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

Shafter Elementary School
Academic Plan
SY 2025-2026

2 Fort Shafter
808-305-1500
www.shafterelementary.com

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

Submitted by Principal Rory Vierra		
Rory Vierra	*Rory Vierra*	4/14/2025

Approved by Complex Area Superintendent John Erickson		
John Erickson John Erickson (Apr 15, 2025 08:23 HST)		April 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	'17 Wonders	Developing Roots	Mystery Science and Generation Genius	Savvas: My World
1-3, 5-6	'17 Wonders	Think Mathematics	Mystery Science and Generation Genius	Savvas: My World
4	'17 Wonders	Think Mathematics	Mystery Science and Generation Genius	Hawaiians of Old

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

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
K-6	I-Ready	I-Ready
K	KEA	KEA
3-6	ICA	ICA
K-6	Wonders Comprehension	Carson Dellosa

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: 2021-2022   Year of Next Action: 2025 - 2026   Year of Next Self-Study:
Type of Last Visit: Full Self-Study ▾   Type of Next Action: Mid-Cycle Report & Visit ▾   2027 - 2028

Please identify underline 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: Achievement**
	English Language Arts (ELA): Based on 2023 ELA SBA proficiency scores, Shafter Elementary fell within quintile 5 with an expected proficiency increase of 10.01% by the end of school year 2028-29. Shafter's expected ELA proficiency target within this quintile is 81.16%. The most recent academic year shows that the proficiency level in Language Arts has declined from the previous year. In Language Arts, proficiency fell to 65.4% in 2023-24, compared to 71.1% in 2022-23. Shafter continues to aim for significant increases in proficiency over the next few years. To meet the quintile 5 KPI goal by 2028-29, Shafter will need to increase its proficiency rate by 15.7% scoring at 81.16% for proficiency.
	Mathematics: Based on 2023 Math SBA proficiency scores, Shafter Elementary fell within quintile 5 with an expected proficiency increase of 7.36% by the end of school year 2028-29. Shafter's expected Math proficiency target within this quintile is 81.08%. The most recent academic year shows that the proficiency level in Mathematics has declined from the previous year. In mathematics, proficiency fell to 67.8% in 2023-24, compared to 73.7% in 2022-23. To meet the quintile 5 KPI goal by 2028-29, Shafter will need to increase its math proficiency rate by 13.28% scoring at 81.08% for proficiency.
	Science: Based on 2023 Science HSA proficiency scores, Shafter Elementary fell within quintile 4 with an expected proficiency increase of 8.78% by the end of school year 2028-29. Shafter's Science proficiency target within this quintile is 62.27%. The most recent academic year shows that the proficiency level in Science has increased 16.6% from the previous year. In science, a gain is noted in proficiency at 70.0% in 2023-24, compared to 53.4% in 2022-23. Although Shafter Elementary has exceeded its 62.27% target, Shafter continues to aim for a minimum of 1.46% increase in proficiency over the next few years.
	Statement/Question: Shafter's ELA and Math proficiency scores reported a significant decrease on the 2024 state assessments. Why did Shafter's ELA proficiency data decrease 5.7%? Why did Shafter's Math proficiency data decrease by 5.9%?
	Root/Contributing Cause: 1a) PD focused on programs, not specific learning needs 1b) Parent involvement became a school priority
2	**Student Need: Growth for all students**
	Typical growth is based on the "student growth model" using student growth percentile (SGP). SGPs of 40 or higher using pre-pandemic norms to compare current rates of improvement to pre-pandemic rates. At this level and above a student is considered to have experienced a typical (or better) years' worth of learning. On the Smarter Balanced Assessment (SBA), using the "student growth model", students meeting or exceeding typical growth in Grade 4-6 was 58 for ELA and 60 for Math. Upon further analysis, students demonstrating one year's growth in Grades 4-6 identified as high-needs were 60% in ELA and 55% in Math. Results garnered from i-Ready (spring 2024 diagnostic) reports, 60% of all Shafter students met their typical growth in Reading and 62% in Math.
	Statement/Question: Why aren't all Shafter students demonstrating a years' worth of learning?
	Root/Contributing Cause: 2a) Learning goal and learning targets are not clear

