



Iroquois Point Elementary School Academic Plan SY 2025-2026

5553 Cormorant Ave.

808-499-6500

<https://www.iroquois.k12.hi.us/>

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

Submitted by Principal: Ofelia Reed

Ofelia Reed

5/19/2025

Approved by Complex Area Superintendent: Sean Tajima

Sean Tajima

05/15/25

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
Grades K-6	'23 Wonders ▾	Ready ▾		
	Select One ▾	Select One ▾		
	Select One ▾	Select One ▾		

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

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
Grades K, 1, 2	ECRI			
EL students	Imagine Learning			
Grades K-6			Discovery Education	Discovery Education
Grades K-5			PLTW	

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
Grades K-6	I-Ready ▾	I-Ready ▾
	Select One ▾	Select One ▾
	Select One ▾	Select One ▾

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: 2022-2023

Type of Last Visit: Full Self-Study -

Year of Next Action: 2025-2026

Type of Next Action: Mid-Cycle Report & Visit -

Year of Next Self-Study:

2027-2028

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	<p><u>Student Need:</u> To increase the proficiency rate for our high needs students in ELA and narrow the achievement gap. IPES students lack the basic foundational skills in reading. Specifically phonics/phonetics, being able to use reading strategies that support fluency and comprehension, writing skills: letter formation, sentence and paragraph structure, recognizing and reading sight words and high frequency words.</p> <p><u>Root/Contributing Cause:</u> Students did not receive strong phonemic awareness, phonics, fluency vocabulary and comprehension instruction in the early grades. They may have had a lack of inconsistent instructional approaches, a lack of systematic phonics instruction or ineffective early interventions.</p>
2	<p><u>Student Need:</u> To increase the proficiency rate for our high needs students in math and narrow the achievement gap. IPES students lack the basic math foundational skills of addition/subtraction fluency and multiplication/division fluency, and knowledge of academic vocabulary.</p> <p><u>Root/Contributing Cause:</u> Students are moved too quickly through foundational skills and may not have hands-on learning experiences that support conceptual understanding before moving on to abstract concepts. Students did not engage in daily practice of addition, subtraction, multiplication and division which helps automaticity. Students weren't explicitly taught the language of math and had the opportunity for math discussions/discourse which would contribute to confusion and difficulty applying skills.</p>

3

Student Need: Students need to develop IPES Ali'i will follow school and classroom expectations and communicate effectively to be able to identify wants and needs and successfully navigate interpersonal relationships improving their ability to manage themselves in all school settings.

Root/Contributing Cause: Students may have not been explicitly taught self-regulation, conflict resolution, empathy, and communication skills which may contribute to their struggle with managing their emotions and interactions with others. A lack of structured SEL instruction, implemented schoolwide with fidelity is a contributing factor.

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	<p><u>Targeted Subgroup:</u> Disadvantaged Students - 66% of students qualify for free/reduced lunch. This is an increase of 9% from SY 2023-2024.</p> <p><u>Identified Student Need(s):</u> Chronic Absenteeism: 41% of our students fall under chronically absent. Reading Comprehension (iReady Universal Screener) Students lack foundational reading skills, vocabulary and academic vocabulary; inconsistent attendance, social emotional skills, and self-regulation skills</p>
2	<p><u>Targeted Subgroup:</u> English Language Learner Students (13% of students are active EL)</p> <p><u>Identified Student Need(s):</u> Reading Comprehension (iReady Universal Screener) Students lack foundational reading skills, vocabulary and academic vocabulary; inconsistent attendance, social emotional skills, and self-regulation skills; inconsistent attendance, social emotional skills, and self-regulation skills</p>
3	<p><u>Targeted Subgroup:</u> Special Education Students (13% of students have an IEP)</p> <p><u>Identified Student Need(s):</u> Reading Comprehension (iReady Universal Screener) Students lack foundational reading skills, vocabulary, and academic vocabulary</p>



