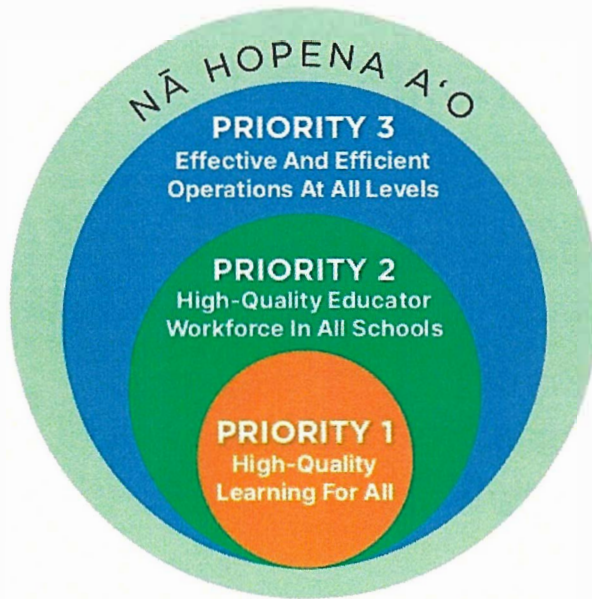




'Aikahi Elementary School Academic Plan SY 2025-2026

281 Iliha St, Kailua, HI 96734
(808) 305-6700

<https://www.aikahielementary.com/>

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

Submitted by Principal Lisa DeLong	
<i>Lisa DeLong</i>	04-01-25

Approved by Complex Area Superintendent Lanelle Hibbs	
<i>Lanelle Hibbs</i>	04/17/2025



VIABLE QUALITY CURRICULUM

This section highlights the school's comprehensive instructional programs used by each core subject area. *For SY 2024-2025, identifying Science and Social Studies instructional programs in the Academic Plan is optional.*

Please identify the **comprehensive instructional program(s)** used by each core subject area. Schools may indicate specific demographic subgroup(s) as appropriate.

To add additional information, please insert a new row as needed.

Grade Level / Course Name	English Language Arts	Mathematics	Science	Social Studies
K-6	Heggerty Bridge to Reading (K-2) Wonders 2023	Ready Classroom Mathematics		

SCREENING ASSESSMENTS

This section highlights school-administered universal screeners designed to quickly identify the needs of students in **Kindergarten through Grade 9** who may require additional academic support.

Please utilize the dropdown list to identify the **universal screener(s)** used for English Language Arts and Mathematics and specify the grade level or course name. If "Other" is selected, please manually identify the universal screener.

To add additional information, please insert a new row and/or duplicate the dropdown list as needed.

Grade Level / Course Name	English Language Arts	Mathematics
K-6	iReady ▾	iReady ▾



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:

- ☒ Current Comprehensive Needs Assessment (CNA)
- ☒ Current Western Association of Schools and Colleges (WASC) Schoolwide Growth Areas for Continuous Improvement
Last Full Self-Study: 2024
- ☐ Other current accreditation self-study

Please identify critical student learning needs and the root/contributing cause(s) of 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?"

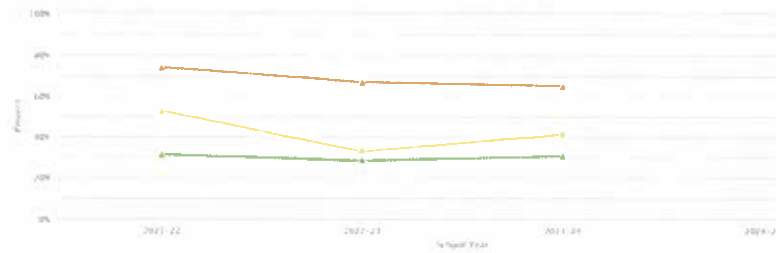
To identify additional critical student needs, please insert a new row and duplicate the "Student Need" and "Root/Contributing cause(s)" text as needed. Please number the student need and root/contributing cause(s) for ease of cross-referencing.

