

# Ewa 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 Stanley G. Tamashiro Jr.	
<i>Stanley G. Tamashiro Jr.</i>	3/12/2025

Approved by Complex Area Superintendent	
<i>[Signature]</i>	MAR 28 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	'17 EL Education K-5 Language Arts ▾	i-Ready Classroom Mathematics ▾		
5			Amplify Science	

**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-5 English Language Learners	Imagine Learning			

## 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
K-5	I-Ready ▾	I-Ready ▾
K-2	Other: ▾ EL Education Benchmark	



## 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: 2023

Year of Next Action: 2026

Year of Next Self-Study:

Type of Last Visit: Full Self-Study -

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

2029

**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:** Students need rigorous, high quality instruction to meet or exceed grade level standards, and to make a years' growth in iReady Reading and Math, Strive HI MGP and K-2 EL Benchmark Skills.

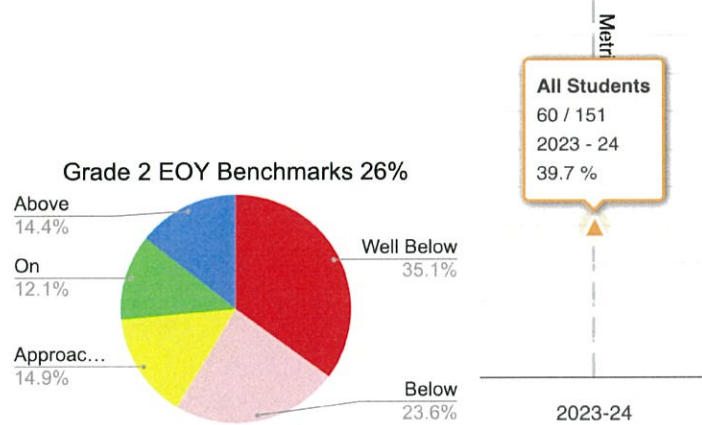
**Root/Contributing Cause:** Teacher effectiveness ranges in classroom management, student engagement, instructional rigor and the ability to differentiate to meet student needs, therefore impacting the quality of instruction for students, evident in the range of proficiencies across heterogeneous classrooms.

Assessment	Percent of students Proficient in a class- Lowest	Percent of students proficiency in a class- Highest
SBA '24 Math Grades 3-5	15%	67%
SBA '24 Grade 3-5 Language Arts	19%	77%
K '24 EL Education Benchmark Skills	43%	79%
iReady Math Annual Typical Growth '24	33%	150%
Classroom Management (Established)	BOY 33%	EOY 78%
Student Engagement (Established)	BOY 21%	EOY 48%

2

**Student Need:** Students need rigorous foundational reading and writing skills instruction, and timely, effective instruction to increase student proficiency in ELA.

**Root/Contributing Cause:** Ewa needs to establish systematic K-2 reading and writing foundational skills instruction and data processes to determine effectiveness of instruction and monitor student progress. Only 35% of incoming kindergarteners demonstrate 'Readiness' on KEA data. At the end of grade 2 SY '24, 26% of students are proficient and above, 15% Approaching, and 58% Below grade level benchmarks. SY '24 SBA Reading, only 40% of third graders were at or above in the Reading component of SBA.