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> and Name of Accountable Lead(s) <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.	Assessing students early helps identify those who may need additional support in specific areas of language development, motor skills, self regulation or foundational academic concepts.	<p>IPES will provide:</p> <ul style="list-style-type: none"> Kindergarten Start Summer Program Kindergarten Parent Orientation Modified schedule supporting student transition into kindergarten: <ul style="list-style-type: none"> Conduct Kindergarten Entry Assessment (KEA) Use Teacher created Kindergarten Assessment ECRI (Enhanced Core Reading Instruction) SEL program: Implement school wide initiative <p>Consistently implement Response to Intervention (RTI) via early identification of students' needs:</p>	<p>Kindergarten Entry Assessment</p> <p>Teacher created Kindergarten Assessments</p> <p>Teacher anecdotal records and observation</p> <p>iReady Lessons iReady Diagnostic</p> <p>Panorama Assessment</p>	<input checked="" type="checkbox"/> WSF, \$ <input checked="" 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 checked="" type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$

		<ul style="list-style-type: none"> ● Analyze data from KEA and the kindergarten assessments <ul style="list-style-type: none"> ○ Determine students' needs (academic and social-emotional) ○ track and monitor students ○ align supports with identified needs ○ provide appropriate learning experiences ○ differentiate instruction for students who need support in academic foundational skills ○ monitor those students' progress in weekly data driven instructional cycle (DDIC) team meetings. ● Provide classroom instruction using effective instructional strategies. ● Ensure the master schedule allows for 30 minute intervention blocks for reading and math on M, T, TH, F. <p>Accountable leads: Kindergarten Grade Level Chairperson Coaches Administrator</p>		
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<p>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.</p>	<p>Research shows that third grade is a pivotal year in reading development. Students who are not proficient by this point often struggle with comprehension in all subject areas. These students are at a higher risk of falling behind and dropping out of school.</p>	<p>Curriculum Pacing Maps:</p> <ul style="list-style-type: none"> Review and adjust prior to starting each quarter Ongoing reflection and adjustments during weekly DDIC meetings Reflect, review and adjust at the end of each quarter <p>DDIC Process</p> <ul style="list-style-type: none"> Implement IPES school wide DDIC process. <ul style="list-style-type: none"> Review and understand priority and supporting standard (s) (<i>Teacher Clarity: 0.85</i>) <ul style="list-style-type: none"> Deconstruct priority and supporting standard(s) Align Success Criteria with standards Align assessments to standards Create/Review Learning Progressions to include: <ul style="list-style-type: none"> Pacing of unit Learning Intention Identify and implement effective instructional strategies and resources Monitor student progress using formative assessments and checks <p>Consistently utilize Instructional Resources (Viable Curriculum and designated ELA Resources)</p> <ul style="list-style-type: none"> Wonders 2023 Curriculum (K-6) <ul style="list-style-type: none"> Leveled Readers ECRI (K-2) iReady Lessons SBA IAB (Grades 3-6) <p>Utilize Effective Instructional Strategies:</p> <ul style="list-style-type: none"> IPES Agreed Upon Instructional Core Strategies 	<p>Grade Level Curriculum Pacing Maps</p> <p>Grade Level Assessments</p> <p>iReady Lessons iReady Diagnostics</p> <p>DDIC Plans</p> <p>Smarter Balanced Assessments (SBA)</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input checked="" 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 checked="" 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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- Summarizing (Grades 3-6) .75 effect size
- Fluency (K-2) .60 effect size
- Learning Intention
- Success Criteria
- Organization (Note Taking/Binders)

Consistently implement Response to Intervention (RTI) via early identification of students' needs:

- Analyze data from iReady, common assessments and teacher anecdotal records in order to ensure struggling students receive small group instruction that includes practice on reading fluency, comprehension, sight word and grade level vocabulary.
- Ensure IPES Master schedule includes 30 minute intervention blocks specifically for reading on M, T, TH, F for grades K-6.
- Collaborate in grade level meetings:
 - Teams have shared accountability
 - Use the DDIC and RTI process to determine grouping, targeted skills/concepts during intervention
 - Use formative assessment tools to monitor each student in intervention groups who are one or more grade levels below proficiency.
 - Document all interventions for students who are one or more grade levels below proficiency using the [IPES Intervention Tracking Tool](#)

Accountable leads:

