NĀ HOPENA AʻO

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 Uka Elementary School 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 Jacob Kardash	
[signature]	04/01/25

Approved by Complex Area Superintendent Ernest Muh	
Ernest Muh Ernest Muh (Apr 9, 2025 13:46 HST)	Apr 9, 2025

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

VIABLE QUALITY CURRICULUM

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

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

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
Preschool	Other: ˅ Creative Curriculum	ORIGO Stepping Stones 2.0 ˅	Creative Curriculum	Creative Curriculum
Kindergarten	'15 Core Knowledge Language Arts ˅	i-Ready Classroom Mathematics ˅	NGSS Teacher Created Units	Understanding By Design Units
1st grade	'15 Core Knowledge Language Arts ˅	i-Ready Classroom Mathematics ˅	NGSS Teacher Created Units	Understanding By Design Units
2nd grade	'15 Core Knowledge Language Arts ˅	i-Ready Classroom Mathematics ˅	Mystery Science	Understanding By Design Units
3rd grade	'15 Core Knowledge Language Arts ˅	i-Ready Classroom Mathematics ˅	Mystery Science	Understanding By Design Units
4th grade	'15 Core Knowledge Language Arts ˅	i-Ready Classroom Mathematics ˅	NGSS Teacher Created Units	Hawaiians of Old 4th Ed.
5th grade	'15 Core Knowledge Language Arts ˅	i-Ready Classroom Mathematics ˅	Mystery Science	Teacher Created Units

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
Kindergarten - 2nd Grade	Enhanced Core Reading Instruction (ECRI)			
3rd Grade - 5th grade			Generation Genius	

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	HI KRA ˅	HI KRA ˅
Grades K-5	DIBELS ˅	Data Teams & iReady Comprehension Checks ˅
Grades K-5	I-Ready ˅	I-Ready ˅

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: NA
☑ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: 2025
Type of Last Visit: Full Self-Study ▾

Year of Next Action: NA
Type of Next Action: Waiting on Final WASC Report ▾

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: Increase student growth in English Language Arts (ELA) and Math

Percentage of students making 80% or more typical growth

SY 23-24	i-Ready Reading	i-Ready Math (Growth)
Fall	-	-
Winter	41%	33%
Spring	67%	71%

Root/Contributing Cause:
1A) Varying levels of implementation of ELA and Math curriculum, instruction and following pacing guides.
1B) Adoption of new ELA curriculum in SY 24-25

2	**Student Need:** Increase regular attendance

2019-20	2020-21	2021-22	2022-23	2023-24
95.9%	95.8%	68%	78.9%	86.2%

Root/Contributing Cause:
2A) Stakeholders do not consider the impact of attendance on their child's education.
2B) Enforcing attendance policy when health guidelines can be used as an excuse for absences.

3	**Student Need:** A Response to Intervention (RTI) program that provides effective targeted interventions for all students.

	2024-2025 Math (End-of-Year View)			2024-2025 Reading (End-of-Year View)		
	Fall	Winter	Spring	Fall	Winter	Spring
Tier 1	14%	62%	NA	24%	49%	NA
Tier 2	42%	28%	NA	60%	42%	NA
Tier 3	14%	10%	NA	16%	8%	NA

Root/Contributing Cause:
3A) Students are starting the school year at different proficiency levels
3B) Inconsistent use of differentiation

4	**Student Need:** Increase student proficiency in Science

Percentage of students proficient on the Hawaii State Science Assessment

	SY 21-22	SY 22-23	SY 23-24
HSA Science Proficiency	56%	52%	53%

Root/Contributing Cause:
4A) Varying levels of implementation of science curriculum, instruction and following pacing guides.

In order to address student subgroup(s) achievement gaps, please list the <u>targeted subgroup(s)</u> and their <u>identified need(s)</u>. Enabling activities should address identified subgroup(s) and their needs.

