



Salt Lake Elementary Academic Plan SY 2026-2027

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- ☒ Title I School
☐ Non-Title 1 School

Submitted by Principal: Randall Galeon

Randall Galeon

Randall Galeon (Apr 9, 2026 13:32:58 HST)

Approved by Complex Area Superintendent: John Erickson

John Erickson

John Erickson (Apr 9, 2026 13:34:04 HST)

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

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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 ▾	Mystery Science, Generation Genius	
1-5	'23 Wonders ▾	Think Math ▾	Mystery Science, Generation Genius	
6	'20 Wonders ▾	Ready Math ▾	Mystery Science, Generation Genius	
	Select One ▾	Select One ▾		
	Select One ▾	Select One ▾		

Please list all **supplementary instructional materials** used to 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		

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
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 ▾

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:

IDENTIFIED SCHOOL NEEDS

Academic Plans require the identification of school needs based on data and other information analyzed as part of the school improvement process. The **Comprehensive Needs Assessment (CNA) Data Workbook** (linked [here](#)) and **Lei Kulia** (linked [here](#)) are data resources to help guide and support continuous school improvement.

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 CNA
- ☐ Other current assessment/self-study report:
- ☐ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: SY2024-25

Type of Last Visit: Full Self-Study -

Year of Next Action: SY 2027-28

Type of Next Action: Mid-Cycle Report (No Visit) -

Year of Next Self-Study:

SY 2030-31

Please identify **critical student learning needs** and the **root/contributing cause** why these needs have been prioritized.

"What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?"

Please number the student need and root/contributing cause for ease of cross-referencing.

- 1 **Student Need:** Decrease the achievement gap between our high needs and non high needs students. Students in High Needs subgroups (particularly Special Education students) demonstrate significantly lower proficiency rates in Math compared to Non-High Needs peers, with a persistent achievement gap of 28.5% in 2024-25, indicating a need for targeted math instruction and intervention that addresses specific skill deficits and learning barriers for these student populations.

SUBGROUP	LANGUAGE ARTS			MATH			SCIENCE		
	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25
All Students	62.8%	63.3%	64.9%	56.9%	58.4%	58.8%	56.0%	63.8%	63.7%
Disadvantaged	49.4%	52.9%	56.0%	46.4%	48.1%	50.2%	40.0%	51.0%	58.6%
Special Education	14.7%	17.1%	17.0%	8.8%	17.1%	19.5%	33.3%	0.0%	13.3%
English Learner + Exits	45.7%	56.6%	56.4%	50.0%	46.6%	53.9%	50.0%	50.0%	55.5%
Male	57.8%	59.1%	60.9%	55.7%	58.6%	61.9%	55.5%	70.5%	56.6%
Female	66.8%	68.2%	70.0%	58.4%	58.1%	55.0%	56.7%	55.8%	73.6%
High Needs	48.8%	52.7%	55.6%	46.6%	47.7%	48.9%	43.1%	50.9%	53.2%
Non-High Needs	83.5%	79.0%	82.2%	72.3%	74.3%	77.4%	72.5%	80.4%	86.2%
Achievement Gap	34.7%	26.3%	26.6%	25.7%	26.6%	28.5%	29.4%	29.5%	33.0%

Source: SY 2024-25 CNA Data Workbook, SBA, KAE0, AA, Combined Proficiency by Subgroup

