



# Mililani Mauka Elementary Academic Plan SY 2025-2026

95-1111 Makaikai Street, Mililani 96789  
808-305-1700  
<https://www.milmauka.k12.hi.us/>

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

<b>Submitted by Principal</b> Kyle Shimabukuro	
 <small>Kyle R Shimabukuro (Apr 10, 2025 15:29 HST)</small>	3/31/2025

<b>Approved by Complex Area Superintendent</b> Ernest Muh	
 <small>Ernest Muh (Apr 10, 2025 17:10 HST)</small>	Apr 10, 2025

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

**VIABLE QUALITY CURRICULUM**

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

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

Grade Level(s)/Course Name	<a href="#">English Language Arts</a>	<a href="#">Mathematics</a>	Science	Social Studies
K-5	'23 Wonders ▾	ORIGO Stepping Stones 2.0 ▾		
	Select One ▾	Select One ▾		
	Select One ▾	Select One ▾		

**Please list all supplementary instructional materials used to enrich or extend the comprehensive instructional programs identified above, and specify the grade level(s) or course name.** Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
K-2	ECRI			
K	Heggerty			

## 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 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
Gr K-5	I-Ready ▾	I-Ready ▾
Gr K-4	DIBELS ▾	Select One ▾
Gr K	HI KRA ▾	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 Last Visit: 2024

Type of Last Visit: Full Self-Study ▾

Year of Next Action: 2027

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

Year of Next Self-Study:

2030

**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:** Increase student achievement in English Language Arts (ELA), Math and Science

Content Area	All Students	SPED	ELL	Disadvantaged
ELA	80	22	73	66
Math	83	39	64	68
Science	82	27	n/a	67

**Root/Contributing Cause:**

1A) For ELA, a relative weakness has been identified in Vocabulary and Reading Comprehension of Informational Texts.

1B) For Math, a relative weakness has been identified in Problem Solving.

1C) For Science, changing the testing grade level to Gr 5 has created challenges, as students are tested on concepts from previous years.

1D) Varying knowledge of how to examine data accurately to inform next steps for struggling learners.

2	<b>Student Need:</b> Close the achievement gap between Non-High Needs and High Needs students in ELA, Math and Science			
	<b>Content Area</b>	<b>Non-High Needs</b>	<b>High Needs</b>	<b>Achievement Gap</b>
	ELA	87	60	27
	Math	90	63	27
	Science	91	58	33
	<b>Root/Contributing Cause:</b> 2A) Students with high needs may need increased access and opportunities to participate in the standards-based curriculum through Tier 1 instruction using differentiation and inclusionary practices. 2B) Students with high needs may also need Tier 2 or Tier 3 interventions through our multi-tiered system of support.			
3	<b>Student Need:</b> Adapt to changes in student enrollment and staff demographics.			
		<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
	Fall Enrollment	729	691	666
	# & % of Students in Special Education Programs	53/7.2%	51/7.3%	52/7.8%
	Chronic Absenteeism Rate/Regular Attendance	3% / 98%	15% / 87%	20% / 85%
	Number of new teachers receiving induction & mentoring support from the school	1	2	3
	<b>Root/Contributing Cause:</b> 3A) The school community is changing so that there are less school aged children. 3B) Although overall enrollment is decreasing, the number of students in special education is staying the same. 3C) Chronic absenteeism is increasing due to adherence to wellness guidelines and the return of travel for families. 3D) The number of new teachers to the school is increasing due to increasing rate of retirement (22 = avg years of experience)			

In order 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): Decrease the student achievement gap in English Language Arts (ELA), Math and Science

	2021-22 SPED	2022-23 SPED	2023-24 SPED
ELA Gap	50	62	58
Math Gap	51	61	44
Science Gap	56	74	55

**2** Targeted Subgroup: Disadvantaged

Identified Student Need(s): Decrease the student achievement gap in ELA, Math and Science

	2021-22 Disadvantaged	2022-23 Disadvantaged	2023-24 Disadvantaged
ELA Gap	23	17	14
Math Gap	10	19	15
Science Gap	8	3	15

3

**Targeted Subgroup:** English Learner

**Identified Student Need(s):** Decrease the student achievement gap in ELA, Math and Science

	2021-22 English Learner	2022-23 English Learner	2023-24 English Learner
ELA Gap	14.8%	-3.1%	7
Math Gap	40.1%	19.4%	19
Science Gap	44.7%	49.1%	n/a