1	**Targeted Subgroup:** Special Education (SPED) Growth in ELA and Math Proficiency in SPED <table><tr><th>School Year</th><th>ELA Growth</th><th>Math Growth</th></tr><tr><td>2021-2022</td><td>31%</td><td>69%</td></tr><tr><td>2022-2023</td><td>71%</td><td>54%</td></tr><tr><td>2023-2024</td><td>58%</td><td>63%</td></tr></table> **Identified Student Need(s):** Decrease the student achievement gap in ELA and Math.
2	**Targeted Subgroup:** English Learners <table><tr><th>School Year</th><th>On Track</th></tr><tr><td>2021-2022</td><td>77%</td></tr><tr><td>2022-2023</td><td>60%</td></tr><tr><td>2023-2024</td><td>85%</td></tr></table> **Identified Student Need(s):** Increase on target to English Language proficiency rates.

3 **Targeted Subgroup:** Economically disadvantaged

Growth in ELA and Math Proficiency on SBA

School Year	ELA Growth	Math Growth
2021-2022	65%	77%
2022-2023	60%	63%
2023-2024	47%	67%

Identified Student Need(s): Increase SBA proficiency rates in ELA and Math.

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.	N/A	EA 1.1.1 (1) Administer KEA Assessment within the timeline. [Nalani Church, Curriculum Coach K-2] EA 1.1.1 (2) Complete Panorama Assessment within the timeline. [Dana DeRego, Counselor K-2] EA 1.1.1 (3) Administer Teacher Created Kindergarten Assessment quarterly. [Nalani Church, Curriculum Coach K-2]	100% of Kindergarten students will be given the KEA Assessment. 100% of teachers will complete the Panorama SEL Survey for their students. 100% of students will be administered the Kindergarten Teacher Created Assessment quarterly.	☑ WSF ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

| Reading Proficiency 1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently <u>receive necessary and timely support</u> to become proficient. | 1A
1B
3A
3B | EA 1.1.2 (1) Consistent implementation of an ELA comprehensive instructional program.
[Nalani Church/Lauren Nishimoto, Curriculum Coaches]

EA 1.1.2 (2) Teachers will use grade level planning time and PLCs to collaborate on pacing guides, curriculum, and programs.
[Nalani Church/Lauren Nishimoto, Curriculum Coaches.
Jacob Kardash/Marlene Ohira-Tayama, Administrators]

EA 1.1.2 (3) Students who are below grade level will receive RTI support in reading.
[Nalani Church/Lauren Nishimoto, Curriculum Coaches]

EA 1.1.2 (4) Coordinate Professional Development (PD) and teacher articulation meetings to discuss effective reading instruction and interventions.
[Nalani Church/Lauren Nishimoto, Curriculum Coaches.
Jacob Kardash/Marlene Ohira-Tayama, Administrators] | 60% of all students will be on grade level at the winter benchmark period as measured by universal screener

70% of all students will be on grade level at the spring benchmark period as measured by universal screener

66% of all students in grades 3-5 will be at Level 3 or above in English Language Arts on the Smarter Balanced Assessment | ☑ WSF, $
☐ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |

| Mathematics Proficiency 1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient. | 1A 3A 3B | EA 1.1.3 (1) Consistent implementation of a Math comprehensive instructional program. [Nalani Church/Lauren Nishimoto, Curriculum Coaches]

EA 1.1.3 (2) Teachers will use grade level planning time and PLCs to collaborate on pacing guides, curriculum, and programs. [Nalani Church/Lauren Nishimoto, Curriculum Coaches. Jacob Kardash/Marlene Ohira-Tayama, Administrators]

EA 1.1.3 (3) Coordinate Professional Development (PD) and teacher articulation meetings to discuss effective math instruction and interventions. [Nalani Church/Lauren Nishimoto, Curriculum Coaches. Jacob Kardash/Marlene Ohira-Tayama, Administrators] | 60% of all students will be on grade level at the winter benchmark period as measured by universal screener

70% of all students will be on grade level at the spring benchmark period as measured by universal screener

75% of students will meet or exceed proficiency on grade level common assessments in mathematics

65% of all students in grades 3-5 will be at Level 3 or above in Mathematics on the Smarter Balanced Assessment | ☑ WSF, $
☐ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |

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

Required for all schools. | 1A
1B
2A
2B
3A
3B | EA 1.1.4 (1) All Students will receive RTI support in reading.
[Nalani Church/Lauren Nishimoto, Curriculum Coaches]

EA 1.1.4 (2) Coordinate Professional Development (PD) on differentiation, learning targets and success criteria.
[Nalani Church/Lauren Nishimoto, Curriculum Coaches]