	2b) Expectations of Instructional Habits are not clear 2c) Mid-year teacher movement impacts training/PD provided 2d) A disconnect between implementation with fidelity and teachers' professional judgement to address student learning needs
3	**Student Need: Non-High Needs and High Needs Gap** **Special Education Subgroup:** With the lowest proficiency rate in ELA (27.5%) and Math (48.2%), and widest gap rate, our Special Education subgroup is vastly behind their grade level peers. Based on the most recent state assessments, the gap rate between our non-high needs and our special education subgroup is significant for ELA (48 percentage points) and Math (25.2 percentage points). **English Learner Subgroup:** Since 2021-22, our English Learner subgroup accounted for less than 4% of Shafter's student population. On the most current state assessment, the SBA proficiency rate for our ELs remained stable from the previous year at 66.6% for ELA and 100% for Math. Although the proficiency rate has remained identical from the previous year, it is of importance to note that the EL subgroup's gap rate closed by 4.5% (ELA) and widened by 9.9% (math). Thus, indicating a significant decline in the non-high needs proficiency rate for ELA (-4.5%) and Math (-9.9%). In addition, the EL on track to English Language Proficiency for 2023-24 was 60%. **Low Socioeconomic Status subgroup:** Since 2021-22, our Low SES subgroup population has fluctuated between 23% to 29.7%. The SBA proficiency rate for our Low SES students was 61.5% for the ELA assessment and 65.3% for Math. Low SES students in grades 3-6 who took the SBA saw an increase in the subgroup's gap rate from the prior year in ELA (-4.4%). However, on the Math assessment, the gap rate closed by 2.5%. Shafter's gap rate between the Non-high needs and High needs students for ELA is 23.4, which widened the gap by 2.4 points. At 12.9 for Math, the gap closed by 9.8 points on the latest state assessment. Having a noticeable decrease in Shafter's math gap rate, it is important to recognize the proficiency rate for non-high needs students decreased by 9.9 and demonstrated no change in the math proficiency rate for the high needs group. Analysis of data reveals, for mathematics, the gap closed due to the decrease of the non-high needs proficiency rate. **Statement/Question**: Why do Shafter's high needs students continue to fall short on grade level proficiency assessments when compared to their non-high need peers? **Root/Contributing Cause:** 3a) Professional development to provide understanding of students' disabilities have not been offered 3b) Deep dive into SES category has not occurred to determine strengths, barriers, and needs
4	**Student Need: Behavior** The suspension percentage for the most recent academic year, 2023-24, was 3.6%. This represents an increase from the previous two years, where the suspension percentages were 0.5% and 0.2% for 2021-22 and 2022-23 respectively. The data shows a significant increase in the number of suspensions from 2022-23 to 2023-24, jumping from 1 to 14. The increase in suspensions in 2023-24 is primarily driven by Class A offenses, which represent 88.2%, a total of 15 reported incidents. The most reported suspensions in 2023-24 was due to "violence" with 39 incidents and 3 incidents for "property damage or misuse." 14 students were responsible for a total of 17 suspensions during the most recent school year.

	Statement/Question:
	Why is there a significant increase in suspensions? Why doesn't the school have data of Class C and/or Class D incidents?
	Root/Contributing Cause:
	4a) Qualified vice principal was not hired
	4b) No consistent leadership to identify behavioral needs
	4c) Behavior expectations are not clear (behavior, referral process, discipline, roles/responsibilities, etc.)