## 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> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i>  <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <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 to execute the enabling activity.</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.	To provide stakeholders with information on how best to serve the needs of our students to set them on a positive trajectory towards success. (Act 210)	<p>1.1.1 (1) Administer academic and behavioral diagnostic assessments to gather baseline data:</p> <ol style="list-style-type: none"> <li>Kindergarten Entry Assessment (KEA)</li> <li>iReady Diagnostic Assessments for Reading and Math</li> <li>Administer DIBELS Diagnostic for reading fluency (\$1 per student)</li> </ol> <p>1.1.1 (2) Implement Kindergarten Orientation Schedule to support entry into school setting:</p> <ol style="list-style-type: none"> <li>4 days of small group assessment</li> <li>1 day Parent Orientation</li> <li>2 days of half-class attendance</li> </ol> <p>1.1.1 (3) Identify student levels and provide support:</p> <ol style="list-style-type: none"> <li>Grade K/Data Teams Discussion</li> <li>Intervention Block</li> <li>Tutoring</li> </ol> <p>[Kindergarten Grade Level - Chairperson, Teachers, IRA facilitator]</p>	<p>KEA results:</p> <p><input type="checkbox"/> 25-26: 45% Readiness</p> <p><input type="checkbox"/> 75% of students will be on grade level at the winter benchmark period as measured by iReady</p> <p><input type="checkbox"/> 90% of students will be on grade level at the spring benchmark period as measured by iReady</p> <p><input type="checkbox"/> 75% of students will need Core Support at the winter benchmark period as measured by DIBELS</p> <p><input type="checkbox"/> 90% of students will need Core</p>	<p><input checked="" type="checkbox"/> WSF, \$700</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>



		Intervention Coordinator - Cynthia Takamoto]	Support at the spring benchmark period as measured by DIBELS	
<b>Reading Proficiency</b> 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	1.1.2 (1) Administer academic diagnostic assessments to gather baseline and progress monitoring data: <ol style="list-style-type: none"> <li>iReady Diagnostic Assessments for Reading</li> <li>Administer DIBELS Diagnostic for reading fluency</li> </ol> 1.1.2 (2) Identify student levels and provide support for students: <ol style="list-style-type: none"> <li>Grade Level Articulation &amp; Data Teams (PLC - professional learning community)</li> <li>Assessment &amp; Curriculum Planning Days (2 sub days per quarter per teacher = \$9000 per grade level)</li> <li>Intervention Block <ol style="list-style-type: none"> <li>Tutoring</li> </ol> </li> </ol> 1.1.2 (3) All Grade K-2 students shall receive foundational instruction which focuses on developing fluent readers. <ol style="list-style-type: none"> <li>Utilization of Building Foundational Reading Skills (BFRS) strategies</li> <li>For Gr K: Heggerty</li> <li>For Gr K-2: Utilization of ECRI (Enhanced Core Reading Instruction)</li> </ol> [Grade Level Teams - Chairperson, Teachers, IRA facilitator Intervention Coordinator - Cynthia Takamoto]	<input type="checkbox"/> 80% of students will be on grade level at the winter benchmark period as measured by iReady <input type="checkbox"/> 90% of students will be on grade level at the spring benchmark period as measured by iReady <input type="checkbox"/> 70% of 3rd grade students will be reading at or above grade level on the Smarter Balanced Assessment <input type="checkbox"/> 80% of all students in grades 3-5 will be at Level 3 or above in ELA on the Smarter Balanced Assessment	<input type="checkbox"/> WSF, \$54,000 <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$