		Grade Level Chairpersons Coaches Administrators		
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<p>Mathematics Proficiency</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>IPES current and past math data indicate students are not meeting proficiency levels which suggest there are gaps in foundational skills.</p>	<p>Curriculum Pacing Maps:</p> <ul style="list-style-type: none"> ● Review and adjust prior to starting each quarter ● Ongoing reflection and adjustments during weekly DDIC meetings ● Reflect, review and adjust at the end of the quarter. <p>DDIC Process</p> <ul style="list-style-type: none"> ● Review and understand priority and supporting standard (s) (<i>Teacher Clarity: 0.85</i>) <ul style="list-style-type: none"> ○ Deconstruct priority and supporting standard(s) ● Align Success Criteria with standards ● Align assessments to standards ● Create/Review Learning Progressions to include: <ul style="list-style-type: none"> ○ Pacing of unit ○ Learning Intention ● Identify and implement effective instructional strategies and resources ● Monitor student progress using formative assessments and checks. <p>Consistently utilize Instructional Resources (Viable Curriculum and designated math resources)</p> <ul style="list-style-type: none"> ● Ready Math (K-6) ● iReady Lessons ● SBA IAB (Grades 3-6) <p>Consistently utilize effective instructional strategies:</p> <ul style="list-style-type: none"> ● <u>IPES Agreed Upon Instructional Core Strategies</u> <ul style="list-style-type: none"> ○ Metacognition (0 .69 Effect size) 	<p>Grade Level Curriculum Pacing Maps</p> <p>Grade Level Assessments</p> <p>iReady Lessons iReady Diagnostics</p> <p>DDIC Plans</p> <p>Smarter Balanced Assessments (SBA)</p> <p>Draft SY25-26 Master Schedule</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input checked="" 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 checked="" type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input checked="" type="checkbox"/> Grant:Pohaku kumu , \$ <input type="checkbox"/> Other:__, \$
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		<ul style="list-style-type: none"> ○ Practice and memorization (0.73 effect size) ○ Academic Vocabulary (0.62 effect size) ● Use of instructional manipulatives, visuals ● Learning Intention (0.44 effect size) ● Success Criteria (0.88 effect size) <p>Consistently implement Response to Intervention (RTI) via early identification of students' needs:</p> <ul style="list-style-type: none"> ● Ensure IPES Master schedule includes 30 minute intervention blocks specifically for math on M, T, TH, F for grades K-6. ● Analyze data from iReady, common assessments and teacher anecdotal records in order to ensure struggling students are receiving intervention that includes practice on foundational math skills, including number sense, place value, fluency in single digit addition and subtraction, multiplication and division, and academic vocabulary. ● Collaborate in grade level meetings: <ul style="list-style-type: none"> ○ Teams have shared accountability ○ Use the DDIC and RTI process to determine grouping, targeted skills/concepts during intervention ○ Use formative assessment tools to monitor each student in intervention groups who are one or more grade levels below proficiency using the Math Intervention Tracking Tool. 		
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		<ul style="list-style-type: none">■ Document all interventions for students who are one or more grade levels below proficiency using the IPES Math Intervention Tracking Tool <p>Accountable leads: Grade Level Chairpersons Coaches Administrators</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>All our students must have the opportunity to succeed, regardless of their background or circumstances. Students lack both academic and social foundational skills. By addressing the disparities, we create a learning environment where all students can reach their full potential.</p>	<p>MTSS (Multi Tiered Systems of Support) Process IPES will offer: Tiered Supports (MTSS) Across Grade Levels</p> <ol style="list-style-type: none"> 1. Tier 1 <ol style="list-style-type: none"> a. Utilize viable curriculum (standards based): Wonders and Ready Math b. Implement IPES school wide DDIC process. <ul style="list-style-type: none"> • Review and understand priority and supporting standard (s) (<i>Teacher Clarity: 0.85</i>) <ul style="list-style-type: none"> ◦ Deconstruct priority and supporting standard(s) • Align Success Criteria with standards • Align assessments to standards • Create/Review Learning Progressions to include: <ul style="list-style-type: none"> ◦ Pacing of unit ◦ Learning Intention • Identify and implement effective instructional strategies and resources • Support provided by coaches. • Monitor student progress using formative assessments and checks. • Begin Tier 2 process for students who do not respond to Tier 1 interventions. 2. Tier 2 <ol style="list-style-type: none"> a. RTI 	<p>Attendance Records</p> <p>iReady Diagnostic Evaluation/IEP process IEP Progress Reports</p> <p>WIDA ACCESS for ELLs</p> <p>Class work and assessments</p> <p>Reading Intervention Tracking Tool</p> <p>Math Intervention Tracking Tool</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input checked="" 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 checked="" 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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		<ol style="list-style-type: none"> i. Implement Fact Finding Process: IPES Team meets to discuss concerns about academic growth, proficiency in ELA and/or math. Hypothesizing root causes of lack of progress and create an RTI plan to address students' needs. ii. Implement Tier 2 interventions iii. Conduct a Core Meeting with parents, RTI Coach, General Education Teacher and other relevant team members. iv. Review Progress Monitoring documents and student work (e.g., i-Ready Assessments, work samples, observations, assessments.) v. Follow Up Meeting: <ol style="list-style-type: none"> 1. Review the student's response to intervention and decide what further actions are needed. <p>b. Student Support Team (SST) meeting:</p> <ol style="list-style-type: none"> 1. Initial Eval <ol style="list-style-type: none"> a. Review all data and determine next steps. <p>3. Tier 3</p> <ol style="list-style-type: none"> a. Special Education and related services (if eligible) <p>IPES will provide:</p> <ul style="list-style-type: none"> ● Sheltered Instruction within general education setting-Tier 1 and English language development support with EL staff based on current language proficiency levels-Tier 2. (EL) 		
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		<ul style="list-style-type: none"> ● Imagine Language and Literacy (EL) ● After School Programs (EL, Disadvantaged, SpEd) ● Summer School Program (EL, Disadvantaged, SpEd) <p>Early identification of targeted students to provide timely and appropriate levels of support</p> <ol style="list-style-type: none"> 1. Administer Universal Screeners <ol style="list-style-type: none"> a. Students in grades 2-6 will take the iReady Universal Screener for reading and math 3 times per school year: August, November, March/April) b. Students in Grades K and 1 will take the iReady Universal Screener in September, November, and May. 2. Analyze iReady data and grade level assessments using the DDIC process to implement a plan of action. <ol style="list-style-type: none"> a. Beginning of Year- b. End of First Quarter for each student who has not shown growth: 25% toward typical growth in October and/or 50% typical growth by December. <p>Accountable leads: Grade Level Chairpersons Coaches EL Lead Teacher Administrators</p>		
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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>Preparing our students academically ensures students will handle the increased expectations of middle school.</p>	<p>Transition into IPES</p> <ul style="list-style-type: none"> ● IPES Orientation with PCNC ● Kinderstart ● Aloha Center (Anchor for Life) ● Vertical Articulation & Collaboration ● School to school ● Special Education (LRE, grade level to level, school to school or program) <p>Academic Readiness</p> <ul style="list-style-type: none"> ● Integrate study skills, note-taking, organization and time management strategies into classroom instruction. ● Collaboration with Middle School Teachers: IPES Teachers will meet with Ilima coaches and/or teachers to align expectations and address gaps in readiness. (2x per year) <p>Social Emotional Well Being</p> <ul style="list-style-type: none"> ● Hold transition workshops and Q&A with middle school students to share experiences and answer questions from 6th graders. <p>Increased Engagement</p> <ul style="list-style-type: none"> ● Ilima Middle School campus visit in the 4th quarter. <p>Parent Involvement</p> <ul style="list-style-type: none"> ● Host parent transition night for families to learn about middle school expectations, schedules and resources. (Invite Principal, VP, Coach, or Teachers) <p>Accountable leads:</p>	<p>[Student binders</p> <p>Meeting Agendas and Minutes.</p> <p>Attendance sheets</p> <p>Pre and Post survey questions</p> <p>Field Trip /School Calendar</p> <p>Attendance Sheets</p> <p>Attendance Sheets Q&A Documentation</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 checked="" 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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		Counselors PCNC Teachers Coaches Admin		
				<input type="checkbox"/>