	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	**<u>Targeted Subgroup</u>:** Special Education Students **<u>Identified Student Need(s)</u>:** With the lowest proficiency rate in ELA (27.5%) and Math (48.2%), and widest gap rate, our Special Education subgroup is vastly behind their grade level peers. Based on the most recent state assessments, the gap rate between our non-high needs and our special education subgroup is significant for ELA (48 percentage points) and Math (25.2 percentage points).
2	**<u>Targeted Subgroup</u>:** English Language Learners **<u>Identified Student Need(s)</u>:** Since 2021-22, our English Learner subgroup accounted for less than 4% of Shafter's student population. On the most current state assessment, the SBA proficiency rate for our ELs remained stable from the previous year at 66.6% for ELA and 100% for Math. Although the proficiency rate has remained identical from the previous year, it is of importance to note that the EL subgroup's gap rate closed by 4.5% (ELA) and widened by 9.9% (math). Thus, indicating a significant decline in the non-high needs proficiency rate for ELA (-4.5%) and Math (-9.9%). In addition, the EL on track to English Language Proficiency target for 2023-24, set by the state, was —-%—Shafter scored 60%.
3	**<u>Targeted Subgroup</u>:** Low Socioeconomic Status **<u>Identified Student Need(s)</u>:** Since 2021-22, our Low SES subgroup population has fluctuated between 23% to 29.7%. The SBA proficiency rate for our Low SES students was 61.5% for the ELA assessment and 65.3% for Math. Low SES students in grades 3-6 who took the SBA saw an increase in the subgroup's gap rate from the prior year in ELA (-4.4%). However, on the Math assessment, the gap rate closed by 2.5%.

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. 100% of kindergarten students are assessed for social, emotional, and academic readiness.		1a. Administer the Kindergarten Entry Assessment (KEA), <mark>Shafter Kindergarten screener</mark>, i-Ready Fall Diagnostic (Aug), and SEL Panorama screener for all kindergarteners (Sept). 1b. Provide timely and appropriate interventions to develop foundational skills for Tier 2 and Tier 3 kindergarten students in reading and math. [CODE: DOE Implementation Plan - High-Quality Learning For All], [AMR Accelerate Learning and Close Achievement Gap & Enhance Supports for Student Transition Success], [CODE: WASC 2, 3]	i-Ready universal screener 3Xs/year Progress Monitor Tier 2 and Tier 3 students Personalized support for students not proficient in reading and math • Targeted intervention for Tier 2 and Tier 3 students • 80% of students in grades K-6 will pass	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $		

100% of kindergarten students assessed as not ready will receive personalized support.		**Accountable Lead(s):** Kindergarten Teachers	70-100% of their i-Ready online instruction in Reading. [source: i-Ready]			

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.
 	
65% (+5) of 3rd graders reading at or above grade level as measured by SBA-ELA.
 	
80% of students in K-6 will meet their iReady typical growth goal in reading.
 	
25% of identified students (SES, EL, SpEd) in grades k-6 will meet their iReady stretch growth goal in reading.
	<u>Student Need:</u> **Achievement**
	Root/Contributing Cause~
	1a) Previous PD focused on programs, not specific learning needs
	1b) Parent involvement became a school priority
	
	<u>Student Need:</u> **Growth for all students**
	Root/Contributing Cause~
	2b) Expectations of Instructional Habits were not clear
	2c) Mid-year teacher movement had an impact on training/PD provided
		2a. Provide on-going teacher training and formal articulation to align evidence-based literacy practices based on scientific research to address the components of reading (phonemic awareness, alphabetic principle, fluency, vocabulary, comprehension).
		    • Science of Reading
		    • Executive functioning
		    • ==Multi-level instruction and planning==
		    • ==High leverage strategies determined by student needs (Visible learning (J.Hattie)==
		
		==2b. Establish an induction and support system for teachers new to Shafter Elementary.==
		
		[CODE: DOE Implementation Plan - High-Quality Learning For All], [AMR Prepare Students for the Success in the Workforce, College, and Career, Accelerate Learning and Close Achievement Gap], [CODE: WASC 2, 3], [Code: EL Comp Plan]
		
		Accountable Lead(s):
		Curriculum coordinator
		Administration
			i-Ready universal screener 3Xs/year
			
			Personalized support for students not proficient in reading
			    • Targeted intervention for Tier 2 and Tier 3 students
			    • 80% of students in grades K-6 will pass 70-100% of their i-Ready online instruction in Reading. [source: i-Ready]
			
