Salt Lake Elementary Academic Plan SY 2025-2026

NĀ HOPENA A'O

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

1131 Ala Lilikoi Street
(808)305-1600
http://www.saltlakeeshawaii.org/

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

Submitted by Principal Duwayne F. Abe	
Duwayne F. Abe Duwayne F. Abe (Apr 10, 2025 14:49 HST)	April 10, 2025

Approved by Complex Area Superintendent John Erickson	
John Erickson John Erickson (Apr 10, 2025 15:02 HST)	April 10, 2025

Directions for completing the School Academic Plan template can be found in the Academic Plan Template Guidance document.

VIABLE QUALITY CURRICULUM

This section highlights the comprehensive instructional programs and supplementary instructional materials used by each core subject area.

Please utilize the dropdown list to select the comprehensive instructional program(s) being used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the program. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
K	'23 Wonders ⌄	Developing Roots ⌄		
1-5	'23 Wonders ⌄	Think Math ⌄		
6	'20 Wonders ⌄	Ready Math ⌄		

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	Ready Common Core	Ready Common Core		

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**
Grade K-2	I-Ready ⋅ DIBELS ⋅	I-Ready ⋅
Grade 3	I-Ready ⋅ DIBELS ⋅ IAB ⋅	I-Ready ⋅ IAB ⋅
Grade 4-5	I-Ready ⋅ IAB ⋅	I-Ready ⋅ IAB ⋅
Grade 6	I-Ready ⋅ IAB ⋅ Achieve 3000 ⋅	I-Ready ⋅ IAB ⋅

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)

    ☑ Current Western Association of Schools and Colleges (WASC) Schoolwide Growth Areas for Continuous Improvement: 2025-25

☑ Other current assessment/self-study report: CNA 2024-25

Year of <u>Last Visit</u>: March 3-6, 2025   Year of <u>Next Action</u>: 2024-25   Year of <u>Next Self-Study</u>:

Type of <u>Last Visit</u>: Mid-Cycle Report (No Visit) ⌄   Type of <u>Next Action</u>: Mid-Cycle Report & Visit ⌄

Please identify <u>critical student learning needs</u> and the <u>root/contributing cause</u> 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: Decrease the achievement gap between our high needs and non high needs students.

SUBGROUP	LANGUAGE ARTS			MATH			SCIENCE		
	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24
All Students	62.9%	62.8%	63.3%	51.9%	56.9%	58.4%	55.1%	56.0%	63.8%
Disadvantaged	55.4%	49.4%	52.9%	43.5%	46.4%	48.1%	42.8%	40.0%	51.0%
Special Education	20.6%	14.7%	17.1%	10.3%	8.8%	17.1%	0.0%	33.3%	0.0%
English Learner + Exits	44.4%	45.7%	56.8%	39.7%	50.0%	46.6%	35.2%	50.0%	50.0%
Male	60.4%	57.9%	59.1%	54.7%	55.7%	58.6%	56.2%	55.5%	70.5%
Female	65.8%	68.8%	68.2%	48.5%	58.4%	58.1%	53.8%	56.7%	55.8%
High Needs	55.3%	48.8%	52.7%	43.7%	46.6%	47.7%	40.0%	43.1%	50.9%
Non-High Needs	74.6%	83.5%	79.0%	64.6%	72.3%	74.3%	75.6%	72.5%	80.4%
Achievement Gap	19.3%	34.7%	26.3%	20.9%	25.7%	26.6%	35.6%	29.4%	29.5%

Source: SY 2023-24 CNA Data Workbook, SBA, KAEO, AA Combined Proficiency by Subgroup

Root/Contributing Cause:
1a Consistent implementation of instructional strategies to support learner engagement
1b Consistent implementation of powerful teaching and learning strategies
1c Consistent and timely use of data to inform instruction and differentiation

2	**Student Need:** Increase student achievement for all students. Our High Needs students are performing below the average, most notably our SpEd students in ELA and Math.

SUBGROUP	LANGUAGE ARTS			MATH			SCIENCE		
	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24
All Students	62.9%	62.8%	63.3%	51.9%	56.9%	58.4%	55.1%	56.0%	63.8%
Disadvantaged	55.4%	49.4%	52.9%	43.5%	46.4%	48.1%	42.8%	40.0%	51.0%
Special Education	20.6%	14.7%	17.1%	10.3%	8.8%	17.1%	0.0%	33.3%	0.0%
English Learner + Exits	44.4%	45.7%	56.8%	39.7%	50.0%	46.6%	35.2%	50.0%	50.0%
Male	60.4%	57.9%	59.1%	54.7%	55.7%	58.6%	56.2%	55.5%	70.5%
Female	65.8%	68.8%	68.2%	48.5%	58.4%	58.1%	53.8%	56.7%	55.8%
High Needs	55.3%	48.8%	52.7%	43.7%	46.6%	47.7%	40.0%	43.1%	50.9%
Non-High Needs	74.6%	83.5%	79.0%	64.6%	72.3%	74.3%	75.6%	72.5%	80.4%
Achievement Gap	19.3%	34.7%	26.3%	20.9%	25.7%	26.6%	35.6%	29.4%	29.5%