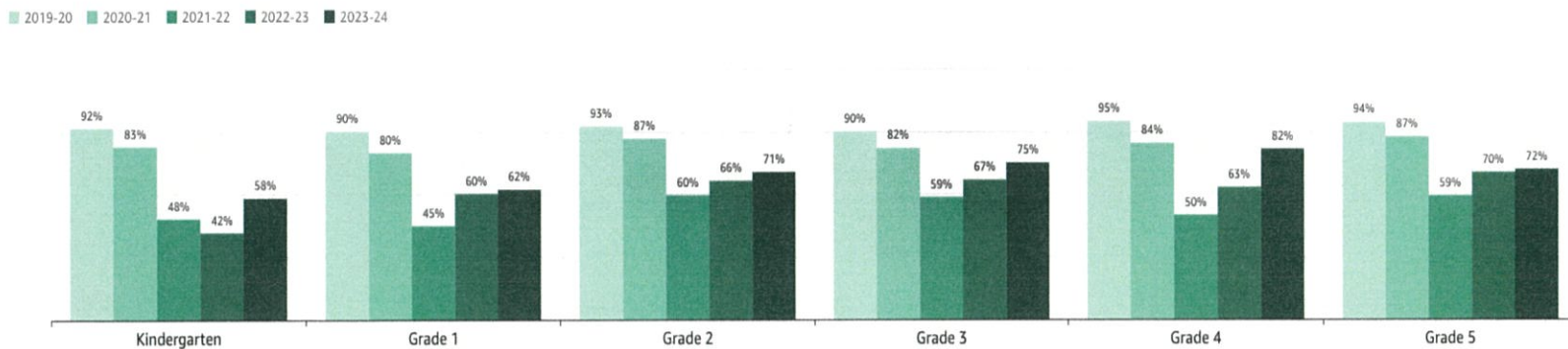


3

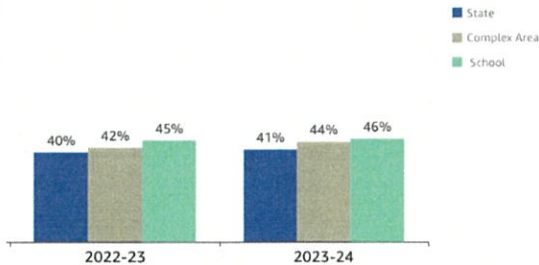
**Student Need:** Students need to attend school regularly.

**Root/Contributing Cause:** Although root causes for chronic absences are home/parent related, Ewa School can continue communicating and partnering with parents to increase students' regular attendance. Regular attendance in Kindergarten and SpED is annually well below other grade levels/subgroups in our school, complex and state.

Regular Attendance by Grade





4	<p><b><u>Student Need:</u></b> Students need effective, timely tiered instruction.</p> <p><b><u>Root/Contributing Cause:</u></b> Leadership and teachers further implement the use of student achievement data to apply tiered interventions so that student learning gaps are addressed as soon as they are identified. Student attendance, behavior and academic data shows a range of above, on, approaching and below targets.</p>												
5	<p><b><u>Student Need:</u></b> Rigorous science learning for all.</p> <p><b><u>Root/Contributing Cause:</u></b> Teachers need support in understanding, planning and teaching rigorous science. Grade 5 HSA Science Proficiency. SY '24, HSA Science proficiency was 46%.</p> <div><div><div>State</div><div>Complex Area</div><div>School</div></div><table><thead><tr><th>School Year</th><th>State</th><th>Complex Area</th><th>School</th></tr></thead><tbody><tr><td>2022-23</td><td>40%</td><td>42%</td><td>45%</td></tr><tr><td>2023-24</td><td>41%</td><td>44%</td><td>46%</td></tr></tbody></table></div>	School Year	State	Complex Area	School	2022-23	40%	42%	45%	2023-24	41%	44%	46%
School Year	State	Complex Area	School										
2022-23	40%	42%	45%										
2023-24	41%	44%	46%										
6	<p><b><u>Student Need:</u></b> Students need social emotional learning to develop the whole child and empower them as learners.</p> <p><b><u>Root/Contributing Cause:</u></b> Leadership, school counselors, and support staff need to increase the use of attendance, SEL and behavior data to evaluate program effectiveness and to provide tiered support in safety and well-being.</p>												

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	<u>Targeted Subgroup:</u> <u>Identified Student Need(s):</u>
2	<u>Targeted Subgroup:</u> <u>Identified Student Need(s):</u>
3	<u>Targeted Subgroup:</u> <u>Identified Student Need(s):</u>