			==Induction/Support quarterly schedule==
				☐ WSF, $
				☐ Title I, $
				☐ Title II, $
				☐ Title III, $
				☐ Title IV-A, $
				☐ Title IV-B, $
				☐ IDEA, $
				☐ SPPA, $
				☐ Homeless, $
				☐ Grant:__, $
				☐ Other:__, $		

| Mathematics Proficiency 1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient receive necessary and timely support to become proficient. *Required for AMR schools.* 80% of students in grades K-6 will meet their i-Ready annual typical growth in Math. Increase SBA Math proficiency rate by 8.3% (target: 76.1%). | **Student Need:** Achievement *Root/Contributing Cause~* 1a) Previous PD focused on programs, not specific learning needs 1b) Parent involvement became a school priority **Student Need:** Growth for all students *Root/Contributing Cause~* 2a) Learning goal and learning targets are not clear 2b) Expectations of Instructional Habits are not clear 2c) Mid-year teacher movement had an impact on training/PD provided | 3. Revisit Mathematic CCSS and update curriculum pacing guides. a. Continue grade level PCs b. Build foundational knowledge of mathematical concepts and practices. c. Align instructional strategies and interventions to student learning needs d. Ensure alignment to student learning needs and multi-level instructional planning **Accountable Lead(s):** Administration [CODE: DOE Implementation Plan - High-Quality Learning For All], [AMR Prepare Students for the Success in the Workforce, College, and Career, Accelerate Learning and Close Achievement Gap], [CODE: WASC 2, 3], [Code: EL Comp Plan] | i-Ready universal screener 3Xs/year Personalized support for students not proficient in math - 80% of students in grades K-6 will pass 70-100% of their i-Ready online instruction in Math. [source: i-Ready] | ☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $ | | |

1.1.4.   All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.
 	
Required for all schools. 80% of students in K-6 will meet their iReady typical growth goal in reading.
 	
Close the achievement gap rate for ELA by 2%.
SY 23-24 ELA gap - 23.4% (*lower number better*)
 	
25% of identified students (SES, EL, SpEd) in grades k-6 will meet their iReady stretch growth goal in reading.
 	
80% of students in k-6 will meet their iReady typical growth goal in math.
 	
Close the achievement gap rate for Math by 2%.
SY 23-24 math gap - 12.9% (*lower number better*)
 	
25% of identified students (SES, EL, SpEd) in grades k-6 will meet their iReady stretch growth goal in math.
	Student Need: Achievement
	Root/Contributing Cause~
	1a) Previous PD focused on programs, not specific learning needs
	1b) Parent involvement became a school priority
	
	Student Need: Growth for all students
	Root/Contributing Cause~
	2a) Learning goal and learning targets are not clear
	2b) Expectations of Instructional Habits are not clear
	2c) Mid-year teacher movement had an impact on training/PD provided
	
	Student Need: Non-High Needs and High Needs Gap
	Root/Contributing Cause~
	3a) Professional development to provide understanding of students' disabilities have not been offered
	3b) Deep dive into SES category has not occurred to determine strengths, barriers, and need
		4a. Offer/provide professional development opportunities for staff—cultural awareness, executive functioning, etc. to improve alignment of classroom instruction to student learning needs.
		
		4b. Expand support for students who are new to Shafter (e.g., transition center), including English Learners, military-connected students and students with disabilities.
		
		4c. Provide articulation and collaboration time, including but not limited to: GenEd teachers, SpEd teachers, educational assistants, and English Learner staff to plan for equitable access to curriculum for all students.
		    ● Ensure alignment to student learning needs and multi-level instructional planning
		
		Accountable Lead(s): Administration
		
		[CODE: DOE Implementation Plan - High-Quality Learning For All], [AMR Prepare Students for the Success in the Workforce, College, and Career, Accelerate Learning and Close Achievement Gap], [CODE: WASC 2, 3], [Code: EL Comp Plan]
			All teachers will participate in multi-level instructional planning to ensure equity and access to curriculum and content for all students.
			
