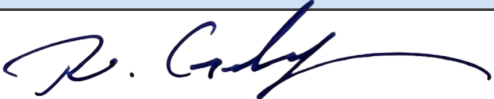


Leihoku Elementary Academic Plan SY 2026-2027

86-285 Leihoku St.
Wai'anae, HI, 96792
(808) 305-7100



- ☒ Title I School
☐ Non-Title 1 School

Submitted by Principal Rebecca Gebreyesus	
	03/19/2026

Approved by Complex Area Superintendent Disa Hauge	
	04/06/2026

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

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VIABLE QUALITY CURRICULUM

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

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

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
K-6	iReady Reading ▾	iReady Classroom Mathematics ▾		
K-2	iReady Magnetic Reading Foundations			
3 & 5	iReady Reading			

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

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
K-6	Orton-Gillingham Multisensory		Mystery Science Generation Genius	
3-6	Rewards (Voyager Sopris)			
3-6	Phonics for Reading			
K-3 & 5	Magnetic Literacy			
1	Wonders			

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-6	I-Ready ▾	I-Ready ▾
K-6	DRA (Developmental Reading Assessment) ▾	
2-6	Renaissance DNA ▾	Renaissance DNA ▾
3-6	Oral Reading Fluency (ORF) ▾	
K-2	DIBELS ▾	

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:
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IDENTIFIED SCHOOL NEEDS

Academic Plans require the identification of school needs based on data and other information analyzed as part of the school improvement process. The **Comprehensive Needs Assessment (CNA) Data Workbook** (linked [here](#)) and **Lei Kulia** (linked [here](#)) are data resources to help guide and support continuous school improvement.

This section highlights the critical student learning needs that require immediate attention for improvement, student subgroup(s) achievement gaps, and root/contributing cause for those needs and gaps, as identified in one or more of the following:

- ☒ Current CNA
- ☐ Other current assessment/self-study report:
- ☒ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: March 2023-2024

Type of Last Visit: Mid-Cycle Report & Visit -

Year of Next Action: March 2027

Type of Next Action: Full Self-Study -

Year of Next Self-Study:
2027

Please identify critical student learning needs and the root/contributing cause(s) 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	<u>School Area Need:</u>	Maintain daily attendance of 88%												
		<table><tr><td></td><th colspan="3">SCHOOL YEAR</th></tr><tr><th>ATTENDANCE</th><th>2022-23</th><th>2023-24</th><th>2024-25</th></tr><tr><td>Average Daily Attendance</td><td>88.8%</td><td>88.3%</td><td>88.7%</td></tr></table>		SCHOOL YEAR			ATTENDANCE	2022-23	2023-24	2024-25	Average Daily Attendance	88.8%	88.3%	88.7%
		SCHOOL YEAR												
ATTENDANCE	2022-23	2023-24	2024-25											
Average Daily Attendance	88.8%	88.3%	88.7%											
	<u>Root/Contributing Cause(s):</u>	Lack of success in engaging families at school events Limited sense of belonging or poor peer relationships Limited opportunities for hands-on, enrichment, or extracurricular activities												
2	<u>School Area Need:</u>	Increase student achievement in ELA, math and science												

