NĀ HOPENA A'O

PRIORITY 3
Effective And Efficient
Operations At All Levels

PRIORITY 2
High-Quality Educator
Workforce In All Schools

PRIORITY 1
High-Quality
Learning For All

Ma'ili Elementary Academic Plan (Elementary) SY 2025-2026

87-360 Kula'aupuni Street
Wai'anae, HI 96792
808-305-4600

☐ Non-Title 1
School

☑ Title 1
School

☐ Kaiapuni School
(Self Contained)

☐ Kaiapuni School
(Shared School Site)

Submitted by Principal Suzie Lee		Approved by Complex Area Superintendent Disa Hauge	
Signature here	Date 04/07/2025	*[signature]*	04/10/2025

Directions for completing the School Academic Plan template can be found in the <u>Academic Plan Template Guidance</u> 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 <u>comprehensive instructional program(s)</u> 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-1	'20 Wonders ▾	i-Ready Classroom Mathematics ▾		
Grades 2-5	Ready Common Core Reading ▾	i-Ready Classroom Mathematics ▾		
Grade 6	'19 Amplify ELA ▾	i-Ready Classroom Mathematics ▾		
Grades 3-5	Select One ▾	Select One ▾	Amplify Science	
	Select One ▾	Select One ▾		
	Select One ▾	Select One ▾		

Please list all <u>supplementary instructional materials</u> 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-2	Reading Mastery			
Grades 2-4	Phonics for Reading			
Grades 4-6	REWARDS		Mystery Science	
Grades 4-6	Corrective Reading Decoding			
Grades 1-3		Connecting Math Concepts		

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: eCSSS

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 underlined 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	DIBELS ▾	Select One ▾
Grades K-6	I-Ready ▾	I-Ready ▾
Grades 1-6	Galileo K12 ▾	Galileo K12 ▾
Grades K-6	Select One ▾	Other: ▾ Math Fact Fluency Test
Grade K	KEA ▾	Select One ▾
Grades K-6 (EL Students)	WIDA Screener ▾	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(s) for those needs and gaps, as identified in one or more of the following:

☑	Date completed:	11/6/2024	Current Comprehensive Needs Assessment (CNA)
☐	Date completed:	3/15/2024	Other current accreditation self-study or external CNA (WestEd CNA, Updated)
☐	Last full self study	4/22/2021	Western Association of Schools and Colleges (WASC) Schoolwide Growth Areas for Continuous Improvement
☐	Next full self-study	SY 26-27	WASC (if currently in a full study cycle, estimate next full cycle)

Please identify <u>critical student learning needs</u> and the <u>root/contributing cause(s)</u> why these needs have been prioritized.
"What should we prioritize to support our students and help us become the complex area we aspire to be? Why is this happening? What do we know?"

1	School Area Need:	Increase SBA ELA and Math proficiency scores.
	Root/Contributing Cause(s):	Low academic rigor and student engagement.
2	School Area Need:	Decrease student incident/behavioral referrals.
	Root/Contributing Cause(s):	Students struggle communicating with peers and resolving conflicts appropriately.
3	School Area Need:	Decrease chronic absenteeism.
	Root/Contributing Cause(s):	Lacking an effective school wide system for early identification of chronically absent students and school wide attendance monitoring system to increase overall daily attendance rates.

In order to address student equity, please list the targeted subgroup(s) and their identified needs. Enabling activities should address identified subgroup(s) and their needs.

1	Targeted Subgroup:	Special Education Students

	Identified School Area Need(s):	Decrease achievement gaps in ELA and Math by increasing access to Tier I instruction.
	Targeted Subgroup:	English Learner Students
2	Identified School Area Need(s):	Decrease achievement gaps in ELA and Math for EL Learners who are a diverse group of students with unique language, cultural and socio-economic needs. They need individualized supports that match their needs.
	Targeted Subgroup:	Economically disadvantaged.
3	Identified School Area Need(s):	Decrease achievement gaps in ELA and Math as more than 75% of our students are disadvantaged and they need effective, accelerated instruction in an environment with culturally responsive instruction.
	Targeted Subgroup:	
	Identified Complex Area Need(s):	