	Root/Contributing Cause: 1a Inconsistent implementation of evidence-based math instructional practices across classrooms, particularly for high needs students 1b Insufficient opportunities for differentiated instruction that addresses the specific learning needs for high needs students. 1c Insufficient opportunities for conceptual understanding in math instruction, focusing more on procedural knowledge without deeper comprehension																																																																																																									
2	Student Need: Over the last three years, the ELA Achievement Gap between High Needs and Non-High Needs students at Salt Lake Elementary has persisted between 26.3% - 34.7%, with the current gap at 26.6% in 2024-25. Root/Contributing Cause: 2a Inconsistent use of Differentiated Instructional Strategies to address the specific learning needs of high needs students 2b Inconsistent use of data to diagnose and respond to the specific learning needs of high needs students																																																																																																									
3	Student Need: Students demonstrate inadequate development of conceptual understanding and academic discourse due to limited opportunities to process learning targets and revisit lesson purposes, as evidenced by the "What to Learn" domain scoring significantly below the school's target of 80% at only 58% implementation in Spring 2025, representing the lowest-scoring instructional habit across all Four Habits domains. What to Learn 4=Clearly Observable 3 2 1=Not Observable <table><thead><tr><th>Time Period</th><th>n</th><th>4</th><th>3</th><th>2</th><th>1</th><th>Total %</th></tr></thead><tbody><tr><td>Average</td><td>1,245</td><td>8</td><td>19</td><td>26</td><td>46</td><td>33</td></tr><tr><td>Salt Lake EL</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Spring 2017</td><td>12</td><td>2</td><td>21</td><td>30</td><td>45</td><td>33</td></tr><tr><td>Spring 2018</td><td>102</td><td>13</td><td>44</td><td>28</td><td>13</td><td>48</td></tr><tr><td>Spring 2019</td><td>102</td><td>15</td><td>43</td><td>30</td><td>13</td><td>48</td></tr><tr><td>Spring 2020</td><td>102</td><td>17</td><td>36</td><td>42</td><td>6</td><td>55</td></tr><tr><td>Spring 2021</td><td>102</td><td>11</td><td>29</td><td>58</td><td>2</td><td>40</td></tr><tr><td>Fall 2021</td><td>102</td><td>11</td><td>31</td><td>30</td><td>21</td><td>43</td></tr><tr><td>Spring 2022</td><td>102</td><td>14</td><td>12</td><td>65</td><td>9</td><td>50</td></tr><tr><td>Fall 2022</td><td>102</td><td>11</td><td>34</td><td>37</td><td>8</td><td>50</td></tr><tr><td>Spring 2023</td><td>102</td><td>8</td><td>48</td><td>36</td><td>6</td><td>58</td></tr><tr><td>Fall 2023</td><td>102</td><td>7</td><td>41</td><td>30</td><td>3</td><td>51</td></tr><tr><td>Spring 2024</td><td>102</td><td>21</td><td>33</td><td>41</td><td>5</td><td>60</td></tr><tr><td>Spring 2025</td><td>18</td><td>21</td><td>33</td><td>41</td><td>5</td><td>58</td></tr></tbody></table>	Time Period	n	4	3	2	1	Total %	Average	1,245	8	19	26	46	33	Salt Lake EL							Spring 2017	12	2	21	30	45	33	Spring 2018	102	13	44	28	13	48	Spring 2019	102	15	43	30	13	48	Spring 2020	102	17	36	42	6	55	Spring 2021	102	11	29	58	2	40	Fall 2021	102	11	31	30	21	43	Spring 2022	102	14	12	65	9	50	Fall 2022	102	11	34	37	8	50	Spring 2023	102	8	48	36	6	58	Fall 2023	102	7	41	30	3	51	Spring 2024	102	21	33	41	5	60	Spring 2025	18	21	33	41	5	58
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	Root/Contributing Cause: 3a Inconsistent Implementation of Learning Target Practices . 3b Insufficient opportunities for students to process learning targets and revisit lesson purposes 3c Addressing the decline in student safety and sense of belonging is critical for improving student engagement and decreasing the achievement gap for high needs students																																																																																																									

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: 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