- 1 **Student Need:** Proficiency in ELA
Root/Contributing cause(s):
1a) Implementation: Varying levels of implementation of standards-based instructional practices
1b) Level of rigor: A need for rich learning opportunities and tasks across grade levels
- 2 **Student Need:** Proficiency in Math
Root/Contributing cause(s):
2a) Implementation: Varying levels of implementation of standards-based instructional practices
2b) Level of rigor: A need for rich learning opportunities and tasks across grade levels
- 3 **Student Need:** Support for students who score below grade level on universal screeners to close the achievement gap
Root/Contributing cause(s):
3a) Teaching methods that support differentiation: Instructional practices that allow teachers to implement effective tiered instruction
3b) Inclusive Practices: A lack of adequate training to address diverse student needs
3c) Documentation: Inconsistent data collection across grade levels, resulting in a wider achievement gap

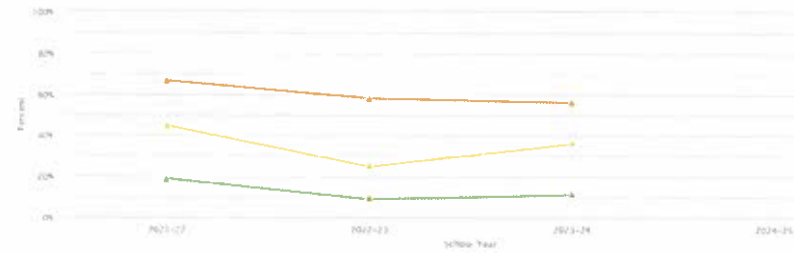


One-Year Academic Plan SY 2025-2026

ELA Meeting Standard
By Subgroup & Year for All Students
Aikahi EI



Math Meeting Standard
By Subgroup & Year for All Students
Aikahi EI



ARCH ADC All Students Disadvantaged Students Disabled/SPED



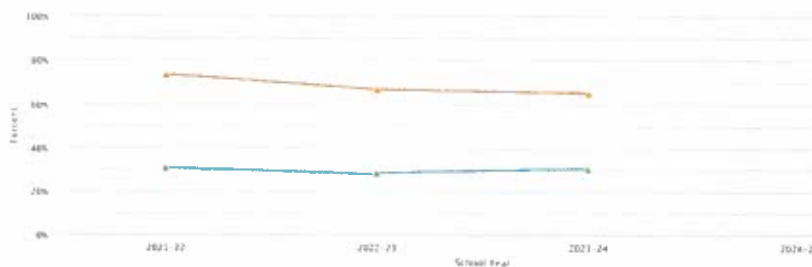
In order to address student equity, please list the **targeted subgroup(s)** and their **identified needs**. Enabling activities should address identified subgroup(s) and their needs.

To add additional subgroups, please insert a new row and duplicate "Targeted Subgroup" and "Identified Student Need(s)" text as needed.

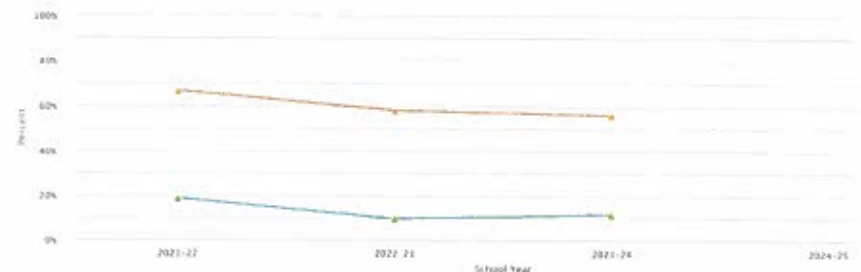
Targeted Subgroup: Students who qualify for special education services

1

ELA Meeting Standard
By Subgroup & Year for All Students
Aikahi EI



Math Meeting Standard
By Subgroup & Year for All Students
Aikahi EI



Identified Student Need(s):