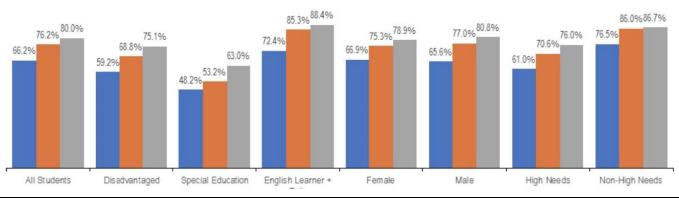Source: SY 2023-24 CNA Data Workbook, SBA, KAEO, AA Combined Proficiency by Subgroup

Root/Contributing Cause:
2a Consistent and cohesive implementation of evidence based instructional practices between grade level teachers and from grade level to grade level
2b Consistent implementation of our core curriculum materials
2c Consistent and timely use of data to inform instruction and differentiation

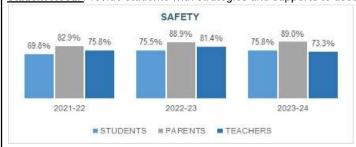| 3	**Student Need:** Increase regular attendance of all students. While SLES has noticed an upward trend in regular attendance there is still a substantial number of students who do not attend school regularly.

	Source: SY 2023-24 CNA Data Workbook, Regular Attendance by Subgroup **Root/Contributing Cause:** 3a Consistent implementation of our SLES Attendance policy 3b Consistent and timely communication between stakeholders to increase regular student attendance
4	**Student Need:** Provide students with strategies and supports to assure a safe school environment. 75% of students reported positively about school safety. Source: SY 2023-24 CNA Data Workbook, SQS **Root/Contributing cause(s):** 4a Consistent school wide implementation of a Social Emotional Learning Program 4b Consistent implementation and reflection to support readiness and engagement to learn.
**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:** Special Education **Identified Student Need(s):** Increase student achievement and decrease the achievement gap
2	**Targeted Subgroup:** Pacific Islander **Identified Student Need(s):** Increase student achievement and decrease the achievement gap
3	

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.	1a, 1c, 2a, 2b, 2c	EA 1.1.1 (1) All entering kindergarten students will be assessed using the Kindergarten Entry Assessment to provide baseline data to support standards based instruction and achievement of the Common Core State Standards (CCSS). WASC 1, 2 Accountable Lead(s): Laura Willcox & Tyron Kitashima	KEA data and reports, i-Ready Diagnostic data, DIBELS	☑ WSF, $2,000 ☑ Title I, $2,000 ☐ IDEA, $ ☐ Other:__, $		

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.	1a, 1b, 1c, 2a, 2b, 2c	EA 1.1.2 (1) Consistently implement a standards-based English Language Arts Program. WASC 1, 2 • CCSS ELA Content Standards Accountable Lead(s): Lori Sumajit & Heather Murashige	i-Ready Diagnostic data, DIBELS, IAB, ELA Performance Tasks	☑ WSF, $25,000 ☑ Title I, $75,000 ☐ IDEA, $ ☐ Other:__, $	
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. *Required for AMR schools.*	1a, 1b, 1c, 2a, 2b, 2c	EA 1.1.3 (1) Consistently implement a standards-based Math Program and initiatives WASC 1, 2 • CCSS Math Content Standards • CCSS Mathematical Practices • Transition to current updated math program Accountable Lead(s): Lori Sumajit & Heather Murashige	i-Ready Diagnostic data, , IAB, Problem Solving Prompts	☑ WSF, $25,000 ☑ Title I, $75,000 ☐ IDEA, $ ☐ Other:__, $	
SLES.1 All students experience and explore three dimensional science learning.		EA SLES.1 (1) All students will be engaged in learning activities that incorporate the practices, crosscutting concepts, and engineering of NGSS WASC 1, 2 Accountable Lead(s): Lori Sumajit & Heather Murashige	Curriculum Maps, Articulation Minutes, Report Card Marks	☑ WSF, $25,000 ☑ Title I, $20,000 ☐ IDEA, $ ☐ 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.*	2a, 2b, 2c	EA 1.1.4 (1) Continue to coordinate school-wide intervention efforts in ELA and Math to close the achievement gap. WASC 1, 2 a. English Learner Program b. Tutorial Support c. Extended Learning Opportunities Accountable Lead(s): Lori Sumajit & Heather Murashige	i-Ready Diagnostic data, , DIBELS, IAB, Problem Solving Prompts, Articulation Agendas	☑ WSF, $10,000 ☑ Title I, $25,000 ☐ IDEA, $ ☐ 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.*	3a, 3b	EA 1.1.5 (1) Continue to implement, evaluate and refine the school-wide Hawaii Multi Tiered Systems of Support (H-MTSS) framework to ensure student safety and well-being WASC 1, 2 Accountable Lead(s): Randall Galeon	SEL Panorama data, Student Perception Data	☑ WSF, $5,000 ☑ Title I, $5,000 ☐ IDEA, $ ☐ Other:__, $		
SLES.3 Meaningful Integration of technology	1a, 1b, 1c	EA SLES.3 (1) Implement a comprehensive technology plan to *integrate* technology in content areas. Revisit and revise as needed. WASC 1, 2 Accountable Lead(s): Duwayne Abe	Tech Plan, Tech Digital Notebook, Articulation Agendas, GLO #6 data	☑ WSF, $ ☑ Title I, $5,000 ☐ IDEA, $ ☐ Other:__, $		
SLES.4 Provide supports for English Learners	1a, 1b, 1c 2a, 2b, 2c	EA SLES.4 (1)Implement the EL Program where students will receive language support within the general education classroom and/or EL services. WASC 1, 2 Accountable Lead(s): Duwayne Abe	WIDA Access for ELLs data, i-Ready Data, Articulation Agendas	☑ WSF, $175,000 ☑ Title I, $5,000 ☐ IDEA, $ ☐ Other:__, $		