				<table><tr><th rowspan="2">SUBGROUP</th><th colspan="3">LANGUAGE ARTS</th><th colspan="3">MATH</th><th colspan="3">SCIENCE</th></tr><tr><th>2022-23</th><th>2023-24</th><th>2024-25</th><th>2022-23</th><th>2023-24</th><th>2024-25</th><th>2022-23</th><th>2023-24</th><th>2024-25</th></tr><tr><td>All Students</td><td>47.4%</td><td>47.4%</td><td>44.8%</td><td>38.3%</td><td>37.6%</td><td>41.2%</td><td>46.4%</td><td>48.5%</td><td>45.7%</td></tr><tr><td>Disadvantaged</td><td>41.3%</td><td>42.0%</td><td>39.1%</td><td>31.7%</td><td>32.1%</td><td>38.6%</td><td>36.3%</td><td>42.4%</td><td>36.3%</td></tr><tr><td>Special Education</td><td>14.1%</td><td>11.2%</td><td>7.6%</td><td>12.8%</td><td>11.2%</td><td>3.8%</td><td>15.0%</td><td>16.6%</td><td>0.0%</td></tr><tr><td>English Learner + Exits</td><td>33.3%</td><td>30.7%</td><td>33.3%</td><td>31.2%</td><td>30.7%</td><td>30.7%</td><td>25.0%</td><td>20.0%</td><td>50.0%</td></tr><tr><td>Male</td><td>42.4%</td><td>40.7%</td><td>41.9%</td><td>37.5%</td><td>36.3%</td><td>45.4%</td><td>37.7%</td><td>45.6%</td><td>53.6%</td></tr><tr><td>Female</td><td>52.6%</td><td>53.8%</td><td>47.9%</td><td>39.1%</td><td>39.0%</td><td>36.7%</td><td>54.0%</td><td>52.2%</td><td>39.6%</td></tr><tr><td>High Needs</td><td>41.0%</td><td>41.3%</td><td>38.2%</td><td>30.9%</td><td>31.5%</td><td>37.1%</td><td>37.5%</td><td>41.0%</td><td>35.2%</td></tr><tr><td>Non-High Needs</td><td>66.3%</td><td>65.6%</td><td>68.9%</td><td>59.8%</td><td>55.8%</td><td>56.3%</td><td>67.6%</td><td>73.9%</td><td>73.0%</td></tr><tr><td>Achievement Gap</td><td>25.3%</td><td>24.3%</td><td>30.7%</td><td>28.9%</td><td>24.3%</td><td>19.2%</td><td>30.1%</td><td>32.9%</td><td>37.8%</td></tr></table>	SUBGROUP	LANGUAGE ARTS			MATH			SCIENCE			2022-23	2023-24	2024-25	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25	All Students	47.4%	47.4%	44.8%	38.3%	37.6%	41.2%	46.4%	48.5%	45.7%	Disadvantaged	41.3%	42.0%	39.1%	31.7%	32.1%	38.6%	36.3%	42.4%	36.3%	Special Education	14.1%	11.2%	7.6%	12.8%	11.2%	3.8%	15.0%	16.6%	0.0%	English Learner + Exits	33.3%	30.7%	33.3%	31.2%	30.7%	30.7%	25.0%	20.0%	50.0%	Male	42.4%	40.7%	41.9%	37.5%	36.3%	45.4%	37.7%	45.6%	53.6%	Female	52.6%	53.8%	47.9%	39.1%	39.0%	36.7%	54.0%	52.2%	39.6%	High Needs	41.0%	41.3%	38.2%	30.9%	31.5%	37.1%	37.5%	41.0%	35.2%	Non-High Needs	66.3%	65.6%	68.9%	59.8%	55.8%	56.3%	67.6%	73.9%	73.0%	Achievement Gap	25.3%	24.3%	30.7%	28.9%	24.3%	19.2%	30.1%	32.9%	37.8%
	SUBGROUP	LANGUAGE ARTS				MATH			SCIENCE																																																																																																								
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	<u>Root/Contributing Cause(s):</u>	Insufficient differentiation to meet diverse learning needs Limited use of formative assessments to guide instruction Weak integration of foundational skills (phonics, number sense, writing, etc.) Limited opportunities for staff voice, collaboration, and shared decision-making to assist in staff retention																																																																																																															
	<u>School Area Need:</u>	Increase students' sense of belonging and emotional well-being <table><tr><th></th><th colspan="9">SCHOOL YEAR</th></tr><tr><th rowspan="2">RATE/DIMENSION</th><th colspan="3">2022-23</th><th colspan="3">2023-24</th><th colspan="3">2024-25</th></tr><tr><th>STUDENTS</th><th>PARENTS</th><th>TEACHERS</th><th>STUDENTS</th><th>PARENTS</th><th>TEACHERS</th><th>STUDENTS</th><th>PARENTS</th><th>TEACHERS</th></tr><tr><td>Return Rate</td><td>72.4%</td><td>23.9%</td><td>32.3%</td><td>61.3%</td><td>3.6%</td><td>100.0%</td><td>73.3%</td><td>43.0%</td><td>83.7%</td></tr><tr><td>Safety</td><td>77.9%</td><td>88.6%</td><td>75.3%</td><td>77.9%</td><td>83.3%</td><td>62.2%</td><td>76.2%</td><td>88.4%</td><td>70.6%</td></tr><tr><td>Well Being</td><td>n/a</td><td>92.7%</td><td>73.8%</td><td>n/a</td><td>93.8%</td><td>67.1%</td><td>n/a</td><td>92.2%</td><td>68.6%</td></tr><tr><td>Satisfaction</td><td>n/a</td><td>89.9%</td><td>69.2%</td><td>n/a</td><td>84.1%</td><td>62.5%</td><td>n/a</td><td>88.5%</td><td>60.5%</td></tr><tr><td>Involvement/ Engagement</td><td>n/a</td><td>86.9%</td><td>66.9%</td><td>n/a</td><td>84.6%</td><td>62.8%</td><td>n/a</td><td>88.7%</td><td>57.8%</td></tr></table>										SCHOOL YEAR									RATE/DIMENSION	2022-23			2023-24			2024-25			STUDENTS	PARENTS	TEACHERS	STUDENTS	PARENTS	TEACHERS	STUDENTS	PARENTS	TEACHERS	Return Rate	72.4%	23.9%	32.3%	61.3%	3.6%	100.0%	73.3%	43.0%	83.7%	Safety	77.9%	88.6%	75.3%	77.9%	83.3%	62.2%	76.2%	88.4%	70.6%	Well Being	n/a	92.7%	73.8%	n/a	93.8%	67.1%	n/a	92.2%	68.6%	Satisfaction	n/a	89.9%	69.2%	n/a	84.1%	62.5%	n/a	88.5%	60.5%	Involvement/ Engagement	n/a	86.9%	66.9%	n/a	84.6%	62.8%	n/a	88.7%	57.8%																								
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	<u>Root/Contributing Cause(s):</u>	Inconsistent implementation of SEL curricula, which impacts students' ability to emotionally regulate or positively resolve conflict Students do not feel a strong sense of belonging or connection to adults at school Few opportunities for student voice and choice																																																																																																															

