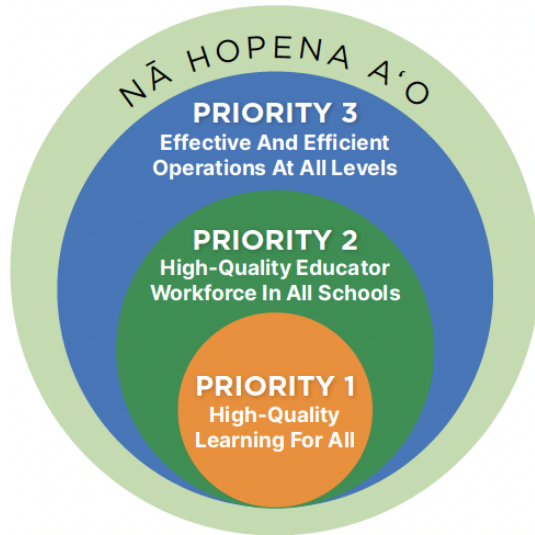
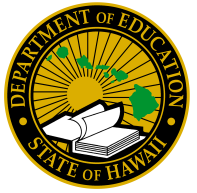
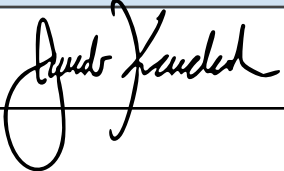




Mililani Uka Elementary Academic Plan SY 2026-2027

94-380 Kuahelani Avenue Mililani 96789
[808-305-4900]
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- ☐ Title I School
☒ Non-Title 1 School

Submitted by Principal: Jacob Kardash	
	Mar 30, 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
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.

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

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	HI KRA ▾	HI KRA ▾
Grades K-5	DIBELS ▾	Data Teams & iReady Comprehension Checks ▾
Grades K-5	I-Ready ▾	I-Ready ▾
Kindergarten	HI KRA ▾	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: 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: 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:** Increase student growth in English Language Arts (ELA) and Math

Percentage of students making one year's growth (typical growth)

SY 24-25	i-Ready Reading	i-Ready Math (Growth)
Fall	N/A	N/A
Winter	32%	22%
Spring	70%	63%

Root/Contributing Cause:

1A) Inconsistent implementation of ELA and Math curriculum, instruction, and pacing expectations across classrooms.

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	2024-25
95.9%	95.8%	68%	78.9%	86.2%	88.3%

Root/Contributing Cause:

2A) Attendance barriers vary by family (e.g., health concerns, competing responsibilities), and some families need clearer information about how attendance impacts learning.

2B) Ongoing challenges with consistent attendance follow-up and policy implementation when health-related absences are reported.

Student Need: Increase regular attendance

2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
95.9%	95.8%	68%	78.9%	86.2%	88.3%

Root/Contributing Cause:

2A) Attendance barriers vary by family (e.g., health concerns, competing responsibilities), and some families need clearer information about how attendance impacts learning.

2B) Ongoing challenges with consistent attendance follow-up and policy implementation when health-related absences are reported.

3

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

iReady	2025-2026 Reading (Standard View)			2025-2026 Math (Standard View)		
	Fall	Winter	Spring	Fall	Winter	Spring
Tier 1	41%	62%	NA	25%	49%	NA
Tier 2	44%	27%	NA	61%	42%	NA
Tier 3	15%	10%	NA	15%	9%	NA

Root/Contributing Cause:

3A) Students begin the school year with diverse proficiency levels and varying learning needs.

	3B) Differentiation practices and Tier 1 instructional supports are implemented inconsistently, increasing reliance on Tier 2 interventions.													
4	<u>Student Need:</u> Increase student proficiency in Science Percentage of students proficient on the Hawaii State Science Assessment <table> <tr> <th></th><th>SY 21-22</th><th>SY 22-23</th><th>SY 23-24</th><th>SY 24-25</th></tr> <tr> <td>HSA Science Proficiency</td><td>56%</td><td>52%</td><td>53%</td><td>65%</td></tr> </table>					SY 21-22	SY 22-23	SY 23-24	SY 24-25	HSA Science Proficiency	56%	52%	53%	65%
	SY 21-22	SY 22-23	SY 23-24	SY 24-25										
HSA Science Proficiency	56%	52%	53%	65%										
	<u>Root/Contributing Cause:</u> 4A) Science curriculum implementation and pacing vary across classrooms, resulting in inconsistent learning experiences and outcomes.													