## 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.	2,4,6  Only 35% of students entering SY '24 demonstrated readiness on KEA	EA 1.1.1(1) Ewa will provide a summer transition program for incoming kindergarteners to introduce readiness skills.  EA 1.1.1(2) Ewa will provide orientation to kindergarten parents to build knowledge about school, how to support and the importance of attendance. Kindergarten has the lowest regular attendance percentage.) <ul style="list-style-type: none"> <li>Increase regular attendance of kindergarteners by 10% annually</li> </ul> EA 1.1.1(3) Kindergarten teachers will use KEA data and additional screening data to differentiate instruction at the start of the school year and monitor student progress to meet the range of students' needs.  Accountable Lead: Erin Murakami, Instructional Leader	KEA data and school monitoring of readiness skills data (Initial)  Kindergarten Benchmark Skills Progression data (BOY, MOY, EOY)  iReady Reading and Math proficiency and growth  Kindergarten Regular Attendance  SEL data	<input checked="" 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:__, \$



<p><b>Reading Proficiency</b></p> <p>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.</p>	<p>1,2,4</p>	<p>EA 1.1.2(1) All students need effective Tier 1 instruction, in a well managed, engaging classroom that utilizes high-leverage instructional practices as articulated in EL Education.</p> <ul style="list-style-type: none"> <li>• SBA ELA proficiency scores will increase by 2.5% points annually</li> <li>• Grade 3 SBA Reading will increase by 5%</li> </ul> <p>EA 1.1.2(2)K-2 students need effective instruction in reading and writing foundational skills, driven by consistent and timely use of student evidence and data.</p> <ul style="list-style-type: none"> <li>• Grades K-2 EOY Phonemic Awareness, Decoding and Encoding proficiency will increase by 10% point annually</li> </ul> <p>Accountable Lead: Jennifer Tasaka, Vice Principal</p>	<p>SBA ELA KPI target SY '25 47.5% SY '26 49.8% SBA Growth</p> <p>Gr. 3 SBA Reading</p> <p>K-2 Benchmark and Skills Data, MOY &amp; EOY cycle growth and proficiency : Phonemic Awareness, Decoding and Encoding</p> <p>iReady Reading proficiency and growth, gain/loss to historical</p> <p>Grade 3-5 ICA Interim</p> <p>EL Ed formative and summative student evidence</p>	<p><input checked="" 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:__, \$</p>
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<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>1,2,4</p>	<p>EA 1.1.3(1) All students need effective Tier 1 instruction, in a well managed, engaging classroom that utilizes high-leverage instructional practices as articulated in iReady Classroom Mathematics</p> <ul style="list-style-type: none"> <li>SBA Math proficiency scores will increase by 2% points annually</li> </ul> <p>EA 1.1.3(2) All students will receive necessary and timely support to become proficient.</p> <ul style="list-style-type: none"> <li>All students will have 50% typical growth MOY in iReady Math, and 100% typical growth annually.</li> </ul>	<p>SBA Math KPI Target SY '25 51.1% SY '26 52.5%</p> <p>SBA Growth</p> <p>Gr. 3 SBA Math Grade 3-5 ICA Interim</p> <p>Increase iReady Proficiency, All students 100% typical Growth, 0% loss compared to historical data</p> <p>Strive HI SY25 Target is 52%</p> <p>Learning Walk Data - Grow Cycles - Effective Teacher Continuum Data(BOY, MOY, EOY)</p>	<p><input checked="" 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:__, \$</p>
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<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>1,2</p>	<p>All students need opportunities to be engaged and empowered learners, and rigorous, high quality core instruction.</p> <ul style="list-style-type: none"> <li>• Student engagement will be observed/evident in all classrooms <ul style="list-style-type: none"> <li>◦ Effective Teacher Instructional Continuum Learning Walks <ul style="list-style-type: none"> <li>■ Classroom Management</li> <li>■ Student Engagement</li> </ul> </li> </ul> </li> <li>• Student learning will be rigorous to meet or exceed grade level expectations <ul style="list-style-type: none"> <li>◦ Effective Teacher Instructional Continuum Learning Walks <ul style="list-style-type: none"> <li>■ Student Engagement</li> <li>■ Standards, Discourse, Critical Thinking</li> </ul> </li> </ul> </li> <li>• By MOY all classrooms will have SE/E ratings in Classroom Management and Student Engagement as indicated in Learning Walk/Grow Cycle data</li> </ul> <p>Accountable Lead: Jennifer Tasaka, VP</p>	<p>Effective Teacher Continuum Learning Walk Tool Evidence</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> WSF, \$</li> <li><input type="checkbox"/> Title I, \$</li> <li><input type="checkbox"/> Title II, \$</li> <li><input type="checkbox"/> Title III, \$</li> <li><input type="checkbox"/> Title IV-A, \$</li> <li><input type="checkbox"/> Title IV-B, \$</li> <li><input type="checkbox"/> IDEA, \$</li> <li><input type="checkbox"/> SPPA, \$</li> <li><input type="checkbox"/> Homeless, \$</li> <li><input type="checkbox"/> Grant:__, \$</li> <li><input type="checkbox"/> Other:__, \$</li> </ul>
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<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>		<p>Continue to execute transition plans:</p> <ul style="list-style-type: none"> <li>• Ewa will provide a summer transition program for incoming kindergarteners to introduce readiness skills</li> <li>• Parent Welcome &amp; tour for new registrants with SSCs</li> <li>• New student screening and strategic class placement</li> <li>• End of SY Transition day to next grade level</li> <li>• Middle school registration and orientation meetings</li> <li>• Transition meetings with Ewa Makai and Honouliuli Middle</li> <li>• Counselor focused support - one counselor for grade K and grade 5 (transition grades)</li> </ul> <p>Accountable Lead: Jennifer Tasaka, VP</p>	<p>Event Calendar, Feedback from students and parents</p>	<p><input checked="" 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>1.1.6 Rigorous science for all students.</p>	5	<p>All students engage in rigorous science learning.</p> <ul style="list-style-type: none"> <li>• Grade 5 students engage in science as articulated through Amplify Science curriculum, and SBA science</li> <li>• Grade 5 Science proficiency will increase 2% annually</li> </ul> <p>Accountable Lead: Carrie Dietz, Instructional Leader</p>	<p>HSA Science Proficiency</p>	<p><input checked="" 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>