ARCH ADC

ELA - All Students 65.4% Disabled Students 30.7%

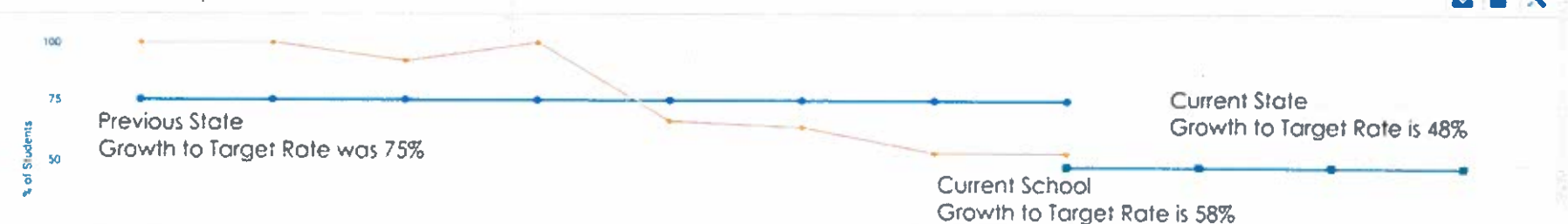
Math - All Students 56.4% Disabled Students 11.5%

2

Targeted Subgroup: English Language Learners

Identified Student Need(s): 58% of students are on track for English Language Proficiency based on Annual EL Growth to Target Goal.

% of ELs On Track towards Updated Goal of 48%

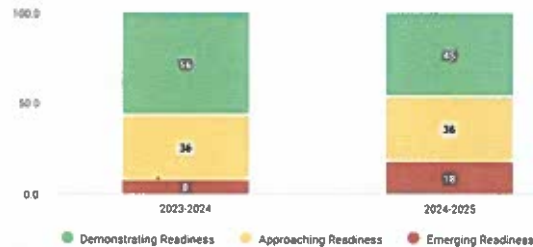




3 **Targeted Subgroup:** Kindergarteners

What are our Kindergarten Students readiness levels?

Data as of December 2024



2024-2025

- Demonstrating Readiness: 5 (45.45%)
- Approaching Readiness: 4 (36.36%)
- Emerging Readiness: 2 (18.18%)

Identified Student Need(s): According to Kindergarten Entry Assessment (KEA) Data as of December 2024, 81.81% of incoming kindergarteners in SY 2024-25 were demonstrating or approaching readiness for success in kindergarten. 18.18% have emerging readiness. These students who have not yet mastered the foundational language, literacy, and mathematics skills will need instructional support in order to develop mastery of the kindergarten-level content.

WASC Critical Areas of Need (Based on 2024 WASC Visiting Committee Findings)

1. Refinement of Mission and Vision Statements to Reflect Current Student Needs
2. Establishment of Clear Roles, Responsibilities, and Procedures
3. Enhancement of Curriculum and Instructional Consistency
4. Improvement of Support Systems for Student Learning and Well-being
5. Clear and effective communication strategies that involve all stakeholders
6. Clear and consistent common expectations among students reinforced by staff
7. Data-driven decision-making and consistent approach to data review.



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 Outcomes <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities and Name of Accountable Lead(s) <i>"How will we achieve the desired outcome?" "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?" Please 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 provided necessary and timely support to develop foundational skills for learning.	WASC 7 Subgroup 3	EA 1.1.1 (1) Analyze results of beginning of the year Kindergarten Assessments to inform instruction: - Kindergarten Entry Assessment (KEA) - Quarterly Assessments EA 1.1.1 (2) Enrich RTI opportunities for students who show emerging readiness on the KEA developmental screener. <i>Accountable Leads: Julie Schell, Sarah Sunada, Erin Vegas (Kindergarten Team)</i>	KEA LEI Kulia	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☒ Title IV-A, \$10,500 ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$



One-Year Academic Plan SY 2025-2026

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.