EA 1.1.4 (3) Articulation time for inclusion, resource and Part-time teachers during the summer and throughout the school year.
[Nalani Church/Lauren Nishimoto, Curriculum Coaches. Jacob Kardash/Marlene Ohira-Tayama, Administrators]

EA 1.1.4 (4) Continue use of data walls during PLCs to adapt instruction to meet all students' needs.
[Nalani Church/Lauren Nishimoto, Curriculum Coaches]

EA 1.1.4 (5) EL students will be offered an "English Learner Opportunity" during the summer.
[Nicole Romero, EL Coordinator] | 55% of students will be on grade level at the winter benchmark period as measured by universal screener

70% of students will be on grade level at the spring benchmark period as measured by universal screener

2% decrease in gap rates on on the Smarter Balanced Assessment in SY 25-26 | ☑ WSF, $
☐ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☑ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |

| 1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.

Required for all schools. | N/A | EA 1.1.5 (1) Grade 5 Middle School Visit
Middle School Assembly with Grade 5 Students
[Grade 5 Home Group Leader]

EA 1.1.5 (2) IEP/504 Transition Meetings
[Care Coordinators, Jacob Kardash/Marlene Ohira-Tayama, Administrators]

EA 1.1.5 (3) Counselor Transition Meetings
[Dana DeRego/Lois Lozano, Counselors]

EA 1.1.5 (4) Kindergarten Transition:
● Kinder Camp to target our incoming Kindergarteners with no preschool experience.
● Kindergarten orientation (testing, transition, smaller classroom setting) | Transition Events

IEP & 504 Transition Meetings

Transition Meetings with counselors

iReady data (Fall, Winter, Spring) and progress monitoring

Dibels (Fall, Winter, Spring) and progress monitoring

KEA Assessments

100% of students will successfully enroll and transition into Kindergarten

100% of students will successfully enroll and transition to the middle school successfully | ☑ WSF, $
☐ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |

| 66% of all students in grades 3-5 will be at Level 3 or above in English Language Arts on the Smarter Balanced Assessment | 1A 1B 3A 3B | EA 1.1.2 (1) Consistent implementation of an ELA comprehensive instructional program. [Nalani Church/Lauren Nishimoto, Curriculum Coaches]

EA 1.1.2 (2) Teachers will use grade level planning time and PLCs to collaborate on pacing guides, curriculum, and programs. [Nalani Church/Lauren Nishimoto, Curriculum Coaches. Jacob Kardash/Marlene Ohira-Tayama, Administrators]

EA 1.1.2 (3) Students who are below grade level will receive RTI support in reading. [Nalani Church/Lauren Nishimoto, Curriculum Coaches]

EA 1.1.2 (4) Coordinate Professional Development (PD) and teacher articulation meetings to discuss effective reading instruction and interventions. [Nalani Church/Lauren Nishimoto, Curriculum Coaches. Jacob Kardash/Marlene Ohira-Tayama, Administrators] | 60% of all students will be on grade level at the winter benchmark period as measured by universal screener

70% of all students will be on grade level at the spring benchmark period as measured by universal screener

66% of all students in grades 3-5 will be at Level 3 or above in English Language Arts on the Smarter Balanced Assessment | ☑ WSF, $
☐ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |

| 65% of all students in grades 3-5 will be at Level 3 or above in Math on the Smarter Balanced Assessment | 1A
3A
3B | EA 1.1.3 (1) Consistent implementation of a Math comprehensive instructional program.
[Nalani Church/Lauren Nishimoto, Curriculum Coaches]

EA 1.1.3 (2) Teachers will use grade level planning time and PLCs to collaborate on pacing guides, curriculum, and programs.
[Nalani Church/Lauren Nishimoto, Curriculum Coaches.
Jacob Kardash/Marlene Ohira-Tayama, Administrators]

EA 1.1.3 (3) Coordinate Professional Development (PD) and teacher articulation meetings to discuss effective math instruction and interventions.
[Nalani Church/Lauren Nishimoto, Curriculum Coaches.
Jacob Kardash/Marlene Ohira-Tayama, Administrators] | 60% of all students will be on grade level at the winter benchmark period as measured by universal screener

70% of all students will be on grade level at the spring benchmark period as measured by universal screener

75% of students will meet or exceed proficiency on grade level common assessments in mathematics