<p><b>Mathematics Proficiency</b></p> <p>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.</p>	<p><a href="#">1B</a></p>	<p>1.1.3 (1) Administer academic diagnostic assessments to gather baseline and progress monitoring data:</p> <ol style="list-style-type: none"> <li>1. iReady Diagnostic Assessments for Math</li> </ol> <p>1.1.3 (2) Identify student levels and provide support for students:</p> <ol style="list-style-type: none"> <li>1. Grade Level Articulation &amp; Data Teams (PLC - professional learning community)</li> <li>2. Assessment &amp; Curriculum Planning Days</li> <li>3. Intervention Block</li> <li>4. Tutoring</li> </ol> <p>1.1.3 (3) All students shall receive instruction which focuses on math problem solving.</p> <p>[Grade Level Teams - Chairperson, Teachers, IRA facilitator, Intervention Coordinator - Cynthia Takamoto]</p>	<p><input type="checkbox"/> 70% of students will be on grade level at the winter benchmark period as measured by iReady</p> <p><input type="checkbox"/> 80% of students will be on grade level at the spring benchmark period as measured by iReady</p> <p><input type="checkbox"/> 80% of students will meet or exceed proficiency on grade level common assessments in mathematics</p> <p><input type="checkbox"/> 80% of all students in grades 3-5 will be at Level 3 or above in Mathematics on the Smarter Balanced Assessment</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>
<p><b>Science Proficiency</b></p> <p>All students are proficient in science and those who are not proficient receive necessary and timely support to become proficient.</p>	<p><a href="#">1C</a></p>	<p>(1) Administer science interim assessment to gather baseline and progress monitoring data:</p> <p>(a) SBA Science Interim Assessment</p> <p>(2) Identify student levels and provide support for students:</p> <p>(a) Grade Level Articulation &amp; Data Teams (PLC - professional learning community)</p> <p>(b) Assessment &amp; Curriculum Planning Days</p> <p>(c) Tutoring</p> <p>[Grade Level Teams - Chairperson, Teachers, IRA facilitator, Intervention Coordinator - Cynthia Takamoto; STEM Teacher - Dave Morishige]</p>	<p><input type="checkbox"/> 80% of students will meet or exceed proficiency on grade level common assessments in science</p> <p><input type="checkbox"/> 80% of all students in grade 5 will be at Level 3 or above in Science on the Smarter Balanced Assessment (Interim &amp; Summative)</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>

<p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p> <p><i>Required for all schools.</i></p>	<p><a href="#">2A</a> <a href="#">2B</a></p>	<p>1.1.4 (1) Monitor the academic status and progress of all students through diagnostic assessments:</p> <ol style="list-style-type: none"> <li>1. iReady Diagnostic Assessments for Reading &amp; Math</li> <li>2. DIBELS for Gr K-4</li> </ol> <p>1.1.4 (2) Consistently implement Tier 1 Hawaii Multi-Tiered Systems of Supports (HMTSS) instructional strategies to improve student achievement:</p> <ol style="list-style-type: none"> <li>1. Clearly articulate learning targets and success criteria</li> <li>2. School-wide focus on reading foundational skills:               <ol style="list-style-type: none"> <li>a. Gr K-2 - ECRI</li> <li>b. Gr 3-5 - Vocabulary</li> </ol> </li> <li>3. Math - Problem Solving</li> <li>4. Provide effective classroom instruction including differentiation and inclusionary practices</li> </ol> <p>1.1.4 (3) Implement Tier 2 and Tier 3 instructional intervention strategies:</p> <ol style="list-style-type: none"> <li>1. Tier 2 Intervention:               <ol style="list-style-type: none"> <li>a. Small group instruction</li> <li>b. Tutoring (4 tutors = \$63,000)</li> <li>c. ELL, disadvantaged</li> </ol> </li> <li>2. Tier 3 Intervention:               <ol style="list-style-type: none"> <li>a. Specialized instruction</li> <li>b. Assignment of support staff (e.g. teachers, educational assistants, PTTs, PPEs = \$45,000) based upon needs of students</li> </ol> </li> </ol> <p>[Grade Level Teams - Chairperson, Teachers, IRA facilitator Intervention Coordinator - Cynthia Takamoto ELL Coordinator - Kimberly Kaneshiro]</p>	<p><input type="checkbox"/> 70% of students will be on grade level at the winter benchmark period as measured by iReady</p> <p><input type="checkbox"/> 80% of students will be on grade level at the spring benchmark period as measured by iReady</p> <p><input type="checkbox"/> Decrease in gap rate on the Smarter Balanced Assessment in SY 25-26</p>	<p><input checked="" type="checkbox"/> WSF, \$108,000</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>
--	--	---	---	---