★ 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>3,4</p>	<p>1.2.1.(1)School and teachers will implement procedures to communicate with parents about attendance.</p> <ul style="list-style-type: none"> <li>Educate parents of Kindergarteners and increase regular attendance of kindergarteners by 5% annually</li> </ul> <p>1.2.1.(2)Support students with (the desire to attend school) social-emotional wellness: school wide practice of Komunidad circle, the Ewa Way and habits of character embedded in learning, structured recess activities, student council activities and counseling support.</p> <ul style="list-style-type: none"> <li>Increase school's regular attendance by 3% annually</li> </ul> <p>1.2.1.(3)Leadership and teachers increase the use of attendance and behavior data to evaluate program effectiveness, provide professional development to teachers, and to provide support to students and families to support student safety and well-being.</p> <ul style="list-style-type: none"> <li>Develop data monitoring and intervention plan practices to support Tier 2 and 3 attendance</li> </ul> <p>Accountable Lead: Elise Rego, Counselor</p>	<p>Attendance Overview Regularly Attending Risk Profile</p>	<p><input checked="" 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>1.2.2. All students demonstrate positive behaviors at school.</p> <p><i>Required for all schools.</i></p>	<p>6,4</p>	<p>1.2.2(1)Support students with social-emotional wellness: school wide practice of Komunidad circle, the Ewa Way and habits of character embedded in learning and community, structured recess activities, student council initiated activities and various modes of counseling support.</p> <ul style="list-style-type: none"> <li>• Student behavior incidents will decrease by 10% annually</li> <li>• Tier 2 students will meet or exceed their SEL/Behavior SMART Goals</li> </ul> <p>1.2.2(2)Leadership and teachers increase the use of attendance and behavior data to evaluate program effectiveness, provide professional development to teachers, and to provide support to students and families to support student safety and well-being.</p> <ul style="list-style-type: none"> <li>• Develop data monitoring and intervention plan practices to support Tier 2 (Student Behavior Moderate Risk) and 3 (Student Behavior High Risk)</li> <li>• Use BEISY to identify Tier 2 students, develop SMART goals, progress monitor with peer review</li> </ul> <p>1.2.2(3)Ewa students will engage in an Ewa Case Study, a place based inquiry unit that celebrates the unique history of their home and school.</p> <ul style="list-style-type: none"> <li>• Showcase student work and engage community to develop a sense of place</li> </ul> <p>1.2.2(4)Professional Development, provided by local and national organizations will support counselors and SSCs and with continued professional growth and school initiatives.</p>	<p>LeiKulia MMSS Student Behavior Risk</p> <p>LeiKulia Discipline Incident Count</p> <p>BEISY</p> <p>Intervention Plan Practices</p> <p>Peer Review SMART Goals</p>	<p><input checked="" 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>
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		Accountable Lead: Elise Rego, Counselor		
<p>1.2.3. All students experience a Nā Hopena A'o environment for learning.</p> <p><i>Required for all schools.</i></p>	3,6	<p>The Ewa Way is Kaizen, Kina'ole and Komunidad-encompasses the SEL and dispositions that support students with social-emotional wellness, GLOs, behavior expectations, Komunidad circle and habits of character in EL Education. The Ewa Way, and Ewa School's strong sense of community correlates to students experiencing a Nā Hopena A'o like environment for learning.</p> <p><a href="#">The Ewa Way connection to Nā Hopena A'o</a></p> <p>Accountable Lead: Elise Rego, Counselor</p>	<p>3-5 Student SEL Data</p> <p>K-2 Teacher Perception Data</p> <p>EES School Climate Data</p> <p>EES Classroom Data</p> <p>Student discipline incidences</p>	<p><input checked="" 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>
1.2.4. Provide students with extended learning opportunities		<p>Provide students with extended learning opportunities:</p> <ul style="list-style-type: none"> <li>• Before and After School Program</li> <li>• Enrichment, clubs, service and sports</li> </ul>	Activities, Program schedules, registrations	<p><input checked="" 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>