65% of all students in grades 3-5 will be at Level 3 or above in Mathematics on the Smarter Balanced Assessment | ☑ WSF, $
☐ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |

56% of 5th grade students will be proficient in Science on the Hawaii State Assessment	4A	Teachers will use grade level planning time and PLCs to collaborate on pacing guides, curriculum, and programs. [Nalani Church/Lauren Nishimoto, Curriculum Coaches. Jacob Kardash/Marlene Ohira-Tayama, Administrators]	75% of students will meet or exceed proficiency on grade level common assessments in science	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $
85% of students learning English will be on-track to English language proficiency	N/A	EA 1.1.4 (1) All Students will receive RTI support in reading. [Nalani Church/Lauren Nishimoto, Curriculum Coaches] EA 1.1.4 (2) Coordinate Professional Development (PD) on differentiation, learning targets and success criteria. [Nalani Church/Lauren Nishimoto, Curriculum Coaches] EA 1.1.4 (4) Continue use of data walls during PLCs to adapt instruction to meet all students' needs. [Nalani Church/Lauren Nishimoto, Curriculum Coaches] EA 1.1.4 (5) EL students will be offered an "English Learner Opportunity" during the summer. [Nicole Romero, EL Coordinator]	80% of EL students will increase their universal screening scores	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☑ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.				
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?"* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and** Name of Accountable Lead(s)* *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress** **(Initial & Intermediate Outcomes)** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
1.2.1. All students desire to and attend school regularly. *Required for all schools.*	2A 2B	EA.1.2.1 (1) Attendance incentives/recognition - Classroom, individual students [Dana DeRego/Lois Lozano, Counselors] EA 1.2.1 (2) Schoolwide activities to promote school spirit. [Chelsea Meatoga, Student Activities Coordinator. Jacob Kardash/Marlene Ohira-Tayama, Administrators] EA 1.2.1 (3) Conduct peer reviews for specific students who are not attending school regularly (17 or more absences)	89% of students will attend school regularly.	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

1.2.2.   All students demonstrate positive behaviors at school.
 	
Required for all schools.
		EA 1.2.2 (1) Strengthen students' social emotional skills by implementing SEL Curriculum with fidelity.
		[Nalani Church/Lauren Nishimoto, Curriculum Coaches. Dana DeRego/Lois Lozano, Counselors]
		
		EA 1.2.2 (2) Monitor and adjust PBIS program as needed.
		    a. Promote Mililani Complex Character Counts! Pillars.
		    b. Implement school wide Egret Tags program.
		[SEL Committee, Dana DeRego/Lois Lozano, Counselors. Jacob Kardash/Marlene Ohira-Tayama, Administrators]
		
		EA 1.2.2 (3) All classrooms will have an "Uka Pride Board" which will be displayed in their classrooms. The board will include positive behavior expectations at school.
		[Nalani Church/Lauren Nishimoto, Curriculum Coaches. Jacob Kardash/Marlene Ohira-Tayama, Administrators]
			100% of students will receive at least one Egret Tags
			
			100% of teachers will have an Uka Pride Wall
			
			70% of students with a favorable response for supportive relationships on the Panorama SEL survey at the winter screening period
			
			92% of students with a favorable response for supportive relationships on the Panorama SEL survey at the spring screening period
				☑ 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 Aʻo environment for learning.

Required for all schools. | N/A | EA 1.2.3 (1) 100% of students will be engaged with elements of Nā Hopena Aʻo during the school day that includes:

Six Pillars of Character
● Trustworthiness
● Respect
● Responsibility
● Fairness
● Caring
● Citizenship

General Learner Outcomes (GLOs)
● Self-Directed Learner
● Community Contributor
● Complex Thinker
● Quality Producer
● Effective Communicator
● Effective & Ethical User of Technology
[Nalani Church, Lauren Nishimoto, Curriculum Coaches, Jacob Kardash, Marlene Ohira-Tayama, Administrators]

EA 1.2.3 (2) Strengthen home-school relationships through Grade Level parent activities.
[Nalani Church, Lauren Nishimoto, Curriculum Coaches, Jacob Kardash, Marlene Ohira-Tayama, Administrators]