★ **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> <i>Reference the Identified School Needs section.</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 (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>
<p>1.2.1. All students desire to attend school regularly.</p>	<p>IPES student data shows a decline in our students who regularly attend school, 61% (March 2025) compared to 73% SY 2023-24.</p> <p>Students that do not attend school regularly often are in a cycle which includes increased social emotional needs, lack of student engagement, and lower academic achievement. Inconsistent</p>	<p>Continue to implement the school attendance policy to support consistency and improved attendance.</p> <ul style="list-style-type: none"> • Attendance letters • Parent contact through Class Dojo, phone calls, letters, email, virtual and in-person meetings, and home visits • Additional information will be provided throughout the year about the importance of attending school regularly • Monthly attendance data review meetings with counselors, administrators, complex social worker, and other support personnel (i.e. MVA liaison, family court representative, etc. as needed. • Weekly counselor attendance update meetings to review current data and check in on individual progress • Development of individual plans of action for students that are targeted based on attendance data, additional need areas, and circumstances. The plan of action may include: home visits, scheduled communication, social emotional support through regular check-ins and/or counseling, individual goals to improve attendance. 	<p>Attendance data including regular attendance rates and relationship data</p> <p>Panorama SEL data</p>	<p> <input checked="" type="checkbox"/> WSF, \$ <input checked="" 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>