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	<u>Targeted Subgroup:</u>	Special Education (SPED)
	<u>Identified School Area Need(s):</u>	Decrease the student achievement gap in English Language Arts (ELA), Mathematics, and Science
2	<u>Targeted Subgroup:</u>	English Language Learners
	<u>Identified School Area Need(s):</u>	Decrease the student achievement gap in English Language Arts (ELA), Mathematics, and Science
3	<u>Targeted Subgroup:</u>	Disadvantaged Students

<u>Identified School Area Need(s):</u>	Decrease the student achievement gap in English Language Arts (ELA), Mathematics, and Science
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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?”		Monitoring of Progress “How will we know progress is being made?”	Title I (SW)	Anticipated Source of Funds and Estimate of Additional Amount Needed
		Name of Accountable Lead(s) “Who is responsible to oversee and monitor implementation and progress?”				
1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness.	Root 2	EA1.1.1 (1) Kindergarten Entry Assessment (KEA) testing prior to the start of the school. EA1.1.1 (2) Kindergarten classes will have a transition schedule to start the school year. [Kimberly Hollingsworth, Janice Gabriel]		KEA data Quarterly Summative Assessments (K Assessment)	6	WSF: \$379480 Title 1: \$0 CSI/MRI: \$0 Title II: \$0 Title III: \$0 Title IV-A: \$0 Title IV-B: \$0 IDEA: \$0 SPPA: \$75896 MVA: \$0 Grant: \$0 ----- Total: \$455376
1.1.1a All entering kindergarten students are provided necessary and timely support to develop foundational skills for learning.	Root 2	EA1.1a (1) Initial instruction responsive to KEA data until other screeners are administered EA1.1a (2) EOEL provides foundational skills for learning in preparation for entry into Kindergarten [Kimberly Hollingsworth, Janice Gabriel]		STAR Assessment TS Gold EOEL Target Sheets	5	Title I: \$0 SPPA: \$75896 Other: \$241110 ----- Total: \$317006
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	Root 2	EA1.1.2 (1) Review data to implement effective RTI instruction/differentiation EA1.1.2 (2) Implement intervention reading/decoding		DRA Data collection	6	WSF: \$4917951 Title I: \$124000 SPPA: \$2144903 -----