EA 1.2.3 (4) Strengthen students' social emotional skills by implementing SEL Curriculum with fidelity.
[Nalani Church/Lauren Nishimoto, Curriculum Coaches. Dana DeRego/Lois Lozano, Counselors]

EA 1.2.3 (5) Provide opportunities to develop the whole child. | 70% of students with a favorable response for supportive relationships on the Panorama SEL survey at the winter screening period

92% of students with a favorable response for supportive relationships on the Panorama SEL survey at the spring screening period

75% of parents will participate in Grade Level Parent Activities

100% of students will participate in Discovery Classes

100% of teachers will have a dedicated SEL block to complete all MindUP and Second Step lessons | ☑ WSF, $
☐ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |

		a. Discovery classes (ex: Performing Arts, P.E., Computer Science, etc.) b. Extracurricular activities (ex: after school clubs, student council, etc.) [Jacob Kardash/Marlene Ohira-Tayama, Administrators]		

★ 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.*	N/A	EA 1.3.1(1) Grade level implementation of lessons to address HCPS III Career and Technical Education Standards [Nalani Church/Lauren Nishimoto, Curriculum Coaches] EA 1.3.1(2) All grade level teams will continue to implement, improve, and build upon their grade level innovation projects and/or their individual projects a. Students will have opportunities to implement the durable skills (investigate, communicate, collaborate, and create). b. Teachers will be provided professional development as needed. c. Support Team will provide additional assistance as needed. [Nalani Church/Lauren Nishimoto, Curriculum Coaches. Jacob Kardash/Marlene Ohira-Tayama, Administrators]	100% of students participating in career, community, and civic opportunities in SY 25-26	☑ 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 *"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.*
2.1.1 All teachers have dedicated articulation and collaboration time.	1A 2A 4A 4B	EA 2.1.1 (1) Teachers will be given PLC time EA 2.1.1 (2) Vertical articulation time will be scheduled throughout the school year. EA 2.1.1 (3) Teachers will be given summer planning days EA 2.1.1 (4) Teachers will be provided clarity on desired outcomes for professional development opportunities. (WASC growth area) [Jacob Kardash/Marlene Ohira-Tayama, Administrators]	100% of teachers will participate in PLCs and vertical articulation meetings 100% of teachers and staff will reflect on the desired outcomes for PDs (WASC growth area)	☑ 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 *"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.
	N/A	EA 3.3.1 The School Community Council (SCC) will promote and encourage stakeholders to participate in regularly scheduled SCC meetings.
		    a. Meeting dates for the entire school year will be identified and posted at the beginning of the year.
		    b. Agendas and detailed minutes will be posted on the school website
		EA 3.3.2 The agenda will include agreed upon discussions and activities including the required topics with deadlines.
		
		[Jacob Kardash/Marlene Ohira-Tayama, Administrators]
			100% of our SCC will meet regularly with the school team and school principal	☐ 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 *"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 families have opportunities to participate in school activities.	N/A	Each grade level will host a parent activity. [Jacob Kardash/Marlene Ohira-Tayama, Administrators] Mililani Uka will continue to provide and improve Families the opportunity to participate in school wide activities [Jacob Kardash/Marlene Ohira-Tayama, Administrators] Activities/events will be coordinated for EL families. [Nicole Romero, EL Coordinator]	100% of families will have the opportunity to participate in parent activities.	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

APPENDIX A: SCHOOL BELL SCHEDULE

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

This section showcases Mililani Uka'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 <u>hours per year</u> *(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]
Did your school submit a SCC Waiver Request Form? Please explain.	[Yes] - Requesting two waiver days for Professional Development. PD Sessions will focus around the newly adopted ELA curriculum, Data teams, and RTI.
Bell Schedule: See next page	

FOR THE USER: Only change the cells with YELLOW highlights as the black text cells are preset equations. Do not edit this sheet as the data is linked to a master sheet with all of the other schools. You can create new tabs if you want additional sheets to practice on.
WHEN YOUR SCHOOL IS COMPLETED WITH INPUTTING ITS PROPOSED BELL SCHEDULE, "CHECK" THE BOX IN THE SPACE TO THE RIGHT: ☑

