

Mililani 'Ike Elementary Academic Plan SY 2026-2027

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- ☐ Title I School
☒ Non-Title 1 School

Submitted by Principal: Lynne Ajifu	
<u>Lynne Ajifu</u> Lynne Ajifu (Apr 7, 2026 16:33:29 HST)	Date 04/07/2026

Approved by Complex Area Superintendent: Ernest Muh	
	Date 04/07/2026

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
Kindergarten-Grade 5	Reading Wonders	Imagine Learning-Illustrative Math	Teacher Created	Teacher Created
Kindergarten-Grade 5	Teacher Created			

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
Kindergarten - Grade 5	Heggerty			
Kindergarten - Grade 5	MSL			

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
Kindergarten - Grade 5	iReady	iReady
Kindergarten - Grade 5	DIBELS	
Kindergarten	HI KRA	

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: Spring 2025

Type of Last Visit: Full Self-Study -

Year of Next Action: 2028

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

Year of Next Self-Study:

2031

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: Our SBA math achievement in Grades 3-5 has increased over the last three (3) years, SY 22-23 (83%), SY 23-24 (82%), SY 24-25 (89%) 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. • Continue supporting teachers with using the IM program to assist diverse learner needs by analyzing assessment data and student work samples to differentiate instruction.
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 23-24	SY 24-25
	Overall School Achievement	Math - 82% ELA - 88%	Math - 89% ELA - 91%
	Non-Needs	Math - 85% ELA - 94%	Math - 94% ELA - 94%
	High-Needs	Math - 69% ELA - 60%	Math - 70% ELA - 80%
	<u>Root/Contributing Cause:</u> • Maintain consistent instructional pacing and practices. • 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	<u>Student Need:</u> 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. <u>Root/Contributing Cause:</u> • Multiple initiatives occurring competing with the amount of time applied to integrating technology use within the curriculum. • Building knowledge and 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.		

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	<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) as well compared to students without disabilities.
2	<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 achieving as well on the Smarter Balanced Assessment (SBA) 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 <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>
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 HDOE. 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, 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.	Completed KEA Reports Summer program participation - Kindergarten Orientation participation -	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

		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.		
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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.	92% of students in grades 3-5 were at or above Level 3 in mathematics on the Smarter Balanced Assessment in SY 24-25.	- 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. - Conduct benchmark reviews of grade level proficiency after each iReady diagnostic to determine progress and any necessary course corrections. Michelle Yamamoto - Curriculum Coach School Year 25-26 Reading <table><tr><th>Grade</th><th>Spring prior year</th><th>Diagnostic # 1 #/%Fall</th><th>Diagnostic # 2 #/% Winter</th><th>Diagnostic # 3 #/% Spring</th><th>SBA</th></tr><tr><td>K</td><td></td><td>53%</td><td>84%</td><td></td><td></td></tr><tr><td>1</td><td>95%</td><td>38%</td><td>73%</td><td></td><td></td></tr><tr><td>2</td><td>95%</td><td>67%</td><td>88%</td><td></td><td></td></tr><tr><td>3</td><td>94%</td><td>84%</td><td>86%</td><td></td><td></td></tr><tr><td>4</td><td>86%</td><td>53%</td><td>75%</td><td></td><td></td></tr><tr><td>5</td><td>95%</td><td>79%</td><td>84%</td><td></td><td></td></tr></table> SBA Reading SY 23-24	Grade	Spring prior year	Diagnostic # 1 #/%Fall	Diagnostic # 2 #/% Winter	Diagnostic # 3 #/% Spring	SBA	K		53%	84%			1	95%	38%	73%			2	95%	67%	88%			3	94%	84%	86%			4	86%	53%	75%			5	95%	79%	84%			85% of students will be on grade level at the winter benchmark period as measured by iReady Diagnostic. 87% of students will be on grade level at the spring benchmark period as measured by iReady Diagnostic. 85% of students will meet or exceed proficiency on grade level common assessments in reading. 85% of all students in grades 3-5 will be at Level 3 or above in Reading on the Smarter Balanced Assessment	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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Michelle Yamamoto-Curriculum Coach																								