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>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <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 for enabling activities.</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, 2027. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 11, 2026	AMR Semester 2 Check May 14, 2027
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): Jadene Wong & Tyron Kitashima	KEA data and reports, i-Ready Diagnostic data, DIBELS	☒ WSF, \$ ☒ Title I, \$ ☐ 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 & Jadene Wong	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. <i>Required for AMP schools.</i>	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 & Jadene Wong	i-Ready Diagnostic data, , IAB, Problem Solving Prompts	☒ WSF, \$25,000 ☒ Title I, \$75,000 ☐ IDEA, \$ ☐ Other:___, \$		
1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. <i>Required for all schools.</i>	2a, 2b, 2c, 3a, 3b, 3c	EA 1.1.4 (1) Continue to coordinate school-wide intervention efforts in ELA and Math to close the achievement gap. WASC 1, 2 - English Learner Program - Tutorial Support - Extended Learning Opportunities Accountable Lead(s): Lori Sumajit & Jadene Wong	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. <i>Required for all schools.</i>	3a, 3b, 3c	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 (To add additional desired outcomes, duplicate this row)	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): Randall Galeon	Tech Plan, Tech Digital Notebook, Articulation Agendas, GLO #6 data	☒ WSF, \$175,000 ☒ 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): Randall Galeon	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 3a, 3b, 3c	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): Randall Galeon	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	1a, 1b, 1c 2a, 2b 3a, 3b, 3c	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 & Jadene Wong	i-Ready Diagnostic data, , DIBELS, IAB, Problem Solving Prompts, Student Work samples, Articulation Agendas	☒ WSF, \$5,000 ☒ Title I, \$10,00 ☐ IDEA, \$ ☐ Other: __, \$		
SLES.7 SpEd Articulation and Data Teams	1a, 1b, 1c 2a, 2b 3a, 3b, 3c	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 & Jadene Wong	i-Ready Diagnostic data, , DIBELS, IAB, Problem Solving Prompts, Student Work samples, Articulation Agendas	☒ WSF, \$ ☒ Title I, \$1,500 ☐ IDEA, \$ ☐ Other: __, \$		

SLES.8 Professional Development	1a, 1b, 1c, 2a, 2b, 3a, 3b, 3c	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 Accountable Lead(s): Lori Sumajit & Jadene Wong	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:___, \$		
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★ 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?"	Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed for enabling activities.	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2027. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 11, 2026	AMR Semester 2 Check May 14, 2027
1.2.1. All students desire to and attend school regularly. <i>Required for all schools.</i>	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 Infinite Campus, Lei Kulia & Panorama	☒ WSF, \$5,000 ☒ Title I, \$5,000 ☐ IDEA, \$ ☒ Other: _ \$		
1.2.2. All students demonstrate positive behaviors at school. <i>Required for all schools.</i>	3a, 3b, 3c	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 A'o environment for learning. <i>Required for all schools.</i>	3a, 3b, 3c	EA 1.2.3 (1) Further integration of Nā Hopena A'o 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: __, \$		
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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?"	Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed for enabling activities.	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2027. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 11, 2026	AMR Semester 2 Check May 14, 2027
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, 1c, 3a, 3b, 3c	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): Randall Galeon	SEL Panorama data, Student Perception data	☒ WSF, \$5,000 ☒ Title I, \$10,000 ☐ IDEA, \$ ☐ Other: __, \$		

K-12 Alignment 1.3.2.— All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.	[If applicable, reference the root/contributing cause from the Identified School Needs section]	[Include specific enabling activities or strategic actions being taken to achieve your desired outcome]; [Reference name of accountable lead(s) here]	[List the measures, including initial and intermediate outcomes, that will be used to monitor progress.]	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$		
1.3.3.— All students graduate high school with a personal plan for their future.	[If applicable, reference the root/contributing cause from the Identified School Needs section]	[Include specific enabling activities or strategic actions being taken to achieve your desired outcome]; [Reference name of accountable lead(s) here]	[List the measures, including initial and intermediate outcomes, that will be used to monitor progress.]	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$		
[Insert school specific desired outcome / student learning target] (To add additional desired outcomes, duplicate this row)	[If applicable, reference the root/contributing cause from the Identified School Needs section]	[Include specific enabling activities or strategic actions being taken to achieve your desired outcome]; [Reference name of accountable lead(s) here]	[List the measures, including initial and intermediate outcomes, that will be used to monitor progress.]	☐ 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 <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <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 for enabling activities.</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, 2027. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 11, 2026	AMR Semester 2 Check May 14, 2027
SLES.9 All students are taught by effective teachers and support staff	1a, 1b, 1c, 2a, 2b, 2c, 3a, 3b, 3c	EA SLES.9 (1) The school is staffed by highly qualified and effective staff members. WASC 1, 2 Accountable Lead(s): 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 <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <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 for enabling activities.</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, 2027. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 11, 2026	AMR Semester 2 Check May 14, 2027
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>	2b, 2c, 3a, 3b, 3c	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): Randall Galeon	Update the SCC website, meeting agendas and minutes.	☐ WSF, \$ ☐ Title I, \$ ☐ 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 <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <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 for enabling activities.</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, 2027. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 11, 2026	AMR Semester 2 Check May 14, 2027
SLES.10 Families and community members actively participate to improve achievement and school performance <i>Required for AMR schools.</i>	2b, 2c, 3a, 3b, 3c	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 & Jadene Wong	i-Ready Diagnostic data, SQS, parent evaluation	☐ WSF, \$ ☐ Title I, \$ ☐ IDEA, \$ ☐ Other: __, \$		

