The school's website will be updated regularly to keep all stakeholders informed.</p> <p>3.3.2 (5) Consistent messages will be sent through messenger to keep families updated on important school information.</p> <p>[Principal and Vice Principal]</p>	<p>Sign-in Sheet</p> <p>Surveys</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: __, \$		





★ 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
3.3.3. Grades 3-6 students will take SBAC Assessment to measure growth of learning.  <i>Required for AMR schools.</i>	1A & 1B	<p>Grades 3- 6 teachers will administer the interim testing to support readiness for the SBAC Assessment.</p> <ul style="list-style-type: none"> <li>A. Counselor to provide and review training on SBAC Interim in August-November.</li> <li>B. Grade 3-6 Teachers to be certified in September.</li> <li>C. Students take interim tests throughout Semesters 1-3.</li> <li>D. Teachers analyze data to support readiness for SBAC testing in Spring.</li> </ul> <p>Grades 3-6 will take the SBAC assessment during quarter 4.</p> <ul style="list-style-type: none"> <li>A. Counselors will create grade 3 -6 block schedules during April and May for SBA testing.</li> <li>B. The Counselor and teachers will provide families with student reports when they become available by the State.</li> <li>C. The counselor will provide student reports to teachers to analyze the growth of learning.</li> </ul>	-SBAC student reports data	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: ___ \$ <input type="checkbox"/> Other: ___ \$		



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		D. Leadership will review school-wide SBA results to analyze the growth of learning.  [Counselor, teachers, leadership team ]				
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**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 Alvah Scott Elementary's current bell schedule(s) and total student instructional hours per year. To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided [bell schedule tool](#).

**Total student instructional hours per year** (Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)

1044

**Did your school submit an SCC Waiver Request Form? Please explain.**

Waiver days will be dedicated to training staff on essential topics that directly support all students and staff. First, we will focus on the CSLD grant, which emphasizes reading literacy and provides training on literacy curriculum and strategies. This training will aim to enhance understanding and facilitate the ongoing implementation of our current viable curriculum for reading and math in preparation for the 2025-2026 school year. Additionally, we will continue to provide ongoing support for social-emotional learning (SEL) as staff undergo training on various SEL programs, including Choose Love, Kimochis, and Harmony. This training is designed to help us effectively meet the individual needs of our students.

**Waiver Days**

August 29, 2025  
October 13, 2025



		November 10, 2025 April 16, 2026  <b><u>Planning and Collaboration Days</u></b>  January 16, 2026 May 4, 2026
<b>Bell Schedule:</b> <a href="#"><u>Bell Schedule 2025-2026-</u></a>		