SLES.5 Implement a clear and consistent assessment system	1a, 1b, 1c	EA SLES.5 (1) Refine and revise a clear and consistent assessment system that includes school-wide/grade level formative, summative, and student grading. WASC 1, 2, 3, 4, 6 Accountable Lead(s): Duwayne Abe	i-Ready Diagnostic data, , DIBELS, IAB, Problem Solving Prompts, ELA Performance Tasks, Articulation Agendas	☑ WSF, $2,500 ☑ Title I, $5,000 ☐ IDEA, $ ☐ Other:__, $		
SLES.6 Grade Level Articulation and Data Teams	2a, 2b	EA SLES.6 (1) Grade Level Articulation/Data Teams continue to use and analyze formative and summative assessments, including student work and other school data, to drive classroom instruction. WASC 1, 2, 3, 4, 6 Accountable Lead(s): Lori Sumajit & Heather Murashige	i-Ready Diagnostic data, , DIBELS, IAB, Problem Solving Prompts, ELA Performance Tasks, Articulation Agendas	☑ WSF, $5,000 ☑ Title I, $10,00 ☐ IDEA, $ ☐ Other:__, $	●	
SLES.7 SpEd Articulation and Data Teams	2a, 2b	EA SLES.7 (1) Continue SPED Data Teams to use and analyze formative and summative assessments. WASC 1, 2, 3, 4, 6 Accountable Lead(s): Lori Sumajit & Heather Murashige	i-Ready Diagnostic data, , DIBELS, IAB, Problem Solving Prompts, Student Work samples, Articulation Agendas	☑ WSF, $ ☑ Title I, $ ☐ IDEA, $ ☐ Other:__, $	●	
SLES.8 Professional Development	1a, 1b, 1c, 2a, 2b, 4a, 4b	EA SLES.8 (1) Provide school-wide professional development opportunities to address the prioritized needs such as Think Math, Complex Vertical Redesign Team Focus, BERC etc. Implement new learning in the classroom and/or share with colleagues WASC 1, 2, 3, 5, 6	i-Ready Diagnostic data,, DIBELS, IAB, SBA data, Problem Solving Prompts, ELA Performance Tasks, Articulation Agendas	☑ WSF, $5,000 ☑ Title I, $50,00 ☐ IDEA, $ ☐ 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.*	3a, 3b	EA 1.2.1 (1) SLES will review and revise our attendance policy as needed to promote regular school attendance and decrease chronic absenteeism. WASC 1, 2 Accountable Lead(s): Laura Willcox & Tyron Kitashima	Attendance data from Lei Kulia	☑ WSF, $5,000 ☑ Title I, $5,000 ☐ IDEA, $ ☑ Other:_, $		
1.2.2. All students demonstrate positive behaviors at school. *Required for all schools.*	3a, 3b,4a, 4b	EA 1.2.2 (1) Continue to implement a Social Emotional Learning (SEL) program. WASC 1, 2, 3, 5 • Counselors and teachers to deliver SEL Lessons • Counselors and teachers to plan and debrief during grade level articulation to refine pacing guides, lesson implementation and assessments • Provide SEL support to any students with "post" pandemic issues Accountable Lead(s): Randall Galeon	SEL Panorama data, Student Perception data	☑ WSF, $5,000 ☑ Title I, $10,000 ☐ IDEA, $ ☐ Other:_, $		

| 1.2.3. All students experience a Nā Hopena Aʻo environment for learning.