become proficient.		strategies a) Small group instruction by additional staff member - Rewards - Reading Specialist EA1.1.2 (3) iReady Reading to be utilized for targeted instruction, differentiation, and instructional support. EA1.1.2 (4) K-6 will continue to implement an RTI block 4 days a week to address student needs [Lori Simbahon, Kimberly Hollingsworth - ELA Academic Coaches]	iReady Fall-Winter-Spring Diagnostics Renaissance DNA Quarterly summative assessments Data Collection Sheet DIBELS		Total: \$7186854
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.	Root 2	EA1.1.2a (1) Continue the role of reading specialist(s) to address the needs of those who perform well below grade level by providing targeted, small group reading instruction EA1.1.2a (2) K-3 Implement consistent phonics instruction using Magnetic Reading Foundations for foundational skills [Kimberly Hollingsworth - K-2 ELA coach]		6	WSF: \$151792 Title I: \$71000 ----- Total: \$222792
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.	Root 2	EA1.1.3 (1) Implement consistent mathematical instruction using iReady Math as our core curriculum a) Provide instructional support through bi-weekly articulation and differentiated teacher meetings (DTM) b) Establish and maintain data team cycles to determine effective instructional strategies EA1.1.3 (2) K-6 will continue to implement an RTI block 4 days a week to address student needs EA1.1.3 (3) Engage stakeholders in professional development opportunities to further knowledge and implementation of mathematical concepts and instruction EA1.1.3 (4) Administer iReady assessment 3x a year and	iReady Fall-Winter-Spring Diagnostics Renaissance DNA Data Teams/Data collection Quarterly summative assessments	6	WSF: \$4917951 Title I: \$144000 SPPA: \$2144903 ----- Total: \$7206854

		use assessment data to modify instruction and curriculum. EA1.1.3 (5) Provide Ignite tutoring to supplement classroom instruction [Gerald Ishikawa, Janice Gabriel - Math Academic Coaches]			
1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.	Root 2	EA1.1.4 (1) Consistently engage in school-wide instructional strategies to close the achievement gap a) Establish dedicated RTI time blocks b) Clearly articulate learning targets/success criteria c) Vertical and horizontal articulation and planning to ensure curricular/instructional, social/emotional, GLO alignment along the K-6 continuum d) Continue AVID instructional strategies e) Pull-out/small group instruction [Kimberly Hollingsworth, Gerald Ishikawa, Lori Simbahon, Janice Gabriel - Academic Coaches] EA1.1.4 (2) Provide Ignite tutoring to supplement classroom instruction [Gerald Ishikawa, Lori Simbahon - Academic Coaches]	Data Sheet Iready DRA Pacing Guides Quarterly Summative Assessments Instructional Cycles for Improvement	6	Title I: \$101000 ----- Total: \$101000
1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.	Root 2	EA.1.1.5 (1) Engage in transition activities from elementary to intermediate school [Grade 6 Teachers] a) Arrange grade 6 visitation to the Intermediate school b) Students preview elective classes c) Establish familiarity with the new setting EA.1.1.5 (2) Transitional meetings involving Leihoku teachers, Intermediate/Middle School teachers, parents, and students with IEPs	IEP Documentation Class registration through google documentation Documentation	6	WSF: \$607168 Title I: \$0 SPPA: \$151792 Other: \$241110 ----- Total: \$1000070

		[Case Coordinators] EA.1.1.5 (3) Transitional meeting with intermediate school for identified students with emotional and/or behavior challenges [School Counselors] EA. 1.1.5 (4) Early Learning Preschool Program (EOEL) [Preschool Teachers]			
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★ 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?"	Title (SW)	Anticipated Source of Funds and Estimate of Additional Amount Needed
1.2.1. All students desire to and attend school regularly.	Root 1 Root 3	EA1.2.1 (1) Monitor and follow up on the attendance status of all students through policy expectations a) Attendance is inputted into a school-wide, longitudinal data tracker b) Tier 2 support services to track attendance via classroom teacher or tier 2 monitor c) Monitor the issuance of complex mandated attendance notices to families [Classroom Teachers, Attendance Clerk, Counselors] EA1.2.1 (2) Implement attendance intervention strategies a) Incentive programs for students b) Mentoring programs c) Intervene by meeting with families to develop an attendance improvement plan d) Effective messaging and engagement (phone calls, home visits, etc) [Attendance Clerk, Counselors, School Social Worker, Homeless Liaison, Translator] EA1.2.1 (3) Consistently implement Tier 1 MTSS strategies a) Provide a safe and secure environment b) Build and maintain positive student/teacher relationships (17 +1 proactive strategies)	Daily Attendance Rate Data Tracker Chronic Absenteeism Rate	6	WSF: \$379480 Title I: \$0 ----- Total: \$379480