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 (SPED)

Growth in ELA and Math Proficiency in SPED

School Year	ELA Growth	Math Growth
2021-2022	31%	69%
2022-2023	71%	54%
2023-2024	58%	63%
2024-2025	71%	81%

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

2 **Targeted Subgroup:** English Learners

School Year	On Track
2021-2022	78%
2022-2023	50%
2023-2024	72%
2024-2025	81%

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%
2024-2025	59%	52%

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 <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.	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]	63% of all students will be on grade level at the winter benchmark period as measured by the universal screener 75% of all students will be on grade level at the spring benchmark period, as measured by the universal screener 80% of students will meet or exceed proficiency on grade-level common assessments in English Language Arts 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:__, \$
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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]	50% of all students will be on grade level at the winter benchmark period, as measured by the universal screener 75% of all students will be on grade level at the spring benchmark period, as measured by the universal screener 80% 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:__, \$
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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>	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] EA 1.1.4 (6) Mililani Uka's Quest Program provides a challenging curriculum where students acquire knowledge through practical application and collaborative investigations. This implementation plan is disseminated annually to the community and reviewed regularly to maintain high standards for all students. [Nicole Romero, GT Coordinator]	63% of students will be on grade level at the winter benchmark period as measured by the universal screener 75% of students will be on grade level at the spring benchmark period, as measured by the universal screener 2% decrease in gap rates on the Smarter Balanced Assessment in SY 26-27 100% of identified GT students will receive differentiation opportunities.	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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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>	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) • Currently enrolled preschool students participate in Kindergarten Academy during the second semester	Transition Events IEP & 504 Transition Meetings Transition Meetings with counselors	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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1.1.6 60% 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 1.1.6 (1) Consistent implementation of an ELA comprehensive instructional program. [Nalani Church/Lauren Nishimoto, Curriculum Coaches] EA 1.1.6 (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 1.1.6 (3) Students who are below grade level will receive RTI support in reading. [Nalani Church/Lauren Nishimoto, Curriculum Coaches] EA 1.1.6 (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]	63% of all students will be on grade level at the winter benchmark period as measured by universal screener 75% 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:__, \$
1.1.7 60% of 5th-grade students will be proficient in Science on the Hawaii State Assessment	4A	EA 1.1. 7 (1) 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:__, \$

★ **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>	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. [Shenri Fujimoto - 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. Quarterly Goals: Quarter 1: 94% Quarter 2: 93% Quarter 3: 92% Quarter 4: 89%	☒ 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. <i>Required for all schools.</i>	N/A	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 the PBIS program as needed. a. Promote Mililani Complex Character Counts! Pillars. b. Implement the schoolwide 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 teachers will implement the SEL Curriculum according to the pacing guide 100% of students will receive at least one Egret Tags 100% of teachers will have an Uka Pride Wall 80% of students had a favorable response for supportive relationships on the Panorama SEL survey at the winter screening period 90% of students had 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:__, \$
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1.2.3. All students experience a Nā Hopena A'o environment for learning. <i>Required for all schools.</i>	N/A	EA 1.2.3 (1) 100% of students will be engaged with elements of Nā Hopena A'o during the school day, which 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.	80% of students had a favorable response for supportive relationships on the Panorama SEL survey at the winter screening period 90% 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 teachers will implement the SEL Curriculum according to the pacing guide	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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		a. Discovery classes (ex, Performing Arts, P.E., Computer Science, etc.) b. Hawaiiana Classes c. Library Visits d. Extracurricular activities (e.g., after-school clubs, student council, etc.) [Jacob Kardash/Marlene Ohira-Tayama, Administrators]		
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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>	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) A wide variety of career, community, and civic opportunities are offered beyond their academic subjects during and after school. • Computer Science • Aina • STEM • Physical Education • Performing Arts • Music • Extracurricular activities (e.g., after-school clubs, Student Council, CPO, field trips, Book Fair & STEAM Night, etc.) [Nalani Church/Lauren Nishimoto, Curriculum Coaches. Jacob Kardash/Marlene Ohira-Tayama, Administrators] EA 1.3.1(3) Teachers will incorporate durable skills of IC3 across all content areas.	100% of students will have the opportunity to participate in career, community, and civic opportunities in SY 26-27 100% of students will participate in Discovery Classes 100% of students will participate in additional Ag. Tech/Engineering experiences.	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☒ Grant:DoDEA ATIIP, \$ ☐ Other:__, \$