	<p>attendance also leads to a lack of sense of belonging, contributing to the cycle of irregular attendance.</p>	<ul style="list-style-type: none"> Rewards for students and families to provide incentives for improved attendance <p>Communication with family is essential to improve attendance. Continued communication will provide the opportunity to discuss needs of student and family and supports for the student to include academic and social emotional school support.</p> <p>Provide regular opportunities for students to share ideas and influence school policies through classroom activities and projects and leadership and service programs such as: Ali'i Ambassadors, School Community Council, etc.</p> <p>Offer school programs to support transition times such as before school, after school, and summer. Students can participate in engaging activities such as sport clubs, book clubs, art and other interest-based activities to excite them about attending school. Other clubs such as ELL Club and reading club can support intervention and remedial needs.</p> <p>Implement PBIS (Positive Behavioral Interventions and Supports) with incentives (that are redeemed up to daily based on the student's needs) and awards that are given monthly to reinforce that coming to school is valued and a rewarding experience.</p> <p>Increase family engagement by providing two events each quarter such as:</p> <p>Q1: Open House, PT Conferences, Fall Fest, Award Assembly</p>		
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		<p>Q2: Character Parade, Winter Songfest, Award Assembly</p> <p>Q3: Curriculum Fair, Award Assembly</p> <p>Q4 STEM Night, Award Assembly</p> <p>Accountable Leads:</p> <p>Vice Principal</p> <p>Counselors</p>		
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<p>1.2.2. All students demonstrate positive behaviors at school.</p>	<p>Our Panorama Student Survey Results show a significant decline in the past three years in the area of self-management, resulting in only 63% of our grades 3-5 students' surveys and 66% of our grade six students' surveys and 32% of our grade K-2 teacher reported surveys reported as favorable.</p> <p>Students lack self-management skills. Students are not consistently responsible for their own behavior and also have not shown empathy in caring about others.</p>	<p>Staff will explicitly teach, model and implement:</p> <ul style="list-style-type: none"> ● IPES Behavior Expectations ● SEL skills and concepts <ul style="list-style-type: none"> ○ Choose Love ○ Counseling corner <p>Provide clear expectations for families and students at the start and throughout the year for new and continuing students.</p> <ul style="list-style-type: none"> ● New family orientation ● School handbook ● New student welcome activities <p>Parent communication and engagement activities are essential in increasing positive behavior choices.</p> <ul style="list-style-type: none"> ● Parent workshops/coffee hours ● Family engagement activities <p>Implement PBIS with incentives that may be redeemed up to daily based on the student's needs and awards that are given monthly to reinforce that coming to school is valued and a rewarding experience.</p> <p>The counseling department will provide support and resources in all tiers of intervention for students based on their individualized needs. The supports help the students increase self-management skills and their social emotional coping skills.</p>	<p>Panorama SEL Data Behavior Referrals</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input checked="" 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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	<p>Increased positive behaviors have a positive impact on engagement and achievement at school.</p>	<p>Development of individual plans of action and/or support plans for students that are targeted based on behavior needs. Plans will be developed by staff with direct knowledge/influence on the student, as well as, additional resource/support personnel, as necessary. Continuous review and updates of plan and communication with parent(s)/guardian(s) is essential in assuring support for individual student's needs.</p> <p>Accountable Leads: Administration FOL Culture Group Counselors</p>		
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<p>1.2.3. All students experience a Nā Hopena A'o environment for learning.</p>	<p>Develop the skills, behaviors, and dispositions unique to Hawai'i with focus on strengthening both social emotional learning and academic skills.</p>	<p>Nā Hopena A'o</p> <ul style="list-style-type: none"> Educate all teachers about Nā Hopena A'o (Ha: Breath) Provide professional development on integrating Nā Hopena A'o, specifically "sense of responsibility," and SEL lessons and activities within the classroom. <p>Aina Aloha projects</p> <ul style="list-style-type: none"> IPES Orchard (Gr 5-6) Project Based Learning Ha: Breath of Life in Ancient Hawaii (Gr 4) <p>Student engagement activities to increase student voice and develop a sense of belonging and assure equity for all.</p> <ul style="list-style-type: none"> Student designed t-shirt to reflect our IPES ohana and values to be used as part of PE uniform Student clubs and groups: new ali'i/transition, interest groups, service groups <p>Accountable Leads: FOL Culture Group Grade Level Chairpersons</p>	<p>Review/update of matrix for crosswalk of Na Hopena A'o / SEL (Choose Love/Aloha)/IPES Behavior Expectations</p>	<p> <input checked="" type="checkbox"/> WSF, \$ <input checked="" 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>
				<input type="checkbox"/>