Required for all schools. | 4a, 4b | EA 1.2.3 (1) Further integration of Nā Hopena Aʻo and our SEL Program into the school-wide Hawaii Multi Tiered Systems of Support (H-MTSS) framework to ensure student safety and well-being. WASC 1, 2, 5

Accountable Lead(s): Randall Galeon | SEL Panorama data, Student Perception data | ☑ WSF, $5,000
☑ Title I, $5,000
☐ IDEA, $
☐ 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.*	1a, 1b, 1c, 3a, 3b	EA 1.3.1 (1) Students will engage in a variety of career, community and civic opportunities (e.g. School Wide Wellness, Career Day, Recycling Drives, Fun Run etc). WASC 1, 2 Accountable Lead(s): Duwayne Abe	SEL Panorama data, Student Perception data	☑ WSF, $5,000 ☑ Title I, $10,000 ☐ IDEA, $ ☐ 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**
SLES.9 All students are taught by effective teachers and support staff	1a, 1b, 1c, 2a, 2b, 2c	EA SLES.9 (1) The school is staffed by highly qualified and effective staff members. WASC 1, 2 Accountable Lead(s): Duwayne Abe & Randall Galeon	i-Ready Diagnostic Data, EES	☑ WSF, $ ☑ Title I, $ ☐ IDEA, $ ☐ Other:___, $		

Priority 3
Effective and Efficient Operations At All Levels

★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.						
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?"* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* *and* **Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress (Initial & Intermediate Outcomes)** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*	**Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2026. Include dates and descriptions for carrying out this enabling activity**	
					AMR Semester 1 Check **December 12, 2025**	**AMR Semester 2 Check** **May 15, 2026**
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. *Required for all schools.*	2b, 2c, 3a, 3b	EA 3.3.1 (1) SLES will ensure the School Community Council has full membership and meets monthly to discuss and monitor school initiatives. WASC 1, 2 Accountable Lead(s): Duwayne Abe	Update the SCC website, meeting agendas and minutes.	☑ WSF, $5,000 ☑ Title I, $5,000 ☐ IDEA, $ ☐ 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**
SLES.10 Families and community members actively participate to improve achievement and school performance *Required for AMR schools.*	2b, 2c, 3a, 3b	EA SLES.10 (1) Families and community members actively participate in meaningful activities such as Meet & Greet, Kindergarten Orientation, Celebrating Results, Principal Talk Story, EL Parent Nights etc to improve student academic achievement and school performance. WASC 1, 2 Accountable Lead(s): Lori Sumajit & Heather Murashige	i-Ready Diagnostic data, SQS, parent evaluation	☑ WSF, $5,000 ☑ Title I, $15,000 ☐ IDEA, $ ☐ 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**
SLES.11 Evaluate and refine our SLES HMTSS Framework *Required for AMR schools.*	1a, 1b, 1c, 3a, 3b, 4a	EA SLES.11 (1) Routinely evaluate and revise the SLES Hawaii Multi-Tiered Systems (H-MTSS) of Support Framework and Implementation Plan by looking at instruction on schoolwide student improvement. WASC 1, 2, 3, 5 Accountable Lead(s): Randall Galeon	i-Ready Diagnostic data, SQS, Student Perception, SEL Panorama Data	☑ WSF, $5,000 ☑ Title I, $5,000 ☐ IDEA, $ ☐ Other:___, $	●	
SLES.12 Support the Complex Vertical Redesign Team	1a, 1b, 1c, 2a, 2b, 3a, 3b, 4a, 4b	EA SLES.12 (1) Continue to support the Complex Vertical Redesign Team initiatives. WASC 1, 2, 3, 5 ● ELA, Math, Social Studies, NGSS, Instructional practices etc Accountable Lead(s): Duwayne Abe	i-Ready Diagnostic Data, SBA Data, STAR Reports, SEL Panorama Data	☑ WSF, $5,000 ☑ Title I, $20,000 ☐ IDEA, $ ☐ Other:___, $	●	

APPENDIX A: SCHOOL BELL SCHEDULE

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

This section showcases Salt Lake Elementary current bell schedule(s) and total student instructional hours per year. To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided bell schedule tool. Salt Lake Elementary

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 minutes
Did your school submit a SCC Waiver Request Form? Please explain. YES, SCC Waivers submitted on January 16, 2025	SLES has submitted 2 waivers. The first request was to add an additional day for Kindergarten Orientation (6 hours) and the second request was to add 3 professional development days. (18 hours).
Bell Schedule: Salt Lake Elementary Bell Schedule	