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.	89% of students in grades 3-5 were at or above Level 3 in mathematics on the Smarter Balanced Assessment in SY 24-25.	- 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 23-24 <table><tr><td></td><td>Above</td><td>At</td><td>Near</td></tr><tr><td>Grade 3</td><td></td><td>Above</td><td>At</td></tr><tr><td>Grade 4</td><td>Grade 3</td><td>55/80%</td><td>11/16%</td></tr><tr><td>Grade 5</td><td>Grade 4</td><td>34/47%</td><td>20/28%</td></tr><tr><td>Grades 3-5</td><td>Grade 5</td><td>59/56%</td><td>24/23%</td></tr></table> SBA Math SY 24-25 <table><tr><td></td><td>Above</td><td>At</td><td>Near</td></tr><tr><td>Grade 3</td><td>53/74%</td><td>12/17%</td><td>3/4%</td></tr><tr><td>Grade 4</td><td>43/64%</td><td>18/27%</td><td>5/8%</td></tr><tr><td>Grade 5</td><td></td><td></td><td></td></tr><tr><td>Grades 3-5</td><td></td><td></td><td></td></tr></table>		Above	At	Near	Grade 3		Above	At	Grade 4	Grade 3	55/80%	11/16%	Grade 5	Grade 4	34/47%	20/28%	Grades 3-5	Grade 5	59/56%	24/23%		Above	At	Near	Grade 3	53/74%	12/17%	3/4%	Grade 4	43/64%	18/27%	5/8%	Grade 5				Grades 3-5				70% of students will be on grade level at the winter benchmark period as measured by iReady Diagnostic. 80% of students will be on grade level at the spring benchmark period as measured by iReady Diagnostic. ☐ 85% of students will meet or exceed proficiency on grade level common assessments in mathematics	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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		SY 25-26 I ready Math				☐ 85% of all students in grades 3-5 will be at Level 3 or above in Mathematics on the Smarter Balanced Assessment	
		Grade	Beginning of the Year (Spring prior year)	Diagnostic #1 #/%Fall	Diagnostic #2 #/% Winter	Diagnostic #3 #/% Spring	SBA
		K		38%	61%		
		1	88%	23%	53%		
		2	89%	30%	67%		
		3	83%	36%	68%		
		4	93%	59%	82%		
		5	98%	73%	85%		

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>	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 SBA ELA SY 23-24 <table><tr><td></td><td>Above</td><td>At</td><td>Near</td></tr><tr><td>SES</td><td>10/44%</td><td>5/22%</td><td>3/13%</td></tr><tr><td>IDEA</td><td>8/29%</td><td>6/22%</td><td>7/25%</td></tr><tr><td>EL</td><td>0/0%</td><td>0/100%</td><td>0/0%</td></tr></table> SBA ELA SY 24-25 <table><tr><td></td><td>Above</td><td>At</td><td>Near</td></tr><tr><td>SES</td><td>7/31%</td><td>2/9%</td><td>1/5%</td></tr><tr><td>IDEA</td><td>7/30%</td><td>2/9%</td><td>6/26%</td></tr><tr><td>EL</td><td>n/a</td><td>n/a</td><td>n/a</td></tr></table>		Above	At	Near	SES	10/44%	5/22%	3/13%	IDEA	8/29%	6/22%	7/25%	EL	0/0%	0/100%	0/0%		Above	At	Near	SES	7/31%	2/9%	1/5%	IDEA	7/30%	2/9%	6/26%	EL	n/a	n/a	n/a	70% of SES students will be on grade level at the winter benchmark period as measured by iReady Diagnostic. 80% 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, \$
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	-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 Math SY 23-24 <table><tr><td></td><td>Above</td><td>At</td><td>Near</td></tr><tr><td>SES</td><td>10/43%</td><td>8/35%</td><td>2/9%</td></tr><tr><td>IDEA</td><td>8/29%</td><td>7/25%</td><td>8/29%</td></tr><tr><td>EL</td><td>0/0</td><td>0/0</td><td>1/100%</td></tr></table> SBA Math SY 24-25 <table><tr><td></td><td>Above</td><td>At</td><td>Near</td></tr><tr><td>SES</td><td>9/41%</td><td>8/36%</td><td>2/9%</td></tr><tr><td>IDEA</td><td>8/35%</td><td>6/26%</td><td>4/17%</td></tr><tr><td>EL</td><td>0</td><td>0</td><td>1/100%</td></tr></table>		Above	At	Near	SES	10/43%	8/35%	2/9%	IDEA	8/29%	7/25%	8/29%	EL	0/0	0/0	1/100%		Above	At	Near	SES	9/41%	8/36%	2/9%	IDEA	8/35%	6/26%	4/17%	EL	0	0	1/100%	☐ 80% of SES students in grades 3-5 will be at Level 3 or above in Mathematics on the Smarter Balanced Assessment ☐ 50% of IDEA students will be on grade level at the winter benchmark period as measured by iReady Diagnostic.	
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EL	0	0	1/100%																																	