★ **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> <i>Reference the Identified School Needs section.</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 (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>
<p>1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.</p>	<p>Students must develop the skills, knowledge and experiences necessary to become well-rounded contributing members of society as early as possible to create a strong foundation for growth.</p>	<p>Career and Technical Education (CTE) course offered weekly for one semester to grades K-6 students. Focus is on civic responsibilities, themed units of study such as the US government. CTE focused on real world application, where students develop work ready skills.</p> <p>Computer Science course offered weekly for one semester to grades K-6 students. Code.org online curriculum will be utilized to expose students to the skills and CSTA computer science standards.</p> <p>Career Day for students in Grades 3-6 where guest speakers from diverse fields share their experiences and career pathways.</p> <p>Wheels Day for students Grades K-2 where community members bring their work vehicles, allowing students to explore them close up and ask guests questions about their jobs.</p> <p>Classrooms will integrate discussions about different careers into lessons, tying them into the four core subject areas.</p>	<p>Data Tracking <u>Career Day:</u> Number of speakers, names of jobs/careers represented, feedback from guest speakers.</p> <p>Parent surveys (to assess involvement/satisfaction with school's efforts)</p> <p><u>Field Trips-Grade Level</u> documentation of integration to careers.</p> <p>Student projects or presentations after</p>	<p><input checked="" type="checkbox"/> WSF, \$ <input checked="" 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>

		<p>IPES will encourage student participation in leadership opportunities like IPES Alii Ambassador Program, School Community Council, and other grade level and classroom projects and activities.</p> <ul style="list-style-type: none"> • Lead and organize projects and activities • participate in community and school service projects <ul style="list-style-type: none"> ◦ campus/neighborhood clean up, campus beautification, recycling, etc. • Represent IPES Ali'i ideals <ul style="list-style-type: none"> ◦ Assist in transition for new students ◦ Welcome guest to IPES <p>IPES will provide students with opportunities to meet with first responders and local leaders to discuss civic duty and responsibility.</p> <p>Accountable Leads: CTE Teacher Technology Coordinator/Teacher</p>	<p>Career Day or Field Trip.</p> <p>Number of community service projects completed.</p> <p>Number of partnerships with local businesses, organizations or government agencies.</p> <p>Pre/Post event student surveys focusing on what they learned and interest in careers or civic engagement.</p> <p> </p>	
				<input type="checkbox"/>