		EA 1.3.1(4) Providing additional agriculture, technology, and engineering opportunities offered during and after school. [Nalani Church/Lauren Nishimoto, Curriculum Coaches. Jacob Kardash/Marlene Ohira-Tayama, Administrators]		
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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>
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: __, \$
2.1.2 All teachers are effective or receive the necessary support to become effective	71% of teachers who strongly agree or agree that they are satisfied with the professional	EA 2.1.2 (1) Coordinate Professional Development (PD) and teacher articulation meetings to discuss effective reading and math instruction and interventions. [Nalani Church/Lauren Nishimoto, Curriculum Coaches. Jacob Kardash/Marlene Ohira-Tayama, Administrators]	80% of teachers who strongly agree or agree that they are satisfied with the professional development	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$



PRIORITY 2: High-Quality Educator Workforce In All Schools

	development opportunities the school provides on the School Quality Survey (SQS) in SY 24-25.	EA 2.1.2 (2) Provide mentoring to beginning teachers in years 1-3. [Nalani Church/Lauren Nishimoto, Curriculum Coaches. Jacob Kardash/Marlene Ohira-Tayama, Administrators]	opportunities the school provides on the School Quality Survey (SQS) in SY 26-27.	☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:____, \$ ☐ Other:____, \$
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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>	N/A	EA 3.3.1 The School Community Council (SCC) will promote and encourage stakeholders to participate in regularly scheduled SCC meetings. - Meeting dates for the entire school year will be identified and posted at the beginning of the year. - 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 the 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 <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 families have opportunities to participate in school activities. <i>(To add additional desired outcomes, duplicate this row)</i>	N/A	Each grade level will host a parent activity. [Jacob Kardash/Marlene Ohira-Tayama, Administrators] Mililani Uka will continue to provide families with opportunities to participate in schoolwide activities and improve those opportunities. [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:__, \$

★ 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>
N/A	N/A	N/A	N/A	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

APPENDIX A: SCHOOL COMMUNITY COUNCIL ASSURANCES FORM

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

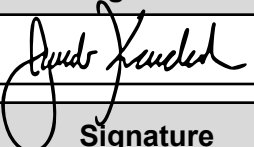
The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name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

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

The **Mililani Uka 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 **Feb 23, 2026** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Mar 23, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☒ Other (list): School Leadership Team, Curriculum Committee, School Safety Committee, Staff Meeting, HGL/PLC Meeting
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: **Mar 23, 2026**

Attested:

Mililani Uka Elementary Principal	Signature	Date
Jacob Kardash		Mar 23, 2026
SCC Chairperson	Signature	Date
Lara Hackey		Mar 23, 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.

N/A

Attested:

SCC Chairperson	Signature	Date
Lara Hackey	<i>Lara Hackney</i>	Mar 23, 2026

APPENDIX B: BELL SCHEDULE

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

To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided [bell schedule tool](#).

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

Student Instructional Minutes:	
Minimum Student Days	180
Minimum Student Weeks	36
Student Hours Per Year	1,080

Has an SCC Waiver Request Form been submitted to address bell schedule compliance?

☐ Yes
 ☐ No
 ☒ N/A, we meet the requirement

Mililani Uka Elementary Bell Schedule:

Mililani Uka Elementary
2026 - 2027 BELL SCHEDULE
NOTE: INPUT 4TH GRADE WHEN FILLING THIS SHEET OUT