			Anchored 4 Life
			
			Teacher reflections from Learning Walks
			    ● Student learning communities (continue)
			
			iReady diagnostic results (fall, winter, spring)
			
			Personalized support for students not proficient in reading
			    ● Targeted intervention for Tier 2 and Tier 3 students in reading
			    ● 80% of students in grades K-6 will pass 70-100% of their i-Ready online instruction in Reading. [source: i-Ready]
			
			Personalized support for students not proficient in math
			    ● Targeted intervention for Tier 2 and Tier 3 students in math
			    ● 80% of students in grades K-6 will pass 70-100% of their i-Ready online instruction in Math. [source: i-Ready]
				☐ WSF, $
				☐ Title I, $
				☐ Title II, $
				☐ Title III, $
				☐ Title IV-A, $
				☐ Title IV-B, $
				☐ IDEA, $
				☐ SPPA, $
				☐ Homeless, $
				☐ Grant:__, $
				☐ Other:__, $

			•			
1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school. *Required for all schools.* Admission and Withdrawal report (infinite campus)	**Student Need:** **Achievement** *Root/Contributing Cause~* 1a) Previous PD focused on programs, not specific learning needs 1b) Parent involvement became a school priority **Student Need:** **Growth for all students** *Root/Contributing Cause~* 2a) Learning goal and learning targets are not clear **Student Need: Behavior** *Root/Contributing Cause~* 4c) Behavior expectations are not clear (behavior, referral process, discipline, roles/responsibilities, etc.)	5a. All entering students will be provided support to ensure successful transition to/from Shafter. • Establish a New/Incoming student system to alert necessary school staff stakeholders so preparation actions may be initiated • Ensure all new students are assessed (academic, social and emotional learning) and receive Tier 2 and Tier 3 support, if needed, within 30 days of enrollment • Paired with a buddy (A4L) for the first two weeks • Update Student/Parent Handbook 5b. All exiting students (transfers/grade 6) will: • Establish an Student Exit notification system to inform relevant school staff of student's last day at Shafter • (grade 6) Tour Moanalua Middle campus and participate in an orientation of the school's course offerings, programs, and learning opportunities • <mark>Transition plan for students continuing in the complex to Moanalua Middle school</mark> **Accountable Lead(s):** Administration [CODE: DOE Implementation Plan – High-Quality Learning For All], [AMR Prepare Students for the Success in the Workforce, College, and Career, Accelerate Learning and Close Achievement Gap, and Enhance Supports for Student Transition Success], [CODE: WASC 2, 3], [Code: EL Comp Plan]	New/Incoming Student Notification A4L buddy report (quarterly) Personalized support for students not proficient in reading • Targeted intervention for Tier 2 and Tier 3 students in reading • 80% of students in grades K-6 will pass 70-100% of their i-Ready online instruction in Reading. [source: i-Ready] Personalized support for students not proficient in math • Targeted intervention for Tier 2 and Tier 3 students in math • 80% of students in grades K-6 will pass 70-100% of their i-Ready online instruction in Math. [source: i-Ready] Exiting Student Notification <mark>Data for Middle school transition</mark>	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $		

Science Proficiency
 	
SES 1.1.6 All students are proficient in science by the end of fifth grade, and those who are not proficient receive necessary and timely support to become proficient.
 	
Increase HSA Science proficiency rate by 1.46% (target: 71.46%)
	Student Need: Achievement
	Root/Contributing Cause~
	1a) Previous PD focused on programs, not specific learning needs
	1b) Parent involvement became a school priority
	
	Student Need: Growth for all students
	Root/Contributing Cause~
	2a) Learning goal and learning targets are not clear
	2b) Expectations of Instructional Habits are not clear
	2c) Mid-year teacher movement had an impact on training/PD provided
		6a. Continue implementation of Mastery Science and Generation Genius programs with fidelity.
		
		6b. Professional Development focused on the following NGSS Dimensions:
		    1. Science and Engineering Practices,
		    2. Crosscutting Concepts, and
		    3. Disciplinary Core Ideas.
		