		[Counselors, MTSS Committee] EA1.2.1 (4) Establish engaging and meaningful connections between content and careers through CTE. [Bridgette Sholtis - IPC and Debrah Ginoza - Curriculum Coordinator]			
1.2.2. All students demonstrate positive behaviors at school.	Root 3	EA.1.2.2 (1) Implement Social Emotional Curricula a) Choose Love/Choose Aloha b) Second Step [All Teachers, Counselors, MTSS Committee] EA.1.2.2 (2) Consistently put Tier 1 MTSS strategies into practice [All Teachers, Counselors, MTSS Committee] EA.1.2.2 (3) Increase opportunities to celebrate positive behaviors through SEL awards [Counselors, MTSS Committee, School Leadership] EA.1.2.2 (4) Develop and maintain positive relationships with families to support positive behaviors in school [School Leadership, MTSS Committee, School Committees, PCNC] EA.1.2.2 (5) Family engagement events on a regular basis (ex: Back to School Night, CTE showcase, Ohana Night, PTCs, Winter Fair, etc) [School Leadership, MTSS Committee, School Committees, PCNC]	Suspension data Student referral data Attendance Data Panorama Data	6	Title I: \$6353 ----- Total: \$6353
1.2.3. All students experience a Nā Hopena A'o environment for learning.	Root 1 Root 3	EA1.2.3 (1) Faculty and staff will receive professional development on HĀ and will participate in learning activities to support the HĀ framework [Carol Puanani Wilhelm] EA1.2.3 (2) Provide culture-based instruction through a menu of		6	Title I: \$0 ----- Total: \$0

		activities which may include but are not limited to: CTE programs, May Day, field trips, and the Nā Kama Kai swim program [Mikiala Ng, GL Representatives]			
1.2.4. All students are supported by a school culture driven by PBIS and HMTSS systems that encourage them to have positive behaviors.	Root 3	EA.1.2.4 (1) Implement Social Emotional Curricula a) Choose Love/Choose Aloha b) Second Step [All Teachers, Counselors, MTSS Committee] EA1.2.4 (2) Engage stakeholders in a risk assessment (BEISY) [Counselors, Behavioral Health Specialist] EA1.2.4 (3) Provide a streamlined process in identifying and referring students who need additional behavioral supports and services a) 1 on 1 adult supervision b) Adult support (whole class) c) Informal Counseling d) Tier 2 intervention by support staff e) Tier 3 (BHS) [Counselors, Behavioral Health Specialist] EA1.2.4 (5) Teach and consistently reinforce schoolwide Tier 1 behavior initiatives and expectations a) implement & explicitly teach schoolwide behavior matrix b) implement the 17 + 1 PBIS strategies with fidelity c) teach quarterly core values—courage, gratitude, forgiveness, and compassion—and provide regular recognition through monthly MVPs	BEISY Report Referral Data Suspension Data Panorama Data	6	WSF: \$227688 Title I: \$0 ----- Total: \$227688

★ **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?”		Monitoring of Progress “How will we know progress is being made?”	Titl e I (S W)	Anticipated Source of Funds and Estimate of Additional Amount Needed
		Name of Accountable Lead(s) “Who is responsible to oversee and monitor implementation and progress?”				
1.3.1. All students engage in a variety of career, community, and civic opportunities.	Root 1 Root 3	1.3.1 (1) Continue to implement CTE that includes instruction, field trips, and showcase for grades K-6 [GLCs] 1.3.1 (2) Consistently implement student success skills for grades K-6 using AVID organizational strategies for college and career readiness [GLCs, AVID site team] a. Time management b. Organization c. Planning	Percentage of student participation and culminating survey AVID Instructional Cycles for Improvement	6	WSF: \$93550 Title I: \$15000 ----- Total: \$108550	
1.3.1a. All students will participate in a complex-wide Ola Moku (Thriving Community) civic learning experience at a DOK4 level.	Root 2 Root 3	1.3.1a All students will participate in a complex-wide Ola Moku learning experience through classroom activities. [GLCs, Carol Puanani Wilhelm]	GLC monitoring	6	Title I: \$0 ----- 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.	Root 2	1.3.2 (1) Continue to implement CTE that includes instruction, field trips, and showcase for grades K-6 [GLCs] 1.3.2 (2) Consistently implement student success skills for grades K-6 using AVID organizational strategies for college and career readiness [GLCs, AVID site team]	Showcase AVID cycles for improvement	6	WSF: \$93550 Title I: \$15000 ----- Total: \$108550	

		a. Time management b. Organization c. Planning 1.3.2 (3) Grades K–6 monitor and support student stretch growth on i-Ready Diagnostics and provide targeted RTI interventions to build the academic readiness needed for a successful transition to intermediate school.	Data Sheets		

PRIORITY 2: HIGH-QUALITY EDUCATOR WORKFORCE IN ALL SCHOOLS

★ All students are taught by effective teachers.