			☐ 60% of IDEA students will be on grade level at the spring benchmark period as measured by iReady Diagnostic. ☐ 50% of students IDEA will meet or exceed proficiency on grade level common assessments in mathematics	
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			☐ 50% of IDEA students in grades 3-5 will be at Level 3 or above in Mathematics on the Smarter Balanced Assessment	
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>	This is a mandatory assessment by the HDOE. 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 80% of students will be proficient in Science on the Hawaii State Assessment.	Over the last three years, students in Grade 5 have shown the following proficiency on the NGSS: SY-22-23 (74%), SY-23-24 (73%), SY 24-25 (85%) Continue to provide students with opportunities to learn science concepts through research and hand-on learning. 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 'Ike 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 units' with EDP components. - Consistency in EDP grade level components so that implementation reflects the integrity of the process. - Ask - Imagine - Plan	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:__, \$
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	● 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.	○ Create ○ Improve Michelle Yamamoto - Curriculum Coach		
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1.1.7 Implementation of Durable Skills - IC3	Durable skills are essential skills for students to be successful in school and life. <i>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.</i> 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	☐
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		Michelle Yamamoto - Curriculum Coach	☐ 100% of students demonstrate application of Durable Skills as demonstrated by student work, performance, and digital products.	
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★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.

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>
1.2.1. All students desire to and attend school regularly. <i>Required for all schools.</i>	This is a mandatory assessment by the HIDEOE. 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 C. Professional Development:	Student daily attendance rate of 90% or higher for each quarter. Quarterly Checks: Q1: Q2: Q3: Q4:	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

		• 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. <i>Required for all schools.</i>	82.1% of students with a favorable response on the school safety dimension on the School Quality Survey (SQS) 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. Kelvin Wong - Vice Principals	75% of students with a favorable response on the sense of belonging measure on the Panorama SEL survey at the winter screening period 80% of students with a favorable response on the sense of belonging measure on the Panorama SEL survey at the spring screening period 80% of students with a favorable response on the school safety dimension on the School Quality Survey (SQS) in SY 26-27	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

1.2.3. All students experience a Nā Hopena A'o environment for learning. <i>Required for all schools.</i>	This is a mandatory assessment by the HDOE. We are complying with the requirement and determining school level application from the data.	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, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ 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 <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>
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>	This is a mandatory assessment by the HDOE. We are complying with the requirement and determining school level application from the data.	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 26-27	☐ 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>
All teachers will have a Common understanding of Thinking Maps and how to implement into grade level curriculum.	Revisiting Thinking Maps to make students learning visible and have different ways to develop their understanding of taught concepts.	All teachers will participate in professional development of Thinking Maps. Teachers and staff will also engage in professional development for durable skills and integration of computer science into the curriculum. Michelle Yamamoto - Curriculum Coach, Bryn Hamamura - Multimedia Specialist	100% of grade levels will implement Thinking Maps into their instruction. Teachers will use and begin implementing multimedia tools such as Apple apps into the grade level curriculum.	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ 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>
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>	This is a mandatory assessment by the HIDEOE. 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, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.

Desired Outcome <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>
Mililani 'Ike Innovation Night - showcase student work and the use of technology/IC3 projects with parents and the community. <i>(To add additional desired outcomes, duplicate this row)</i>	Promote family and community engagement.	Provide parents and community members an opportunity to learn about Mililani 'Ike's multimedia curriculum. Students will showcase their learning and leadership through guiding participants in explaining work using technology to demonstrate learning. Parents will participate in STEAM-based learning. Bryn Hamamura - Multimedia Specialist	Participants in the Innovation Night. • Student leaders • Parent/Community Member participation	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

★ Other Systems of Support				
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>

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.

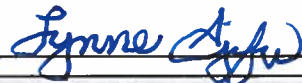
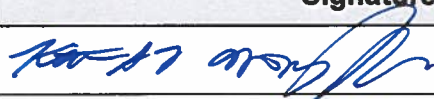
The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name 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 **Mililani 'Ike 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 **Nov 4, 2025** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Mar 4, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☒ Other (list): Home Group Meeting (February 23, 2026), Faculty Meeting (January 21 and February 25, 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:

Mililani 'Ike Elementary Principal	Signature	Date
Lynne Ajifu		Mar 27, 2026
SCC Chairperson	Signature	Date
Kathleen Wong-Miyahira		Mar 27, 2026

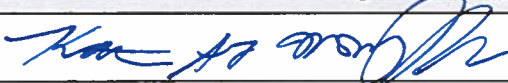
SCC Recommendations to the Academic Plan and Financial Plan:

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:
N/A		

SCC Comments: Statement of Problem or Concerns regarding the Academic Plan and Financial Plan review process.
The SCC had no problems or concerns with the review process of the Academic or Financial Plan review process.

Attested:

SCC Chairperson	Signature	Date
Kathleen Wong-Miyahira		Mar 27, 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 <i>(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)</i>	1,080
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement
Mililani 'Ike Elementary Bell Schedule: 2026-2027 Bell Schedule	