PRIORITY 1: HIGH-QUALITY LEARNING FOR ALL

★ GOAL 1.1: All students experience rigorous, high-quality learning that results in equitable outcomes for all learners.				
Desired Outcome "What do we plan to accomplish?"	**Root/ Contributing Cause** "Why are we doing this?"	**Enabling Activities** "How will we achieve the desired outcome?" **Name of Accountable Lead(s)** "Who is responsible to oversee and monitor implementation and progress?"	**Monitoring of Progress** "How will we know progress is being made?"	Anticipated Source of Funds and Estimate of Additional Amount Needed
1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness.	Entering K students who are missing core skills need intervention and monitoring.	1. All kindergarten teachers and academic coaches will use KEA data to inform their instructional practices and close learning gaps. 2. All kindergarten teachers will provide in-school interventions and progress monitoring for all students who are not meeting kindergarten readiness benchmarks. Accountable Leads: Principal Suzie Lee Vice Principals, Academic Coaches	100% of new, entering Kindergarten students will be assessed using the HIDOE Kindergarten Readiness Assessment within 30 days of school enrollment. Assessment results will be entered into the HIDOE KEA system at hawaii.kready.org Assessment results will be used to create individual student learning plans to address learning gaps.	WSF: $0 Title 1: $0 ---------- Total: $0
1.1.1a All entering kindergarten students are provided necessary and timely support to develop	Approx 60% of entering K students have	1. All kindergarten teachers will implement an early language intervention program for all identified students who have deficits in expressive and receptive	Program assessments and monitoring of student progress.	WSF: $2000 Title 1: $500 SPPA: $5000

foundational skills for learning. SW6	not attended preschool	language. Skills. <u>Accountable Leads:</u> Principal Suzie Lee Vice Principals, Academic Coaches		---------- Total: $7500
Reading Proficiency				
1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently receive necessary and timely support to become proficient. SW5 & SW6	SY23-24 27.8% third-graders reading at or above grade-level	1. All K-3 teachers will implement a research-based reading curriculum to teach reading skills. 2. All teachers will provide early identification of students who are reading below grade-level benchmarks and provide targeted support based on individual reading needs. 3. All teachers in grades K-3 will have a fluency block built into their daily schedules. <u>Accountable Leads:</u> Principal Suzie Lee Vice Principals, Academic Coaches	K-3 DIBELS scores from Fall, Winter & Spring iReady Assessments, Common Formative Assessments, Unit Assessments, Progress Monitoring Reports, Comprehension Checks Daily Schedules with evidence of daily Oral Reading Fluency Blocks for K-3	WSF: $50,000 Title 1: $ SPPA: $ ---------- Total: $50,000
1.1.2a. All students decode fluently by winter of grade 1, and those who do not receive necessary and timely support to become fluent. ***Mandatory NW** SW5 & SW6	SY 23-24 DIBELS data 60% of grade 1 students not meeting benchmarks	1. All teachers in grades K-1 will implement a research-based reading curriculum to develop decoding skills. 2. All teachers in grades K-1 will progress monitor their students who are below expected benchmarks. <u>Accountable Leads:</u> Principal Suzie Lee Vice Principals, Academic Coaches	K-1 DIBELS scores from Fall, Winter & Spring Progress Monitoring Reports	WSF: $ Title 1: $ ---------- Total: $
Mathematics Proficiency				
1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient receive necessary and timely support to become proficient.	SY 23-24 34% proficient in math SBA	1. All teachers will implement a research-based math program to develop both foundational math skills that will allow students to successful learn how to solve concrete math problems and more advanced abstract problems in grades 3 - 6.	iReady assessments, Common Formative Assessments, Unit Assessments	WSF: $ Title 1: $ ---------- Total: $

SW6		Accountable Leads: Principal Suzie Lee Vice Principals, Academic Coaches		
1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. ***Mandatory for ALL** SW6	SY23-24 ELA Achievement Gap for High Needs vs Non High Needs in ELA was 30%; Math gap was 33%	1. Identified high-need students (EL, Economically Disadvantaged and SPED Students) who are performing below grade-level benchmarks will receive tiered interventions to address learning gaps. 2. All teachers will receive professional development on sheltered instruction, differentiation strategies and inclusive practices. Accountable Leads: Principal Suzie Lee Vice Principals, Academic Coaches	Identified RTI-a groups for ELA & Math blocks PD Agendas & Sign-Ins Walkthru data showing evidence of differentiation	WSF: $50,000 Title 1: $ ---------- Total: $50,000
1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school. ***Mandatory for ALL** SW6	Our students needed additional supports to ensure successful transitions.	1. Individual transition plans and meetings will be held for identified students as they move from elementary to intermediate school. 2. All sixth-graders will visit Waianae Intermediate during the second semester to tour the campus. Accountable Leads: Principal Suzie Lee Vice Principals, Academic Coaches	Individual Student Transition Plans Field Trip Notice & Agenda from WIS	WSF: $ Title 1: $ ---------- Total: $0