★ **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>K-5 students engage in learning topics that connect to community and civic opportunities through EL Education curriculum and other content areas. The school provides opportunities like use of technology, Journey of Learning, field trips and community events for students and the community. The Ewa Way- Comunidad, GLOs-Community Contributor and EL Ed- Contribute to a Better World through Citizenship and Service are explicitly included in learning experiences.</p> <ul style="list-style-type: none"> <li>• EL Education Modules</li> <li>• College and Career Week</li> <li>• Grade Level Viable Plan</li> <li>• Ewa Case Studies</li> </ul> <p>Accountable Lead: Jennifer Tasaka, VP</p>	<p>School calendar and events</p> <p>Teachers complete content, lessons and pacing of quarterly Grade Level Viable Plan</p>	<p><input checked="" 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>





## 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>
2.1 Develop effective teachers	1,2,3,4,5,6	<p>2.1(1) Instructional leadership teachers will support and develop effective teachers by providing professional development, feedback through learning walks and Grow Cycles, facilitating data analysis practices, and differentiating teacher supports based upon data determined needs utilizing EL Education and iReady Classroom Mathematics curriculum.</p> <ul style="list-style-type: none"> <li>Effective Teacher Instructional Continuum</li> <li>KLM, Grow Cycles</li> </ul> <p>2.1(2) Teachers will utilize data practices to increase their student academic proficiency outcomes and social-emotional development.</p> <ul style="list-style-type: none"> <li>SEL/Behavior SMART Goal</li> </ul> <p>2.1(3) Teachers reflect and make instructional changes to improve student outcomes.</p>	<p>KLM, Grade Level and PC Day Agenda, notes and data</p> <p>Learning Walk Data will indicate Evident student engagement and discourse</p> <p>Student Data in Goal 1.1</p> <p>SEL/Behavior SMART Goals</p>	<p><input checked="" 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>