		Accountable Lead(s): Administration
		
		[CODE: DOE Implementation Plan – High-Quality Learning For All], [AMR Prepare Students for the Success in the Workforce, College, and Career], [CODE: WASC 2, 3]
			Grade level curriculum maps for quarter 3 and quarter 4	☐ WSF, $
				☐ Title I, $
				☐ Title II, $
				☐ Title III, $
				☐ Title IV-A, $
				☐ Title IV-B, $
				☐ IDEA, $
				☐ SPPA, $
				☐ Homeless, $
				☐ Grant:__, $
				☐ Other:__, $		

★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.

Desired Outcome *"What do we plan to accomplish?"*	Root/ Contributing Cause *"Why are we doing this?"* Reference the Identified School Needs section.	Enabling Activities *"How will we achieve the desired outcome?"* **and** Name of Accountable Lead(s) *"Who is responsible to oversee and monitor implementation and progress?"*	Monitoring of Progress (Initial & Intermediate Outcomes) *"How will we know progress is being made?"*	Anticipated Source of Funds *"What funding source(s) should be utilized?"* Estimate the additional amount needed to execute the enabling activity.	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2026. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 12, 2025	**AMR Semester 2 Check May 15, 2026**
1.2.1. All students desire to and attend school regularly. *Required for all schools.* 90% of students attend school 90% or more days of instruction.	**Student Need: Achievement** *Root/Contributing Cause~* 1a) Previous PD focused on programs, not specific learning needs 1b) Parent involvement became a school priority	7a. Create school-wide attendance expectations and accountability system • Flow chart • Attendance tracking system • Parent notification (e.g., letters, phone, conferences) 7b. Continue Anchored 4 Life (welcoming/transition) program **Accountable Lead(s):** Administration, Counselor [CODE: DOE Implementation Plan - High-Quality Learning For All], [AMR Prepare Students for the Success in the Workforce, College, and Career & Improve Student Attendance], [CODE: WASC 1, 2, 3]	Quarterly attendance reporting– • daily attendance rate tracking • chronic absenteeism "Unexcused" absence tracking Anchored 4 Life meeting schedule & data collection	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $		

| 1.2.2. All students demonstrate positive behaviors at school.

Required for all schools. | **Student Need: Achievement**
Root/Contributing Cause~
1a) Previous PD focused on programs, not specific learning needs
1b) Parent involvement became a school priority

Student Need: Behavior
Root/Contributing Cause~
4a) Qualified vice principal was not hired
4b) No consistent leadership to identify behavioral needs
4c) Behavior expectations are not clear (behavior, referral process, discipline, roles, & responsibilities, etc.) | 8a. Refine Shafter MTSS-**Behavior** Tier 1 core quality instruction for all students and response to intervention—for Tier 2 and Tier 3—to ensure responsive support for student behavioral needs.
● Establish clear behavior expectations
● Establish shared expectations (ownership, modeling and accountability)
● School-wide behavioral expectations and matrix created with stakeholders' input
● Identify data (e.g., behavior screener) that will be used to screen and monitor school/grade level/classroom/student progress

8b. Utilize school behavior referral system consistently
● Revisit referral flow chart and clarify teacher, staff, and admin roles and responsibilities
● Teacher-Parent communication
● Admin follow-up

Accountable Lead(s): Student Support Team

[CODE: DOE Implementation Plan - High-Quality Learning For All], [AMR Prepare Students for the Success in the Workforce, College, and Career, Accelerate Learning and Close Achievement Gap, & Improve Student Attendance], [CODE: WASC 1, 2, 3] | ==Classroom management plans==

fall/winter/spring behavior data

Referral data collection
● Time
● Location
● Teacher/staff
● Offense type
● Disciplinary action | ☐ WSF, $
☐ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ | | |

| 1.2.3.   All students experience a Nā Hopena A'o environment for learning.