Monday
Student Start Time 7:50 AM
Teacher Start Time 7:50 AM

Start	End	Min	Type	Description (Optional)
7:50 AM	7:55 AM	5	Passing	
7:55 AM	9:45 AM	110	Instruction	Block I
9:45 AM	10:00 AM	15	Recess	Other
10:00 AM	11:15 AM	75	Instruction	Block II
11:15 AM	11:45 AM	30	Lunch	
11:45 AM	1:00 PM	75	Instruction	Block III
1:00 PM	1:15 PM	15	Recess	Other
1:15 PM	2:05 PM	50	Instruction	Block IV
2:05 PM	2:50 PM	45	Teacher Prep	Prep
2:50 PM				

Student End Time 2:10 PM 6:20:00
Teacher End Time 2:50 PM 7:00:00

Tuesday
Student Start Time 7:50 AM
Teacher Start Time 7:50 AM

Start	End	Min	Type	Description (Optional)
7:50 AM	7:55 AM	5	Passing	
7:55 AM	9:45 AM	110	Instruction	Block I
9:45 AM	10:00 AM	15	Recess	Other
10:00 AM	11:15 AM	75	Instruction	Block II
11:15 AM	11:45 AM	30	Lunch	
11:45 AM	1:00 PM	75	Instruction	Block III
1:00 PM	1:15 PM	15	Recess	Other
1:15 PM	2:05 PM	50	Instruction	Block IV
2:05 PM	2:50 PM	45	Teacher Prep	Prep
2:50 PM				

Student End Time 2:10 PM 6:20:00
Teacher End Time 2:50 PM 7:00:00

Wednesday
Student Start Time 7:50 AM
Teacher Start Time 7:50 AM

Start	End	Min	Type	Description (Optional)
7:50 AM	7:55 AM	5	Passing	
7:55 AM	9:45 AM	110	Instruction	Block I
9:45 AM	10:00 AM	15	Recess	Other
10:00 AM	11:05 AM	65	Instruction	Block II
11:05 AM	11:35 AM	30	Lunch	
11:35 AM	12:50 PM	75	Instruction	Block III
12:50 PM	1:35 PM	45	Teacher Prep	Prep
1:35 PM	2:50 PM	75	Meetings	Other
2:50 PM				

Student End Time 12:30 PM 4:40:00
Teacher End Time 2:50 PM 7:00:00

Thursday
Student Start Time 7:50 AM
Teacher Start Time 7:50 AM

Start	End	Min	Type	Description (Optional)
7:50 AM	7:55 AM	5	Passing	
7:55 AM	9:10 AM	75	Instruction	
9:10 AM	9:45 AM	35	Teacher Prep	PLC Block I
9:45 AM	10:00 AM	15	Recess	
10:00 AM	10:35 AM	35	Teacher Prep	PLC Block II
10:35 AM	11:10 AM	35	Teacher Prep	PLC Block III
11:10 AM	11:15 AM	5	Passing	Other
11:15 AM	11:45 AM	30	Lunch	
11:45 AM	11:50 AM	5	Passing	Other
11:50 AM	12:25 PM	35	Teacher Prep	PLC Block IV
12:25 PM	1:00 PM	35	Teacher Prep	PLC Block V
1:00 PM	1:15 PM	15	Recess	
1:15 PM	1:50 PM	35	Teacher Prep	PLC BLock VI
1:50 PM	2:05 PM	15	Instruction	
2:05 PM	2:50 PM	45	Teacher Prep	
2:50 PM				

Student End Time 2:10 PM 6:20:00
Teacher End Time 2:50 PM 7:00:00

Friday
Student Start Time 7:50 AM
Teacher Start Time 7:50 AM

Start	End	Min	Type	Description (Optional)
7:50 AM	7:55 AM	5	Passing	
7:55 AM	9:45 AM	110	Instruction	Block I
9:45 AM	10:00 AM	15	Recess	Other
10:00 AM	11:15 AM	75	Instruction	Block II
11:15 AM	11:45 AM	30	Lunch	
11:45 AM	1:00 PM	75	Instruction	Block III
1:00 PM	1:15 PM	15	Recess	Other
1:15 PM	2:05 PM	50	Instruction	Block IV
2:05 PM	2:50 PM	45	Teacher Prep	Prep
2:50 PM				

Student End Time 2:10 PM 6:20:00
Teacher End Time 2:50 PM 7:00:00

Place for Notes for Yourself as You Think About How to Fill Out the Schedule: