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

Mililani ‘Ike Elementary Academic Plan SY 2025-2026

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

Submitted by Principal: Lynne Ajifu	
Lynne Ajifu Lynne Ajifu (Apr 14, 2025 13:19 HST)	Apr 14, 2025

Approved by Complex Area Superintendent: Ernest Muh	
Ernest Muh Ernest Muh (Apr 14, 2025 12:51 HST)	Apr 14, 2025

Directions for completing the School Academic Plan template can be found in the [Academic Plan Template Guidance](#) document.

VIABLE QUALITY CURRICULUM

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

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

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
Kindergarten - Grade 5	'17 Wonders ⌄	Imagine Learning Illustrative Mathem… ⌄	Teacher Created	Teacher Created
Kindergarten - Grade 5	Teacher Created ⌄		Teacher Created	Teacher Created

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
Kindergarten - Grade 5	Heggerty			
Kindergarten - Grade 5	MSL			

HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

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

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

UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

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

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

Grade Level(s)/Course Name	English Language Arts	Mathematics
Kindergarten - Grade 5	I-Ready ▾	I-Ready ▾
Kindergarten - Grade 5	DIBELS ▾	
Kindergarten	HI KRA ▾	

IDENTIFIED SCHOOL NEEDS

This section highlights the critical student learning needs that require immediate attention for improvement, student subgroup(s) achievement gaps, and root/contributing cause for those needs and gaps, as identified in one or more of the following:

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

Year of <u>Last Visit</u>: 2025	Year of <u>Next Action</u>: 2028 (anticipated)	Year of <u>Next Self-Study</u>:
Type of <u>Last Visit</u>: Full Self-Study ⌄	Type of <u>Next Action</u>: Mid-Cycle Report (No Visit) ⌄	Spring 2031

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: Our SBA math achievement in Grades 3-5 has increased over the last three (3) years, SY 21-22(80%), SY 22-23 (83%), SY 23-24 (82%). We would like to maintain this positive trend.

Root/Contributing Cause:
- After a year of implementation of the IM program, we want to maintain consistency within grade levels and vertically between grades to ensure all students receive the requisite skills and learning opportunities to achieve or exceed grade level proficiency.
- Continued emphasis on supporting teachers with using the IM program to support diverse learner needs by analyzing assessment data and student work samples to differentiate.

2

Student Need: Students determined as "high needs" (special education, English language, socially economically disadvantaged) continue to perform below overall school achievement. We would like to ensure that our programming helps to address the needs of these students through intentional monitoring and tailored instruction.

	SY 22-23	SY 23-24
Overall School Achievement	30%(ELA) 52%(MATH)	50%(ELA) 54%(MATH)

| Math | 35% | 36% |
| English Language Arts | 42% | 31% |

Root/Contributing Cause:
- Need to maintain a consistent data review process at set intervals in order to analyze, problem solve, and execute intervention that lead to raising the achievement proficiency of "high needs" learners.
- Expand the repertoire of strategies applied by teachers to support diverse learner needs to assist with raising the achievement of identified "high needs" learners.

3

Student Need: To provide more opportunities that allow students to advance their growth in durable skills to investigate, collaborate, communicate, create(IC3) as integrated into the grade level curriculum. IC3 will allow students to deepen their learning by demonstrating their understanding in creative ways.

Root/Contributing Cause:
- Multiple initiatives occurring competing with the amount of time applied to integrating technology use within the curriculum.
- Building efficacy to embed IC3 as part of daily instructional practices.
- Identifying where iC3 practices already exist to extend and innovate opportunities to capitalize on staff and student interests.
- Being abreast evolving technology resources to be able to apply usage proficiently.

	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 **<u>Identified Student Need(s):</u>** Students who are in special education that are not consistently achieving the Typical Growth goal in iReady or meeting proficiency on the Smarter Balanced Assessment (SBA) are not achieving as well compared to students without disabilities.
2	**<u>Targeted Subgroup:</u>** Social Economic Status **<u>Identified Student Need(s):</u>** Students who are economically disadvantaged (SES) that are not consistently achieving the Typical Growth goal in iReady or meeting proficiency on the Smarter Balanced Assessment (SBA) are not achieving as well compared to students without disabilities.
3	**<u>Targeted Subgroup:</u>** English Learners **<u>Identified Student Need(s):</u>** Students are making progress on the WIDA Assessment, they are exiting the EL program with the revised State benchmarks. Some of the identified students who are English Learners are not consistently achieving the Typical Growth goal in iReady or meeting proficiency on the Smarter Balanced Assessment (SBA) and as a result are not closing the achievement gap. Ensure English Learner (EL) students receive appropriate and timely services that enable them to acclimate, achieve, and meet exit criteria.

Priority 1
High-Quality Learning For All

★ GOAL 1.1 All students experience rigorous, high-quality learning that results in equitable outcomes for all learners.				
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?"* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and* Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress** **(Initial & Intermediate Outcomes)** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and <u>provided necessary and timely support</u> to develop foundational skills for learning.	This is a mandatory assessment by the HIDOE. We are complying with the requirement and determining school level application from the data.	Kindergarten Early Assessment (KEA): Kindergarten teachers and support staff will assess all entering kindergarteners utilizing the KEA to gain a baseline of their skills. Kindergarten Transition Summer Program: ● Entering kindergarten students are provided the opportunity to participate in a 3 week summer program. ● Students are introduced to kindergarten routines and peer relationship development opportunities. ● Students participate in opportunities to develop their readiness skills. Kindergarten Orientation: ● Entering kindergartners will participate in a Kindergarten Orientation. At this time students will be introduced to grade level teachers, staff,	Completed KEA Reports ● 10/2025 ● 25 days after student registers ○ Beginning of the year -October 2025 Summer program participation - August 2025 Kindergarten Orientation	● WSF, $

		experience the routines of kindergarten and begin developing peer relationships. ● Teachers and staff will administer school assessments, learn about students, and begin developing positive relationships through conversations and interactions. Parent Orientation: Kindergarten parents will be introduced to strategies to best transition and support their child into kindergarten. School procedures, expectations, and classroom routines will be shared. Parents will visit the classrooms to see the learning environment and learn about the classroom routines from their child's teacher. Leads: Michelle Yamamoto - Curriculum Coach	participation - August 2025 Parent Reflection from Orientation	

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.	● Need for more horizontal consistency in grade level teams applying effective strategies that correlate to personalized support for students. ● Ensure all teachers provide students with assistance to address skill gaps to achieve grade level proficiency. ● Conduct data reviews that identify and differentiate for students and teachers requiring more assistance to increase proficiency efforts.	● During our weekly teacher articulation sessions, teachers will analyze student work and discuss and identify areas of need to determine strategies to apply that will improve student outcomes. ● Continue professional development focused upon teachers understanding the foundational reading skills (Big 5). ● Conduct benchmark reviews of grade level proficiency after each diagnostic to determine progress and any necessary course corrections.	● 81% of students will be on grade or above level at the winter benchmark period as measured by iReady Diagnostic.	● WSF, $

Michelle Yamamoto-Curriculum Coach

School Year 2024-2025 Reading

Grade	Beginning of the Year (Spring prior year)	Diagnostic #1 #/%Fall	Diagnostic #2 #/% Winter	Diagnostic #3 #/% Spring	SBA
K		25/38%	45/70%		
1	60/99%	34/53%	57/88%		
2	57/92%	36/64%	50/86%		
3	56/83%	45/63%	55/76%		
4	69/99%	56/85%	61/91%		
5	57/78%	46/65%	53/76%		

● 85% of students will be on grade level at the spring benchmark period as measured by iReady Diagnostic.
● 90% or more of 3rd grade students will be reading at, or above grade level on the Smarter Balanced Assessment

● Quarterly Leadership review dates of iReady Diagnostics:
  ● Previous SY - 8/6/25

● Developing and implementing school wide understanding of reading foundations (Big 5: phonological awareness, phonics, fluency, vocabulary, comprehension) and strategies to support identified students. 88% of 3rd grade students were reading at, or above grade level in ELA on the Smarter Balanced Assessment in SY 23-24.	SBA Reading SY 22-23 		Above	At	Near
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Grade 3	56/72%	9/12%	9/12%
Grade 4	64/59%	23/21%	15/14%
Grade 5	36/40%	29/33%	16/18%
Grades 3-5	156/57%	61/22%	40/15% | SBA Reading SY 23-24 |	Above	At	Near
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Grade 3	56/81%	12/17%	1/1%
Grade 4	44/60%	17/23%	6/8%
Grade 5	53/50%	36/34%	11/10%
Grades 3-5	153/62%	65/26%	18/7%		● Fall - 8/26/25 ● Winter - 1/6/26 ● Spring - 5/19/26

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.	82% of students in grades 3-5 were at or above Level 3 in mathematics on the Smarter Balanced Assessment in SY 23-24.	(see details below)	(see details below)	WSF, $

Details (column 3):

- During our weekly teacher articulation sessions, teachers will analyze student work and discuss and identify areas of need to determine strategies to apply that will improve student outcomes.
  - ☐ Discuss intervention and differentiation strategies to address identified student needs.
  - ☐ Create a progress monitoring process (what, when, goal).
- Continue professional development focused upon small group instruction and meeting the needs of diverse learners.
- Conduct benchmark reviews of grade level proficiency after each diagnostic to determine progress and any necessary course corrections.

Michelle Yamamoto-Curriculum Coach

SBA Math SY 22-23

	Above	At	Near
Grade 3	53/67%	20/25%	2/3%
Grade 4	60/56%	31/29%	12/11%
Grade 5	40/45%	25/28%	18/20%
Grades 3-5	153/55%	76/28%	32/12%

SBA Math SY 23-24

	Above	At	Near
Grade 3	55/80%	11/16%	3/4%
Grade 4	34/47%	20/28%	16/22%
Grade 5	59/56%	24/23%	18/17%
Grades 3-5	148/60%	55/22%	38/15%

Details (column 4):

- 70% of students will be on grade level at the winter benchmark period as measured by iReady Diagnostic.
- 75% of students will be on grade level at the spring benchmark period as measured by iReady Diagnostic.
- 80% of students will meet or exceed proficiency on grade level common assessments in mathematics
- 83% of all students in grades 3-5 will be at Level 3 or above in Mathematics on the Smarter Balanced Assessment

School Year 2024-2025 I ready Math

Grade	Beginning of the Year (Spring prior year)	Diagnostic #1 #/%Fall	Diagnostic #2 #/% Winter	Diagnostic #3 #/% Spring	SBA
K		18/27%	34/52%		
1	59/97%	22/34%	43/66%		
2	54/90%	21/37%	32/55%		
3	48/71%	24/33%	48/66%		
4	67/96%	53/80%	62/92%		
5	63/86%	46/66%	52/75%		

- Quarterly Leadership review dates of iReady Diagnostics:
  - Previous SY - 8/6/25
  - Fall - 8/26/25
  - Winter - 1/6/26
  - Spring - 5/19/26

| 1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.

Required for all schools. | Students determined as "high needs" (special education, english language, socially economically disadvantaged) continue to perform below overall school achievement. We would like to ensure that our programming helps to address the needs of these students through intentional monitoring and tailored instruction.

● Mathematics -SY 21-22 Math (36%) SY 22-23 Math (26%)
● SY23-24 Math (29%)

● English Language Arts (ELA) | ● During our weekly teacher articulation sessions, teachers will analyze student work and discuss and identify areas of need to determine strategies to apply that will improve student outcomes.
● During bi-quarter teacher articulation meetings, special education teachers will analyze student work and discuss and identify areas of need to determine strategies to apply that will improve student outcomes.
● Continue professional development focused upon teachers with the understanding of the foundational reading skills (Big 5 and new ELA standards).
● Conduct benchmark reviews of grade level proficiency after each diagnostic to determine progress and any necessary course corrections.

Michelle Yamamoto-Curriculum Coach | ● 60% of SES students will be on grade level at the winter benchmark period as measured by iReady Diagnostic.

● 75% of SES students will be on grade level at the spring benchmark period as measured by iReady Diagnostic.

● 75% of students SES will meet or exceed proficiency on grade level common assessments in mathematics | ● WSF, $ |

SBA ELA SY 22-23

	Above	At	Near
SES	7/24%	9/31%	8/28%
IDEA	5/15%	5/15%	12/36%
EL	0/0%	0/0%	0/0%

-SY SY21-22 ELA (31%) SY SY22-23 ELA(39%) SY23-24 ELA (24%)

- Establish consistent data reviews to identify how "high needs" students are performing at set learning intervals
- Ensure instructional programming is tailored to improve any skill gaps students are experiencing
- Provide teachers with feedback and resources to overtly provide instruction for "high needs" students

SBA ELA SY 23-24

	Above	At	Near
SES	10/44%	5/22%	3/13%
IDEA	8/29%	6/22%	7/25%
EL	0/0%	0/100%	0/0%

SBA Math SY 22-23

	Above	At	Near
SES	7/24%	11/38%	7/24%
IDEA	9/27%	8/24%	6/18%
EL	1/50%	0/0	1/50%

SBA Math SY 23-24

	Above	At	Near
SES	10/43%	8/35%	2/9%
IDEA	8/29%	7/25%	8/29%
EL	0/0	0/0	1/100%

- 75% of SES students in grades 3-5 will be at Level 3 or above in Mathematics on the Smarter Balanced Assessment

- 55% of IDEA students will be on grade level at the winter benchmark period as measured by iReady Diagnostic.
- 65% of IDEA students will be on grade level at the spring benchmark period as measured by iReady Diagnostic.

| | | | 65% of students IDEA will meet or exceed proficiency on grade level common assessments in mathematics 65% of IDEA students in grades 3-5 will be at Level 3 or above in Mathematics on the Smarter Balanced Assessment Quarterly review dates (school wide/cc/teachers): Fall: 9/10/25 Winter: 1/14/26 Spring: 5/13/26 | |

| 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. | This is a mandatory assessment by the HIDOE. We are complying with the requirement and determining school level application from the data. | Providing opportunities for students to have successful transitions at the start of elementary and as they transition to middle school.

Transition to Kindergarten:
● Kindergarten Transition Summer Hub Program
● Kindergarten Orientation
● Family Events
● Transition to Middle School field trip
● Middle School Transition meetings for identified students.

Transition to Middle School:
● Middle School visit
● Middle School Administrator and Counselor visit | 100% of kindergarten students and parents will participate in the Kindergarten Parent Orientation (Assessment days and parent meet up).

100% of fifth grade student will participate in the transition to Middle School field trip. | ● WSF, $
● Title I, $
● Title II, $
● Title III, $
● Title IV-A, $
● Title IV-B, $
● IDEA, $
● SPPA, $
● Homeless, $
● Grant:__, $
● Other:__, $ |

1.1.6 Science NGSS	Over the last three years, students in Grade 5 have shown the following proficiency on the NGSS: SY-22(76%), SY-23 (74%), SY-24 (73 %). Our achievement has remained above the complex area, but remains in the 73-76% proficiency range. We want to increase the opportunities that students have in applying their knowledge and skills through the Engineering and Design Process (EDP) to enhance their durable skills.	Enhancing teacher practice through grade level collaboration and professional development:
		
		A. During Mililani ʻIke Teacher Articulation sessions, the following will occur:
		  • Teachers will refine grade level Next Generation Science Standards (NGSS) units to include at least one Engineering Design Process (EDP) and/or scientific inquiry task per quarter.
		  • Students will complete at least one EDP task per quarter utilizing the EDP and/or scientific method.
		
		B. Systems to monitor science instruction and student progress of science standards:
		  • Teachers will review grade level yearly Pacing Guides to plan NGSS EDP and/or scientific opportunities for all students.
		  • Teachers will analyze grades 3-5's Disciplinary Core Ideas (DCI) data to identify strengths and growth areas.
		  • Teachers will analyze school NGSS results to identify schoolwide strengths and areas of improvement to modify grade level curriculum and ensure instruction is scaffolded throughout the grade levels.
		
		C. Professional Development:
		  • Teachers will refresh their grade level NGSS/EDP units' structure to include: phenomena, research, and reading/resources.
		  • Consistency in EDP grade level components so that implementation reflects the integrity of the process.
			Quarterly: Status of EDP unit implementation process
			  • Completion
			  • Quantity
			  • Refinement
			
			Quarterly review of impact to student performance
			• 80% of students demonstrate **proficiency in science concepts** taught.
			• 80% of students will demonstrate **application of the EDP process**.
				• WSF, $
				• Title I, $
				• Title II, $
				• Title III, $
				• Title IV-A, $
				• Title IV-B, $
				• IDEA, $
				• SPPA, $
				• Homeless, $
				• Grant:__, $
				• Other:__, $

	● Having a school wide common understanding and language of the EDP. ● Increasing opportunities for students to engage in the EDP and/or scientific inquiry process. ● More opportunities for students to share their experiences of the EDP to increase the relevancy of their learning.	○ Ask ○ Imagine ○ Plan ○ Create ○ Improve Michelle Yamamoto-Curriculum Coach		

| 1.1.7 Implementation of Durable Skills - IC3 | Durable skills are essential skills for students to be successful in school and life.

Leilehua-Mililani-Waialua (LMW) schools will prepare students in our community by building a culture in our schools where learners will investigate, communicate, collaborate, and create.

Develop a school wide understanding of the Durable Skills.

Refine grade level curriculum to integrate Durable Skills and have students apply them in content areas. | Our goal is for students to consistently demonstrate the durable skills: investigate, collaborate, communicate, and create (IC3) throughout learning opportunities.

A. Planning for implementation of Durable Skills through Teacher Articulation:
● Teachers identify lessons and/or units to integrate durable skills
● Teachers will refine grade level curriculum maps and units during Teacher Articulation (eg: Science EDP units, Computer Science, C3 Framework).
● Teachers will discuss and determine what Durable Skills will look like at each grade level. "What will we see and hear in the classrooms?"
● Teachers will begin scaffolding lessons from K-5.

Systems to monitor science instruction and student progress of science standards:

B. Systems to monitor the integration of Durable Skills into grade level curriculum units:
● Teachers will review grade level curriculum maps to ensure that Durable Skills are integrated into grade level learning opportunities.
● Teachers will establish classroom criteria for student reflections on Durable Skills.
● Students will demonstrate application of Durable Skills through planning, performance, and products.

C. Professional Development:
● All teachers will be exposed to different ways of integrating Durable Skills within their grade level curriculum. | Quarterly:
Status of Durable Skills through Teacher Articulation sessions:
● Investigate
● Collaborate
● Communicate
● Create Innovation

Quarterly review of impact to student performance
● 100% of students demonstrate application of Durable Skills as demonstrated by student work, performance, and digital products. | |

		Michelle Yamamoto-Curriculum Coach		

		★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.		
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?"* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* *and* **Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress** **(Initial & Intermediate Outcomes)** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
1.2.1. All students desire to and attend school regularly. *Required for all schools.*	This is a mandatory assessment by the HIDOE. We are complying with the requirement and determining school level application from the data.	Provide a positive and inclusive culture for learning for all students. A. Student support to attend school regularly: ● Beginning of the year relationship building (inclusion, get to know you activities) ● Daily Social Emotional Academic Learning (SEAL) activities integrated in all classrooms. ● Guidance lessons ● Character Counts lessons and school events ● Participation in extracurricular school groups ● LMW CARES and Hazel Health programs B. Systems to monitor student attendance: ● Social Emotional and Academic Learning (SEAL) committee ● Counselors review student attendance ● Lei Kulia ● Infinite Campus ● Monthly School Based Behavioral Health (SBBH) Reviews	Student daily attendance rate of 90% or higher for each quarter.	● WSF, $

		C. Professional Development: • Review of available student supports such as Hazel Health and CARES. • Additional SEAL resources and Collaborative for Academic, Social, and Emotional Learning (CASEL) 5 Competencies Steve Nakaguma, Chance Nakazato - Counselors		
1.2.2. All students demonstrate positive behaviors at school. *Required for all schools.*	• 73% of students with a favorable response in the area of school belonging on the winter Panorama Survey in SY 24-25.	All students will participate in grade level and schoolwide activities such as 'Ike Pride Assemblies, Fun Run, and Read Across America and demonstrate the Six Pillars of Character.	• 80% of students with a favorable response on the sense of belonging measure on the Panorama SEL survey at the winter screening period	• WSF, $

1.2.3. All students experience a Nā Hopena A'o environment for learning. *Required for all schools.*	● 73% of students with a favorable response in the area of school belonging on the winter Panorama Survey in SY 24-25 SQS?	All students and staff members will demonstrate behaviors of Nā Hopena A'o which include a sense of belonging, responsibility, excellence, aloha, total well-being, and Hawaii. Lynne Ajifu - Principal, Kelvin Wong - Vice Principal	At least 80% of students will have a favorable response in the area of school belonging on the spring Panorama Survey.	● WSF, $

★ GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.				
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and* Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress** **(Initial & Intermediate Outcomes)** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. *Required for all schools.*	● 100% of students participating in career, community, and civic opportunities in SY 24-25	A. Career, Community and Civic Opportunities for all students: ● Mililani 'Ike Student Council Members will research and identify ways for all students to participate in community civic responsibility events such as Pedestrian Safety Week, donation drives, and community service projects. ● Provide career presentations and guidance lessons for all students to learn and explore different job expectations and required skills. ● Extended learning opportunities - grade level field trips and presentations. B. Systems to monitor career and community opportunities: ● Quarterly plan of Student Council projects and events. ● Plan for College and Career Week Steve Nakaguma, Chance Nakazato - Counselors	● 100% of students participating in career, community, and civic opportunities, such as School Service Projects and Field Trips in SY 25-26	● WSF, $

Priority 2
High-Quality Educator Workforce In All Schools

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

Desired Outcome *"What do we plan to accomplish?"*	Root/ Contributing Cause *"Why are we doing this?"* Reference the Identified School Needs section.	Enabling Activities *"How will we achieve the desired outcome?"* **and Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	Monitoring of Progress *"How will we know progress is being made?"*	Anticipated Source of Funds *"What funding source(s) should be utilized?"* Estimate the additional amount needed to execute the enabling activity.
All teachers will have a common understanding of the revised English Language Arts standards. Grade level instruction will be revised to meet the revised standards.	The ELA standards were updated.	All teachers will participate in professional development of the revised English Language Arts (ELA) standards. Teachers and staff will also engage in professional development for durable skills and integration of computer science into curriculum. Michelle Yamamoto-Curriculum Coach	100% of grade levels will revise ELA curriculum maps and rubrics and begin implementing by SY2026-2027. Teachers will use and begin implementing multimedia tools such as Apple apps into the grade level curriculum.	● WSF, $

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** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. *Required for all schools.*	This is a mandatory assessment by the HIDOE. We are complying with the requirement and determining school level application from the data.	Our School Community Council (SCC) meets quarterly to share school updates and progress towards the focus areas in the Academic Plan. Meeting Agenda and Minutes will be shared with the staff and families and posted on the school's website. School updates are shared at least quarterly through the school's newsletter or family nights. Community Forums are held twice a year to gather feedback to the development of the new Academic Plan. Lynne Ajifu, Principal	SCC discussion and input demonstrated through meeting agendas and minutes.	● WSF, $

★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.				
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and* Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
				●

★ Other Systems of Support				
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and* Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
				●

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 Mililani ʻIke 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)*	1,080
Did your school submit a SCC Waiver Request Form? Please explain.	No
Bell Schedule: Mililani ʻIke SY2025-2026 Bell Schedule	