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

Desired Outcome "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?"	Enabling Activities "How will we achieve the desired outcome?" / Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress "How will we know progress is being made?"	Anticipated Source of Funds and Estimate of Additional Amount Needed
1.2.1. All students desire to and attend school regularly. **Mandatory for ALL** SW6	SY23-24 Regular Attendance Rate was 51%	1. Early identification of students who are at or nearing the chronic absenteeism benchmark (15 or more days) to provide in-school support including individual counseling, group counseling and daily check-ins. 2. Develop in-school promotional campaigns to communicate the importance of regular school attendance. 3. Re-engage identified students who have a history of chronic absenteeism by providing individual counseling, small group counseling and daily check-ins. Accountable Leads: Principal Suzie Lee Vice Principals, School Counselors, BHS	Increase in daily attendance rates Decrease in total # of students who are absence 15+ days Increase in total # of disengaged students with improved attendance rates	WSF: $10,000 Title 1: $ ---------- Total: $10,000
1.2.2. All students demonstrate positive behaviors at school. **Mandatory for ALL** SW6	SY 23-24 206 incident referrals documented	1. All teachers and support staff will implement CHAMPS behavior expectations across the school setting with fidelity. 2. Ho'ihi/Behavior Committee will revisit MTSS/RTI-b systems to improve levels of support for all students' social, emotional and behavioral development. 3. Ho'ihi/Behavior Committee will implement quarterly school wide positive behavior expectations campaigns to promote the importance of demonstrating positive behaviors in school (this includes the Menehune Buck Campaign). Accountable Leads: Principal Suzie Lee Vice Principals, School Counselors, BHS	Reduction in total number of incident referrals. Student Panorama Perception Survey will show an increase in positive responses to questions about classroom climate.	WSF: $10,000 Title 1: $ ---------- Total: $10,000
1.2.3. All students experience a Nā Hopena A'o environment for learning. **Mandatory for ALL**	There is a need for more culture-based activities and	1. All teachers and support staff will receive professional development about Na Hopena A'o to understand the importance of embedding culture-based learning opportunities for all students. 2. All teachers will create and implement mini PBL lessons	PD Agenda Teacher created place-based PBL lessons	WSF: $ Title 1: $ ---------- Total: $0

	opportunities for students in the community	with a focus on place-based learning. I.e. Wildfire Prevention <u>Accountable Leads:</u> Principal Suzie Lee Vice Principals, Academic Coaches	Student projects and work samples	
1.2.4. All students are supported by a school culture driven by PBIS and HMTSS systems that encourage them to have positive behaviors. SW6	SY 23-24 206 incident referrals documented	1. All staff will receive PD on PBIS and HMTSS systems to support students in Tiers I, II and III. 2. School counselors will use attendance and referral data to target students and provide appropriate support and interventions. <u>Accountable Leads:</u> Principal Suzie Lee Vice Principals, School Counselors	Reduction in total number of incident referrals. Student Panorama Perception Survey will show an increase in positive responses to questions about classroom climate.	WSF: $ Title 1: $ ---------- Total: $0

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

Desired Outcome "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?"	Enabling Activities "How will we achieve the desired outcome?" Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress "How will we know progress is being made?"	Anticipated Source of Funds and Estimate of Additional Amount Needed
1.3.1. All students engage in a variety of career, community, and civic opportunities. ***Mandatory for ALL** SW6	Our students should be provided the opportunity to explore career pathways based on individual interests and strengths	1. Teachers will develop quarterly lesson plans with a focus on developing students' personal interests and skills to begin career exploration opportunities. 2. Students in grades 4-6 will take a career inventory/aptitude test to learn about possible career pathways based on personal strengths and areas of interest. 3. Teachers will create place-based lessons and activities with a focus on civic responsibility and	Quarterly Unit Plans Student work samples and assessments	WSF: $ Title 1: $ ---------- Total: $0

		stewardship. Accountable Leads: Principal Suzie Lee Vice Principals, Academic Coaches		
1.3.1a. All students will participate in a complex-wide Ola Moku (Thriving Community) civic learning experience at a DOK4 level. *Mandatory NW	Our students need more opportunities for civic engagement and place-based learning.	1. All teachers will develop DOK4 lessons and PBL activities with a focus on the following: Aina, Community, Culture & History and Service & Civic Engagement. 2. Teachers will create place-based lessons and activities with a focus on civic responsibility and stewardship. Accountable Leads: Principal Suzie Lee Vice Principals, Academic Coaches	Sample lesson plans. Student work samples	WSF: $ Title 1: $ ---------- Total: $0
K-12 Alignment				
1.3.2. All students enter intermediate school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways. SW6	Our students lack the skills/experience needed to transition successfully from elementary to intermediate school	1. All teachers will develop Personalized Learning Plans with a focus on Career Pathways and Career Exploration. 2. All teachers will integrate SEL lessons and activities with study skills, time management and organization to support successful student habits and strategies for participating in advanced-level coursework. Accountable Leads: Principal Suzie Lee Vice Principals, Academic Coaches	Samples of Students' Personalized Learning Plans Sample integrated SEL lesson plans and activities	WSF: $ Title 1: $ ---------- Total: $0

PRIORITY 2: HIGH-QUALITY EDUCATOR WORKFORCE IN ALL SCHOOLS

★ **GOAL 2.1:** All students are taught by effective teachers who are committed to quality teaching and learning for all.