Required for all schools. | N/A | 9a. Provide introduction of Na Hopena A'o and support for the school community to embed the HA beliefs and disposition in the school culture and across all settings.
● Seek to understand the mo'olelo of the school community, families, and students to offer relevant learning and parent involvement opportunities
● Seek ways to improve a sense of belonging on campus

Accountable Lead(s): Principal

[CODE: DOE Implementation Plan - High-Quality Learning For All], [AMR Prepare Students for the Success in the Workforce, College, and Career, Accelerate Learning and Close Achievement Gap, Improve Student Attendance, & Enhance Supports for Student Transition Success], [CODE: WASC 1, 2, 3], [Code: EL Comp Plan] | Speaker
Office of Hawaiian Education

Committee agenda/minutes

==Panorama SEL Survey Data== | ☐ WSF, $
☐ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ | | |

★ GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.						
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this? Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* *and* **Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress (Initial & Intermediate Outcomes)** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*	**Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2026. Include dates and descriptions for carrying out this enabling activity**	
					AMR Semester 1 Check December 12, 2025	**AMR Semester 2 Check May 15, 2026**
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. *Required for all schools.* Increase student engagement rate reported by Panorama Student Perception Survey. (23-24 Baseline: Gr 3-5: 67%; Gr 6: 38%) Increase student achievement data as measured on statewide assessments. 2028-29 goal; **current data** SBA ELA: 81.1%; **65.4%** SBA Math: 81.0%; **67.8%** HSA Science: 67.27%; **70%**		10. Teachers provide opportunities to students through Field Trips, guest speakers, school-wide events and activities (fall festival, may day, parent engagement activities) **Accountable Lead(s):** Focus Committee and Grade Level Chairs [CODE: DOE Implementation Plan - High-Quality Learning For All], [AMR Prepare Students for the Success in the Workforce, College, and Career]		☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $		

Priority 2
High-Quality Educator Workforce In All Schools

★ All students are taught by effective teachers. ★ All schools are staffed by effective support staff. ★ All schools are led by effective school administrators.						
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this? Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* *and* **Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress (Initial & Intermediate Outcomes)** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*	**Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2026. Include dates and descriptions for carrying out this enabling activity**	
					AMR Semester 1 Check **December 12, 2025**	**AMR Semester 2 Check** **May 15, 2026**
2.3.1 -All teachers are highly qualified (licensed and certified). -All staff members undergo support through their appropriate evaluation and appraisal systems (EES, PAS, etc.) -School leadership and administration will constantly assess and reflect on current data	**Student Need: Behavior** *Root/Contributing Cause~* 4a) Qualified vice principal was not hired 4b) No consistent leadership to identify behavioral needs 4c) Behavior expectations are not clear (behavior, referral process, discipline, roles/responsibilities, etc.)	Continue to monitor teacher HQ status with district support. Provide all staff timely and targeted professional development based on identified school needs. School leadership and staff to undergo continuous professional development through internal or external resources (i.e. conferenences, seminars, etc) Accountable Lead: Principal	Teacher and Staff surveys (EES, SQS, etc), EES, PAS, CESSA, Walkthroughs and fidelity checks, parent surveys,	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $		

to identify the needs of the school and provide appropriate and differentiated support to all staff. -School principal to align annual evaluation (CESSA) to school's academic plan. All school administrator positions are filled with qualified hires.		Accountable Lead(s):				

Priority 3
Effective and Efficient Operations At All Levels

★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.						
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?* Reference the Identified School Needs section.	**Enabling Activities** *"How will we achieve the desired outcome?"* *and* **Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress (Initial & Intermediate Outcomes)** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*	**Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2026. Include dates and descriptions for carrying out this enabling activity**	
					AMR Semester 1 Check December 12, 2025	**AMR Semester 2 Check May 15, 2026**
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. *Required for all schools.* Overall positive rating on the SCC self-assessment survey		11. Shafter Elementary School Community Council will establish and ensure full membership, meet monthly, and provide input to school improvement, decision-making, and initiatives. **Accountable Lead(s):** Principal [CODE: DOE Implementation Plan – Effective and Efficient Operations at All Levels], [CODE: AMR Prepare Students for Success in the Workforce, College, and Career], [CODE: WASC 1]	Monthly agendas and minutes posted on school website	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $		