		Counselors - Lori Eto, Ian Tanita Student Services Coordinator - Scott Miyagi]		
<p>1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.</p> <p><i>Required for all schools.</i></p>	Not Applicable	<p>1.1.5 (1) Plan and implement transition activities as students are promoted to the next grade level:</p> <ol style="list-style-type: none"> <li>1. Vertical articulation between grade level teams</li> <li>2. Peer review meetings</li> </ol> <p>1.1.5 (2) Implement Kindergarten Orientation Schedule to support entry into school setting (same as 1.1.1 (2)):</p> <ol style="list-style-type: none"> <li>1. 4 days of small group assessment</li> <li>2. 1 day Parent Orientation</li> <li>3. 2 days of half-class attendance</li> </ol> <p>1.1.5 (3) Participate in 5th Grade Transition Activities to Mililani Middle School</p> <ol style="list-style-type: none"> <li>1. Orientation Field Trip (Bus = \$500)</li> <li>2. Parent Orientation Meetings</li> <li>3. SPED/504 Peer Review and Transition Meetings</li> </ol> <p>[Principal Kyle Shimabukuro, Grade Level Chairpersons]</p>	<p><input type="checkbox"/> Event evaluations</p> <p><input type="checkbox"/> 65% of students with a favorable response on the sense of belonging measure on the Panorama SEL survey at the winter screening period</p> <p><input type="checkbox"/> 70% of students with a favorable response on the sense of belonging measure on the Panorama SEL survey at the spring screening period</p>	<p><input checked="" type="checkbox"/> WSF, \$500</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>

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

<b>Desired Outcome</b> <i>"What do we plan to accomplish?"</i>	<b>Root/ Contributing Cause</b> <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	<b>Enabling Activities</b> <i>"How will we achieve the desired outcome?"</i> <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress (Initial &amp; Intermediate Outcomes)</b> <i>"How will we know progress is being made?"</i>	<b>Anticipated Source of Funds</b> <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
<p>1.2.1. All students desire to and attend school regularly.</p> <p><i>Required for all schools.</i></p>	<p><a href="#">3C</a></p>	<p>EA 1.2.1 (1) Monitor the attendance status and progress of all students through attendance radars and policy expectations. [Counselor Ian Tanita, Counselor Lori Eto]</p> <p>EA 1.2.1 (2) Consistently implement Tier 1 Hawaii Multi-Tiered System of Supports (HMTSS) instructional and behavioral strategies to improve attendance. [Counselor Ian Tanita, Counselor Lori Eto]</p> <ol style="list-style-type: none"> <li>1. Clearly articulate learning targets and success criteria in student friendly language</li> <li>2. Teachers promote a safe and secure environment (e.g. greet students at the door)</li> <li>3. Build and sustain strong teacher/student relationships</li> </ol> <p>EA 1.2.1 (3) Implement attendance intervention strategies. [Counselor Ian Tanita, Counselor Lori Eto]</p> <ol style="list-style-type: none"> <li>1. <a href="#">Incentive programs (\$500)</a></li> <li>2. Effective messaging and engagement (e.g. phone calls, letters, home visits, conferences)</li> </ol>	<p><input type="checkbox"/> 85% Daily Attendance Rate at the winter and spring benchmark period</p> <p><input type="checkbox"/> 65% of students with a favorable response on the sense of belonging measure on the Panorama SEL survey at the winter screening period</p> <p><input type="checkbox"/> 70% of students with a favorable response on the sense of belonging measure on the Panorama SEL survey at the spring screening period</p>	<p><input checked="" type="checkbox"/> WSF, \$500</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>

<p>1.2.2. All students demonstrate positive behaviors at school.</p> <p><i>Required for all schools.</i></p>	<p><a href="#">2A</a> <a href="#">2B</a></p>	<p>EA 1.2.2 (1) Monitor the behavioral status and progress of all students through survey results and policy expectations. [Principal Kyle Shimabukuro, Vice Principal Osiris Terada, Counselor Ian Tanita, Counselor Lori Eto]</p> <p>EA 1.2.2 (2) Consistently implement Tier 1 Hawaii Multi-Tiered System of Supports (HMTSS) strategies to improve student behavior. [Principal Kyle Shimabukuro, Counselor Ian Tanita, Counselor Lori Eto]</p> <ol style="list-style-type: none"> <li>1. Clearly articulate classroom management plans with rewards and consequences</li> <li>2. Promote character education through Character Counts</li> <li>3. Enhance student SEL through Choose Love lessons &amp; activities</li> </ol> <p>EA 1.2.2 (3) Implement behavioral intervention strategies. [Counselor Ian Tanita, Counselor Lori Eto]</p> <ol style="list-style-type: none"> <li>1. Incentive programs</li> <li>2. Effective messaging and engagement (e.g. phone calls, letters, lunch bunch, school counseling, conferences)</li> </ol> <p>[Counselor Ian Tanita, Counselor Lori Eto]</p>	<p><input type="checkbox"/> 65% of students with a favorable response on the sense of belonging measure on the Panorama SEL survey at the winter screening period</p> <p><input type="checkbox"/> 70% of students with a favorable response on the sense of belonging measure on the Panorama SEL survey at the spring screening period</p> <p><input type="checkbox"/> 75% of students with a favorable response on the school safety measure on the School Quality Survey (SQS) in SY 25-26.</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>
--	--	---	--	---