★ **GOAL 2.2:** All schools are fully staffed by effective support staff who are committed to providing quality services to support students.

★ **GOAL 2.3:** All schools are led by effective school administrators who are committed to supporting all staff and students.

Desired Outcome "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?"	Enabling Activities "How will we achieve the desired outcome?" / Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress "How will we know progress is being made?"	Anticipated Source of Funds and Estimate of Additional Amount Needed
2.1. All staff are effective or receive the necessary support to become effective through a system of support that includes robust coaching. SW6	Recruitment and retention of highly effective staff is a challenge.	1. All staff will receive professional development opportunities to become highly effective in their job categories (i.e. EA, office, custodial, cafeteria). 2. All staff will receive proper mentoring or coaching to receive training and support to acquire skills needed to be effective in their school positions. Accountable Leads: Principal Suzie Lee Vice Principals, Academic Coaches	All staff who need support and coaching will receive it from their direct supervisor and/or district level staff./dept	WSF: $150,000 Title 1: $ ---------- Total: $150,000
2.2. All teachers are supported by an Instructional Leadership team (ILT) led by the principal that charts the school's improvement plan, gives regular classroom feedback, provides professional development opportunities, and supports teams in Professional Learning Communities.	Recruitment and retention of highly effective teachers is a challenge.	1. Principal will review and discuss Academic Plan progress every quarter with the staff. 2. Leadership Team will conduct weekly classroom walkthroughs and provide immediate feedback to teachers. 3. ILT members will attend grade-level PLCs. Accountable Leads: Principal Suzie Lee Vice Principals, Academic Coaches	Meeting agenda and minutes Walkthru data	WSF: $ Title 1: $ ---------- Total: $0

PRIORITY 3: EFFECTIVE AND EFFICIENT OPERATIONS AT ALL LEVELS

★ **GOAL 3.1:** All school facilities are safe, well-maintained, compliant with all laws and regulations, clean, and attractive to provide a positive and inviting learning environment for students and staff.

★ **GOAL 3.2:** All operational and management processes are aligned and implemented in an equitable, transparent, effective, and efficient manner.

★ **GOAL 3.3:** Families and staff are informed of and engaged in planning and decision-making processes affecting students in a meaningful and timely manner.

Desired Outcome "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?"	Enabling Activities "How will we achieve the desired outcome?" Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress "How will we know progress is being made?"	Anticipated Source of Funds and Estimate of Additional Amount Needed
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. ***Mandatory for ALL**	The SCC is an important stakeholder group that is involved in improving parent & community engagement.	1. SCC Elections will take place according to SCC Bylaws and meet stakeholder membership requirements. 2. SCC meetings will be calendared - minimum one meeting per quarter. 3. SCC members will receive training on their roles/functions of the SCC. Accountable Leads: Principal Suzie Lee Vice Principals	1. SCC Election Notice 2. SCC Meeting Minutes 3. SCC training slides	WSF: $ Title 1: $ ---------- Total: $0
3.3.2. Family/community engagement consists both of opportunities to engage in promoting student success as well as forums for parent and family	Historically low parent participation in literacy activities.	1. Grade-level teachers will plan a parent engagement activity with a focus on literacy or STEM. 2. PCNC will plan evening activities with a focus on strengthening family time and engagement with their children. Accountable Leads:	1. Activity announcement & flyers 2. Parent sign-in sheets 3. Parent	WSF: $ Title 1: $5,000 ---------- Total: $5,000

concerns.		Principal Suzie Lee Vice Principals, Grade-Level Teachers, PCNC	feedback forms	

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 Ma'ili 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)	[Insert value; refer to cell D58 in the bell schedule tool]
Did your school submit a SCC Waiver Request Form? Please explain.	YES, an SCC Waiver was submitted and approved for 2 additional PD Days.
Bell Schedule: [Please link, embed a table, or insert an image of your school bell schedule here] ⊞ 25-26 Ma'ili Master Bell Schedule	