		<ul style="list-style-type: none"> <li>• Effective Teacher Instructional Continuum</li> <li>• KLM, Grow Cycles</li> </ul> <p>2.1(4)Grade level chairs will support teachers with organization and operational practices.</p> <p>2.1(5)New Teachers will be provided additional support through Induction and Mentoring programs.</p> <p>2.1(6)Professional Development, provided by local and national organizations, will support teachers, staff and administrators with continued professional growth.</p> <ul style="list-style-type: none"> <li>• Curriculum Implementation: EL Education, Ready Classroom Math, Standards, Science, SEL/Behavior</li> </ul> <p>2.1(7) Resources to deliver and implement high quality instruction</p> <p>Accountable Lead: Jennifer Tasaka, VP</p>	<p>Grade Level Mtg. agendas and notes</p> <p>Teacher Grow Cycles</p>	
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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>  <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>
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>		Ewa School Community Council will meet regularly to collaborate with all stakeholders to support continuous school improvement.  Accountable Lead: Stanley Tamashiro, Principal	Agenda and meeting notes	<input checked="" 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:____, \$

★ 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>
3.3.2. Provide opportunities for parents and the community to be engaged in the learning and success of students.		School, parents and community will communicate and collaborate through School Community Council, Seesaw, notices, website, marquee and student planners to communicate effectively with families and the community.  Accountable Lead: Stanley Tamashiro, Principal	Agenda and Meeting Notes  School Website  Seesaw Messages and Usage Report	<input checked="" 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>
3.3.3. Ewa School Faculty and Staff live 'The Ewa Way'		School Leadership communicates effectively, provides opportunities and responses to faculty and staff voice, and cares for faculty and staff health, safety and well-being. -School Leadership Team -Open Door admin -The Ewa Way -Wellness activities, socials -High quality resources, well supplied with resources -Operational and instructional support -Clear operational practices (What's The Procedure?) -Bugsy- WASC teams -Committees Accountable Lead: Stanley Tamashiro, Principal	Admin Mtg Notes/Reflection  Staff Survey  SQS	<input checked="" 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:____, \$
3.3.4. Progress Monitor the Academic Plan and Refine HMTSS system and template	1,2,3,4,6	Academic Plan Accountable Leads/teams will progress monitor the Academic Plan: <ul style="list-style-type: none"> <li>● Refine HMTSS System and template               <ul style="list-style-type: none"> <li>○ Academic, Behavior/SEL/Discipline, Attendance</li> </ul> </li> </ul> Accountable Lead: Stanley Tamashiro, Principal	Admin Mtg Notes  Progress monitor data	<input checked="" 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:____, \$
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## 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 Ewa Elementary 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)

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

No

Mon, Tues, Thur, Fri		Wed	
7:45 AM	School Begins	7:45 AM	School Begins
8:00 AM	Instruction	8:00 AM	Instruction
9:55 AM	Recess Begins	9:55 AM	Recess Begins
10:10 AM	Recess Ends	10:10 AM	Recess Ends
10:15 AM	Passing	10:15 AM	Passing
10:20 AM	Instruction	10:20 AM	Instruction
11:30 AM	Passing	11:30 AM	Passing
11:35 AM	Lunch*	11:35 AM	Lunch*
12:05 PM	Passing	12:05 PM	Passing
12:10 PM	Instruction	12:10 PM	Instruction
1:55 PM	Closing	12:30 PM	Closing
2:00 PM	School Ends	12:35 PM	School Ends

**Bell Schedule:**

\*Lunch times vary for grade levels