★ Other Systems of Support						
Desired Outcome "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?"	Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed for enabling activities.	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2027. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 11, 2026	AMR Semester 2 Check May 14, 2027
SLES.11 Evaluate and refine our SLES HMTSS Framework <i>Required for AMR schools.</i>	1a, 1b, 1c, 3a, 3b, 3c	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, \$ ☐ Title I, \$ ☐ IDEA, \$ ☐ Other: __, \$		
SLES.12 Support the Complex Vertical Redesign Team	1a, 1b, 1c, 2a, 2b, 3c, 3a, 3b, 3c	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): Randall Galeon	i-Ready Diagnostic Data, SBA Data, STAR Reports, SEL Panorama Data	☐ WSF, \$ ☐ Title I, \$ ☐ IDEA, \$ ☐ Other: __, \$		

APPENDIX A: SCHOOL COMMUNITY COUNCIL ASSURANCES FORM

One of a School Community Council's (SCC) main functions is to review the school's Academic Plan and Financial Plan for the upcoming school year and either recommend revisions of the plans to the principal or recommend the plans for approval by completing the SCC Assurances Form.

The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name and signature of the SCC chairperson must be included on both pages of the form, regardless of revisions or comments added to the second page.

Hawaii State Department of Education School Academic Plan and Financial Plan Annual Assurances and Recommendation for Approval

The **Salt Lake Elementary** School Community Council (SCC) recommends the school plans to the Complex Area Superintendent for approval and assures the following:

1. The SCC is correctly constituted and was formed in accordance with the Board of Education policy, Department of Education procedures and state law.
2. The SCC reviewed its responsibilities under the Board of Education policy, Department of Education procedures and state law, including those related to the review of the Academic Plan and Financial Plan.
3. The SCC sought and considered all recommendations from the school community or committees before recommending the plans for approval. (Check all that apply)
 - ☒ A School Community Council Meeting was conducted on November 18 & January 13, 2026 to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on January 13, 2026 and February 10, 2026 to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☒ Other (list): Faculty Meeting January 14, 2026 & February 11, 2026
4. The SCC reviewed the Academic Plan and Financial Plan and found that they are based upon a thorough analysis of student performance data, and use evidence-based interventions.
5. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The principal has provided a clear explanation to the SCC about the status of each of the recommendations made by the SCC regarding the Academic Plan and Financial Plan.
7. This school plan was adopted through consensus or by vote by the School Community Council on: ☐ Date

Attested:

Salt Lake Elementary Principal	Signature	Date
Randall Galeon		☐ Date 4/7/2026
SCC Chairperson	Signature	Date
Aaron Meyer		☐ Date 4/7/2026

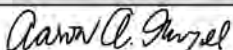
SCC Recommendations to the Academic Plan and Financial Plan:

The School Community Council, in review of the Academic and Financial Plans, has provided the principal with the following recommendations for consideration. These recommendations are included as a means to share these issues with the Complex Area Superintendent and to identify the action taken by the principal on the SCC recommendations. If no recommendations were made, please write "N/A." **SCC Chairperson signature is required on both pages.**

SCC Recommendation:	Rationale for the SCC Recommendation:	Principal's Response to SCC Recommendation:

SCC Comments: Statement of Problem or Concerns regarding the Academic Plan and Financial Plan review process.

Attested:

SCC Chairperson	Signature	Date
Aaron Meyer		☐ Date 4/7/2026

APPENDIX B: 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.**

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 hours
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement
Salt Lake Elementary Bell Schedule: A-6 Bell Schedule 2026-27	