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> 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 to execute the enabling activity.</i>
<p><i>Students receive high quality instruction, and are supported by skilled staff members who are led by strong administrators.</i></p>	<p>Student success is directly linked to the effectiveness of teachers, support staff and school leadership. Data collected from walkthroughs indicates we have room to improve/strengthen our Tier 1 instruction. This</p>	<p>Provide ongoing targeted professional development for all staff members through the Data Driven Instructional Cycle (DDIC).</p> <ul style="list-style-type: none"> • Data Team Process <ul style="list-style-type: none"> ○ Tier 1 Instruction ○ Tier 2 (Intervention) ○ Tier 3 (Intervention) ○ Curriculum ○ Standards ○ Learning Intention and Success Criteria <p>SY25-26 PD Planning</p> <p>Administrators District Resource Teachers</p>	<p>Progress monitoring tools: Tier 1 Tier 2 (Intervention) Tier 3 (Intervention)</p> <p>Pre/Mid/Post Grade Level Assessments</p> <p>i-Ready</p> <p>Curriculum Map</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input checked="" 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 checked="" type="checkbox"/> Grant:Pohaku Kumu, \$ _____ <input type="checkbox"/> Other:____, \$

	will ensure all students receive high quality instruction and	Outside Resource Coaches		
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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> 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 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.	Administration recognizes that family and staff engagement in planning and decision making leads to improved student outcomes, a stronger school community, and more effective school operations. When all stakeholders collaborate, students achieve	<p>IPES will:</p> <ul style="list-style-type: none"> Have a full membership with our IPES School Community Council (SCC) board. The SCC will meet monthly on a designated day of the week each month. Meeting norms will always specify that we share leadership and strive for transparency, allowing our stakeholders to voice concerns, provide input on school priorities and work collaboratively to address challenges that ensure decisions reflect the needs of the entire community. <p>Accountable Leads: Principal SCC Chairperson</p>	<p>Membership and Participation Tracking</p> <p>SCC Membership records maintained.</p> <p>Attendance: Sign In Sheets</p> <p>Meeting Agendas and Minutes</p> <p>Stakeholder Engagement Surveys</p> <p>Family and staff surveys to assess</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>higher academic success, attendance improves, and there is greater support for school initiatives.</p>		<p>awareness of and involvement in planning and decision making, specifically focusing on communication, effectiveness, decision-making transparency and opportunities for involvement in school initiatives.</p> <p>Communication and Outreach Metrics</p> <p>Track the number and frequency of newsletters, emails, and other school related communication related to SCC meetings and school decision making.</p> <p>Monitor family participation in school events.</p> <p>Review engagement on digital platforms, (responses to</p>	
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			<p>school surveys, website visits, or social media interactions regarding SCC updates.</p> <p>Decision-Making Involvement</p> <p>Document how parent and staff input has influenced school policies, initiatives or programs.</p> <p>Track the number of proposals or ideas brought forth by families and staff that <u>have</u> been implemented.</p>	
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★ 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> <i>Reference the Identified School Needs section.</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 to execute the enabling activity.</i>
<p><i>IPES families are actively engaged in meaningful, collaborative partnerships with the school and feel empowered to collaborate with the teachers to support their child's academic and social growth.</i></p>	<p>Family and community engagement is a key factor in student success. Families may not know how to effectively support their child's learning, so events at school can increase a sense of belonging and communication.</p> <p>Increase parent & community engagement. Continue to build partnerships with all stakeholders in the community.</p>	<ul style="list-style-type: none"> ● Continue Family and Community Engagement <ul style="list-style-type: none"> ○ Open House ○ Parent Teacher Conference ○ Fall Festival (Fundraising Event) ○ Monthly Parent Ohana meeting ○ Monthly Volunteer Training ○ Annual EL parent workshop ○ STEAM Night <p>Accountable Leads: Principal PCNC</p>		<p> <input checked="" type="checkbox"/> WSF, \$ <input checked="" 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>

★ Other Systems of Support

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 and Name of Accountable Lead(s) <i>"How will we achieve the desired outcome?"</i> <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>
				<input type="checkbox"/>

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

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

1,083

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

Yes. IPES requested two waiver days to allow for professional development for the teachers in curriculum and the new ELA standards along with Blue Line training.

Bell Schedule: [IPES Bell Schedule 2025-2026](#)