<p>1.2.3. All students experience a Nā Hopena A'o environment for learning.</p> <p><i>Required for all schools.</i></p>	<p><a href="#">2A</a></p>	<p>1.2.3 (1) Redesign MMES Conceptual Framework to include:</p> <ul style="list-style-type: none"> <li>• Na Hopena A`o</li> <li>• General Learner Outcomes</li> <li>• LMW: IC3 (Durable Skills)</li> <li>• Character Counts</li> <li>• Culture of Thinking (Harvard Project Zero)</li> <li>• CCSS for ELA &amp; Math</li> <li>• NGSS</li> <li>• HCSSS</li> </ul> <p>1.2.3 (2) Provide professional development</p> <ol style="list-style-type: none"> <li>1. How to develop the MMES Conceptual Framework integrating the following WASC critical areas for follow up: <ol style="list-style-type: none"> <li>a. <a href="#">Harvard Project Zero Thinking Culture; Thinking Maps; Building Thinking Classrooms - \$10,000</a></li> <li>b. Viable Curriculum in core content areas (CCSS for ELA/Math, NGSS, HCSSS)</li> <li>c. Differentiated instruction and assessment</li> <li>d. Inclusionary practices</li> </ol> </li> <li>2. How to implement the MMES Conceptual Framework through grade level articulation/ data teams</li> </ol>	<p><input type="checkbox"/> 65% of students with a favorable response on the sense of belonging measure on the Panorama SEL survey at the winter screening period</p> <p><input type="checkbox"/> 70% of students with a favorable response on the sense of belonging measure on the Panorama SEL survey at the spring screening period</p> <p><input type="checkbox"/> 75% of students will have a favorable response in the areas of sense of belonging and valuing of school on the fall Panorama Survey in SY 25-26</p>	<p><input checked="" type="checkbox"/> WSF, \$10,000</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>
---	---------------------------	---	---	--

★ **GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.**

<b>Desired Outcome</b> <i>"What do we plan to accomplish?"</i>	<b>Root/ Contributing Cause</b> <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	<b>Enabling Activities</b> <i>"How will we achieve the desired outcome?"</i> <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress (Initial &amp; Intermediate Outcomes)</b> <i>"How will we know progress is being made?"</i>	<b>Anticipated Source of Funds</b> <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
<p>1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.</p> <p><i>Required for all schools.</i></p>	<p><a href="#">2A</a></p>	<p>1.3.1 (1) All students attend and participate in Career Day presentations. <b>\$500</b></p> <p>1.3.1 (2) All students participate in service learning activities sponsored by MMES Student Council (i.e. canned food drive, diaper drive, coin drive)</p> <p>1.3.1 (3) All teachers participate in professional development activities integrating curriculum frameworks that address workforce development skills (i.e. Harvard Project Zero, Character Counts, LMW IC3 Durable Skills)</p> <p>[Principal Kyle Shimabukuro, Counselor Ian Tanita, Counselor Lori Eto]</p>	<p><input type="checkbox"/> 100% of students participating in career, community, and civic opportunities in SY 25-26</p>	<p><input type="checkbox"/> WSF, \$500</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>