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					Tuesday					Wednesday					Thursday					Friday				
Student Start Time	Teacher Start Time	Start	End	Description (Optional)	Student Start Time	Teacher Start Time	Start	End	Description (Optional)	Student Start Time	Teacher Start Time	Start	End	Description (Optional)	Student Start Time	Teacher Start Time	Start	End	Description (Optional)	Student Start Time	Teacher Start Time	Start	End	Description (Optional)
7:50 AM	7:50 AM	7:50 AM	7:55 AM	5 Passing	7:50 AM	7:50 AM	7:50 AM	7:55 AM	5 Passing	7:50 AM	7:50 AM	7:50 AM	7:55 AM	5 Passing	7:50 AM	7:50 AM	7:50 AM	7:55 AM	5 Passing	7:50 AM	7:50 AM	7:50 AM	7:55 AM	5 Passing
9:45 AM	9:45 AM	11:00	9:45 AM	11:00 Instruction - Block I	9:45 AM	9:45 AM	11:00	9:45 AM	11:00 Instruction - Block I	9:45 AM	9:45 AM	11:00	9:45 AM	11:00 Instruction - Block I	9:45 AM	9:45 AM	11:00	9:45 AM	11:00 Instruction - Block I	9:45 AM	9:45 AM	11:00	9:45 AM	11:00 Instruction - Block I
10:00 AM	10:00 AM	15	10:00 AM	15 Recess - Other	10:00 AM	10:00 AM	15	10:00 AM	15 Recess - Other	10:00 AM	10:00 AM	15	10:00 AM	15 Recess - Other	10:00 AM	10:00 AM	15	10:00 AM	15 Recess - Other	10:00 AM	10:00 AM	15	10:00 AM	15 Recess - Other
11:15 AM	11:15 AM	75	11:15 AM	75 Instruction - Block II	11:15 AM	11:15 AM	75	11:15 AM	75 Instruction - Block II	11:15 AM	11:15 AM	75	11:15 AM	75 Instruction - Block II	11:15 AM	11:15 AM	75	11:15 AM	75 Instruction - Block II	11:15 AM	11:15 AM	75	11:15 AM	75 Instruction - Block II
11:45 AM	11:45 AM	30	11:45 AM	30 Lunch	11:45 AM	11:45 AM	30	11:45 AM	30 Lunch	11:45 AM	11:45 AM	30	11:45 AM	30 Lunch	11:45 AM	11:45 AM	30	11:45 AM	30 Lunch	11:45 AM	11:45 AM	30	11:45 AM	30 Lunch
1:00 PM	1:00 PM	75	1:00 PM	75 Instruction - Block III	1:00 PM	1:00 PM	75	1:00 PM	75 Instruction - Block III	1:00 PM	1:00 PM	75	1:00 PM	75 Instruction - Block III	1:00 PM	1:00 PM	75	1:00 PM	75 Instruction - Block III	1:00 PM	1:00 PM	75	1:00 PM	75 Instruction - Block III
1:15 PM	1:15 PM	15	1:15 PM	15 Recess - Other	1:15 PM	1:15 PM	15	1:15 PM	15 Recess - Other	1:15 PM	1:15 PM	15	1:15 PM	15 Recess - Other	1:15 PM	1:15 PM	15	1:15 PM	15 Recess - Other	1:15 PM	1:15 PM	15	1:15 PM	15 Recess - Other
2:05 PM	2:05 PM	50	2:05 PM	50 Instruction - Block IV	2:05 PM	2:05 PM	50	2:05 PM	50 Instruction - Block IV	2:05 PM	2:05 PM	50	2:05 PM	50 Instruction - Block IV	2:05 PM	2:05 PM	50	2:05 PM	50 Instruction - Block IV	2:05 PM	2:05 PM	50	2:05 PM	50 Instruction - Block IV
2:50 PM	2:50 PM	45	2:50 PM	45 Teacher Prep - Prep	2:50 PM	2:50 PM	45	2:50 PM	45 Teacher Prep - Prep	2:50 PM	2:50 PM	45	2:50 PM	45 Teacher Prep - Prep	2:50 PM	2:50 PM	45	2:50 PM	45 Teacher Prep - Prep	2:50 PM	2:50 PM	45	2:50 PM	45 Teacher Prep - Prep
Student End Time	2:10 PM		6:20:00		Student End Time	2:10 PM		6:20:00		Student End Time	12:30 PM		4:40:00		Student End Time	2:10 PM		6:20:00		Student End Time	2:10 PM		6:20:00	
Teacher End Time	2:50 PM		7:00:00		Teacher End Time	2:50 PM		7:00:00		Teacher End Time	2:50 PM		7:00:00		Teacher End Time	2:50 PM		7:00:00		Teacher End Time	2:50 PM		7:00:00	

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