★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.						
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?* Reference the Identified School Needs section.	**Enabling Activities** *"How will we achieve the desired outcome?"* *and* **Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress (Initial & Intermediate Outcomes)** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* Estimate the additional amount needed to execute the enabling activity.	**Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2026. Include dates and descriptions for carrying out this enabling activity**	
					AMR Semester 1 Check December 12, 2025	**AMR Semester 2 Check May 15, 2026**
SES 1. Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance. *Required for AMR schools.* 100% of teachers will provide one parent involvement learning opportunity with his/her child on campus 50% of parents will participate in child's grade level involvement activity Increase parent participation of the	**Student Need: Achievement** *Root/Contributing Cause~* 1a) Previous PD focused on programs, not specific learning needs 1b) Parent involvement became a school priority	12. Improve school/home/community communication to improve positive relationships and increase participation through meaningful parent/community involvement opportunities focused on student learning– ● Principal coffee hour ● School website ● Newsletters ● Grade level parent involvement (focus: student learning needs) ● School-wide events (parent): Meet & Greet, GLO/Choose Love Assemblies, Parent-Teacher conferences, **Accountable Lead(s)**: Principal, PCNC, and grade level leads [CODE: DOE Implementation Plan - Effective and Efficient Operations at All Levels], [CODE: AMR Prepare Students for Success in the Workforce, College, and Career & Enhance supports for student transition success], [CODE: WASC 1]	Sign in sheets (participation) Parent eval/feedback Website counter ==Quarterly school newsletter==	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $		

perceptual survey on the School Quality Survey (SQS) 23-24 Baseline: 17.3% Increase parent perceptual data in the involvement / engagement dimension measured by SQS. 23-24 Baseline: 81.9%						

★ 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**
SES 2. Other Systems of Support *Required for AMR schools.* 80% of students in k-6 will meet their iReady typical growth goal in reading. Close the achievement gap rate for ELA by 2%. SY 23-24 ELA gap - 23.4% (*lower number better*) 25% of identified students (SES, EL, SpEd) in grades k-6 will meet their iReady stretch growth goal in reading.	**Student Need:** **Achievement** *Root/Contributing Cause~* 1a) Previous PD focused on programs, not specific learning needs 1b) Parent involvement became a school priority **Student Need: Growth for all students** *Root/Contributing Cause~* 2a) Learning goal and learning targets are not clear 2b) Expectations of Instructional Habits are not clear 2c) Mid-year teacher movement had an impact on training/PD provided 2d) An identified disconnect between implementation with fidelity and teachers' professional judgement to address student **Student Need: Non-High Needs and High Needs Gap**	13. Continue refinement and utilization of Shafter's MTSS that includes quality core academic instruction for all students and formal Response to Intervention - Tier 2 and Tier 3 academic targeted needs in **Reading.** ● Shared literacy vision ● Tier 1 Master schedule (ELA block, SpEd resource) ● Tier 2 and Tier 3 Response to Intervention schedule; including EL services and SpEd services ● Teacher Collaboration Accountable Lead: Administration [CODE: DOE Implementation Plan - Effective and Efficient Operations at All Levels], [CODE: AMR Prepare Students for the Success in the Workforce, College, and Career & Accelerate Learning and Close Achievement Gap], [CODE: Shafter MTSS-R Action Plan], [CODE: WASC 1, 2, 3]	All teachers will participate in multi-level instructional planning to ensure equity and access to curriculum and content for all students. iReady diagnostic results (fall, winter, spring) Personalized support for students not proficient in reading ● Targeted intervention for Tier 2 and Tier 3 students in reading ● 80% of students in grades K-6 will pass 70-100% of their i-Ready online instruction in Reading. [source: i-Ready]	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $		

	Root/Contributing Cause~ 3a) Professional development to provide understanding of students' disabilities have not been offered 3b) Deep dive into SES category has not occurred to determine strengths, barriers, and need				

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 Shafter 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)*	1080 Student Instructional Hours
Did your school submit a SCC Waiver Request Form? Please explain.	Yes, our school submitted a SCC Waiver Request Form for 3 additional waiver days for SY24-25. This brings our total of waiver days to 5.
Bell Schedule: Shafter Elementary Bell Schedule	