<b>K-12 Alignment</b> 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.	<a href="#">1D</a>	1.3.2 (1) All teachers will participate in grade level and vertical articulation using 21 Hours PD sessions.	<input type="checkbox"/> 100% of teachers will participate in GL and vertical articulation as measured by attendance at GL meetings and 21 hours PD sessions.	<input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$
1.3.3. All students graduate high school with a personal plan for their future.		Not Applicable		<input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> 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>  <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i>  <b>and Name of Accountable Lead(s)</b> <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 to execute the enabling activity.</i>
All teachers and staff will understand their well-being status to sustain or enhance positive work and family relationships and reach their fullest potential.	<a href="#">1D</a>	<p>Participate in the Mililani Complex Professional Development Day = <b>\$10,000</b></p> <p>Provide professional development and activities for teachers and staff to enhance their own social emotional learning and well-being = <b>\$10,000</b></p> <p>[Principal Kyle Shimabukuro]</p>	<input type="checkbox"/> PD evaluations  <input type="checkbox"/> 70% favorable rating for Well-Being as measured by the Panorama Teacher & Staff Well-Being Survey	<input type="checkbox"/> WSF, \$20,000 <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> 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> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i>  <b>and Name of Accountable Lead(s)</b> <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 to execute the enabling activity.</i>
<p>3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.</p> <p><i>Required for all schools.</i></p>	<p>The SCC is part of the leadership structure at each school and enables shared decision making among all stakeholders.</p>	<p>3.3.1 (1) The school will recruit board members (i.e. parent and community members) in order to sustain full membership and meet regularly.</p> <p>3.3.1 (2) The school will promote active participation by sending reminders through the school messaging system regarding upcoming board meetings and community meetings.</p> <p>[Kyle Shimabukuro, Principal]</p>	<p><input type="checkbox"/> SCC Agenda &amp; Minutes</p> <p><input type="checkbox"/> SCC Self-Assessment Survey</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: __, \$</p> <p><input type="checkbox"/> Other: __, \$</p>

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

<b>Desired Outcome</b> <i>"What do we plan to accomplish?"</i>	<b>Root/ Contributing Cause</b> <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	<b>Enabling Activities</b> <i>"How will we achieve the desired outcome?"</i> <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress</b> <i>"How will we know progress is being made?"</i>	<b>Anticipated Source of Funds</b> <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
All parents will be offered an opportunity to participate in a curriculum sharing activity.	<a href="#">1D</a>	<p>Each grade level team will host a curriculum sharing activity to provide parents with an opportunity to actively participate in improving student achievement and school performance.</p> <p>[Kyle Shimabukuro, Principal; Grade Level Chairpersons]</p>	<input type="checkbox"/> Event evaluations  <input type="checkbox"/> 80% favorable response for Involvement/Engagement as measured by the SQS Parent Survey	<input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:____, \$ <input type="checkbox"/> Other:____, \$

## ★ Other Systems of Support

<b>Desired Outcome</b> <i>"What do we plan to accomplish?"</i>	<b>Root/ Contributing Cause</b> <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	<b>Enabling Activities</b> <i>"How will we achieve the desired outcome?"</i> <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress</b> <i>"How will we know progress is being made?"</i>	<b>Anticipated Source of Funds</b> <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
<p>All teachers who are beginning or new to the school receive necessary and timely support to become effective.</p>	<p><a href="#">3D</a></p>	<p>Develop school-level induction and mentoring program to include:</p> <ol style="list-style-type: none"> <li>1. Key topics</li> <li>2. Schedule of meetings</li> <li>3. Cognitive coaching for adaptive behaviors</li> <li>4. School level mentors</li> </ol> <p>Provide professional development and support to address the needs of beginning teachers or those who are new to the school.</p> <p>[Principal Kyle Shimabukuro, Teacher Mentor Kimberly Kaneshiro]</p>	<p><input type="checkbox"/> PD evaluations</p> <p><input type="checkbox"/> 70% favorable rating for Well-Being as measured by the Panorama Teacher &amp; Staff Well-Being Survey</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:____, \$</p> <p><input type="checkbox"/> Other:____, \$</p>

## 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 Mauka Elementary's current bell schedule(s) and total student instructional hours per year. To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided [bell schedule tool](#).

**Total student instructional hours per year** (Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)

1080 hours per week

**Did your school submit a SCC Waiver Request Form? Please explain.**

Yes.

1. SCC Waiver Request - for additional PD day.
2. SCC Waiver Request - for modified parent/teacher conference schedule
3. SCC Waiver Request - for modified Kindergarten Orientation schedule

**Bell Schedule:** [Mililani Mauka Elementary Bell Schedule](#)