★ All schools are fully staffed by effective support staff.

★ All schools are led by effective school administrators.

Desired Outcome "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?"	Enabling Activities "How will we achieve the desired outcome?"	Monitoring of Progress "How will we know progress is being made?"	Title I (SW)	Anticipated Source of Funds and Estimate of Additional Amount Needed
		Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"			
2.4.1. All staff are effective or receive the necessary support to become effective through a system of support that includes robust coaching.	Root 2	EA.2.4.1 (1) Established Instructional Leadership Team: 5 Academic Coaches and 1 Inclusive Practices Coach a) Engage in Grade Level Articulation Meetings to focus on instructional needs b) Establish Differentiated Teacher Meetings (DTM) c) Engage in content related meetings with Grade Levels	Academic Coaching Cycle(s)	6	WSF: \$470555 Title I: \$366572 ----- Total: \$837127
		EA 2.4.1 (2) Provide ongoing professional development opportunities based on teacher strengths and areas of need. Examples of differentiated PD may include teacher-led professional development, consultants, online opportunities, in-state/out-of-state conferences, etc.	Instructional cycle(s) for improvement Committee Meeting Minutes		
		EA 2.4.1 (3) All staff are supported to become effective through a structured coaching system that includes weekly classroom walkthroughs by coaches and administrators. Teachers receive specific feedback on strengths and next steps, creating an ongoing cycle of support that promotes continuous professional growth and effective instruction.	Admin. Walkthrough Data Dashboard		

		[School Leadership, Academic Coaches]			
2.4.2. 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.	Root 2	EA 2.4.2 (1) Consistently implement instructional cycles for improvement in AVID and MTSS site team meetings. The cycle is as follows: a) Determine a focus/PIP b) Input training c) Safe practice d) Collect/Analyze evidence from classroom observations/coaching/feedback e) Team discussion/Looking at student work (LASW) f) Assessment targeted learning walks d) Provide on-going teacher support and build teacher capacity through PD. [Administration, Academic Coaches, Site Teams, School Leadership] EA 2.4.2 (2) Teachers engage in the Data Teams process regularly with input from academic coaches [Accreditation Committee Members, GLCs] EA 2.4.2 (3) Principal and Leadership Team Walkthroughs: Leadership team members play a crucial role in instructional leadership. Their regular presence in classrooms, armed with a deep understanding of effective pedagogical practices, allows them to provide timely and actionable feedback. [Administrators, Academic Coaches]	Academic Coaching Cycle(s) Instructional cycle(s) for improvement Committee Meeting Minutes	6	WSF: \$955281 Title I: \$0 ----- Total: \$955281

PRIORITY 3: EFFECTIVE AND EFFICIENT OPERATIONS AT ALL LEVELS

★ GOAL 3.3: Families and staff are informed of and engaged in planning and decision-making processes.

Desired Outcome "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?"	Enabling Activities "How will we achieve the desired outcome?"	Monitoring of Progress "How will we know progress is being made?"	Title I (SW)	Anticipated Source of Funds and Estimate of Additional Amount Needed
		Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"			
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.	Root 1	3.3.1 (1) Principal shall recruit SCC members for all role groups. [Principal, SCC Lead] 3.3.1 (2) SCC shall meet quarterly. [Principal, SCC Lead]	Meeting agenda, minutes and notes	6	----- Total: \$0

★ GOAL 3.3: Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.

3.3.2. Family/community engagement consists both of opportunities to engage in promoting student success as well as forums for parent and family concerns.	Root 1	EA.3.3.2. (1) Continue the PCNC Position to increase family engagement [Principal, PCNC] EA.3.3.2 (2) Continually use social media and technology platforms to engage families [Elena Forsythe - Tech Coordinator, Curriculum Coordinator]	Sign In Sheets Parent/Staff Evaluation Agenda minutes Social Media following and	5	WSF: \$75896 Title I: \$28494 ----- Total: \$104390
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		EA.3.3.2 (3) Family Engagement Opportunities which may include, but are not limited to; 'Ohana Nights, PTCs, Winter Fair, etc. [School Leadership, Committees, PCNC]	commenting		

APPENDIX A: SCHOOL COMMUNITY COUNCIL ASSURANCES FORM

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

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

APPENDIX B: BELL SCHEDULE

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

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

Total student instructional <u>hours per year</u> <i>(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)</i>	1095 Hours
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement

Leihoku Elementary Bell Schedule:

[illegible]