1a, 1b
3a, 3b, 3c,
WASC 3
WASC 4
WASC 7

EA 1.1.2 (1) Provide RTI to students below grade level

- Ensure strong Tier I, supportive Tier II and III
- Utilize [Academic Flowchart](#) for clear processes for moving between tiers

EA 1.1.2 (2) Continued implementation of curriculum mapping to address priority ELA Standards:

- Wonders Reading in Grades K-5
- Heggerty Bridge to Reading in Grades K-2
- Standards-based novel studies

EA 1.1.2 (3) Weekly Articulation to discuss data in order to improve standards-based instructional practices

- Utilize iReady Reading Diagnostic data and formative assessments results to identify student needs
- Build standards-based grading rubrics for all common assessments
- Communicate success criteria to promote reading proficiency and student achievement

Accountable Leads: Anna Fraser (Curriculum Chair), Meagan Mahiko (Assessment Chair), Christina Austria (Academic Coach), Brynn Matthews (EL/RTI Coordinator)

SBA
iReady Universal
Screener

- ☒ WSF, \$2.7 mil
- ☐ Title I, \$
- ☐ Title II, \$
- ☐ Title III, \$
- ☐ Title IV-A, \$
- ☐ Title IV-B, \$
- ☐ IDEA, \$
- ☐ SPPA, \$
- ☐ Homeless, \$
- ☐ Grant:__, \$
- ☐ Other:__, \$



One-Year Academic Plan SY 2025-2026

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.

2a, 2b
3a, 3b, 3c
WASC 3
WASC 4
WASC 7

EA 1.1.3 (1) 'Aikahi will participate in Kailua-Kalāheo Math Taskforce.

- Implement a rotation of teachers from various grade levels to participate in Math Task Force workshops
- Align Math Task Force initiatives with school initiatives

EA 1.1.3 (2) Weekly Articulation to discuss data in order to improve standards-based instructional practices

- Utilize iReady Math Diagnostic data and formative assessments results to identify student needs
- Build standards-based grading rubrics for all common assessments
- Communicate success criteria to promote math proficiency and student achievement

EA 1.1.3 (3) Provide Math RTI to students

- Ensure strong Tier I, supportive Tier II and III
- Utilize [Academic Flowchart](#) for clear processes for moving between tiers

Accountable Leads: Anna Fraser (Curriculum), Meagan Mahiko (Assessment), Kimberley Jones (Math Task Force), Christina Austria (ILT), Brynn Matthews (EL/RTI Coordinator)

SBA
iReady Universal
Screener

- ☒ WSF, \$
- ☐ Title I, \$
- ☐ Title II, \$
- ☐ Title III, \$
- ☐ Title IV-A, \$
- ☐ Title IV-B, \$
- ☐ IDEA, \$
- ☐ SPPA, \$
- ☐ Homeless, \$
- ☒ Grant:DoDEA, \$
- ☐ Other:__, \$



One-Year Academic Plan SY 2025-2026

1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.

Required for all schools.

1a, 1b
2a, 2b
3a
WASC 3
WASC 6

EA 1.1.4 (1) New teachers will participate in PBL training; ongoing support for all teachers

EA 1.1.4 (2) Instructional Leadership Team will improve instructional practices, student learning outcomes, and overall school performance by focusing on student performance data and standardized testing and providing professional development in research-based and best-practice instructional strategies.

EA 1.1.4 (3) Schoolwide implementation of General Learner Outcomes including student reflection and goal setting

EA.1.1.4 (4) Implement a writing foundation program (manuscript handwriting) for grades K-6

EA.1.1.4 (5) Adhere to [Comprehensive EL Plan](#)

Accountable Leads: Christina Austria (ILT/Academic Coach), Meagan Mahiko (Assessment), Brynn Matthews (EL Coordinator)

SBA
iReady Universal
Screener
GLO grades

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

1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.

Required for all schools.

WASC 4

EA 1.1.5 (1) Provide a summer bridge program for incoming Kindergarten students

EA 1.1.5 (2) Develop opportunities to vertically articulate between elementary and intermediate schools for transitioning students in order to refine transition services and events

Accountable Leads: Lisa DeLong (Principal), Kimberley Jones (Math Task Force), Madison Olsen (SCC)

Kindergarten
Summer Start
program
evaluation

- ☐ WSF, \$
- ☐ Title I, \$
- ☐ Title II, \$
- ☐ Title III, \$
- ☒ Title IV-A, \$
- ☐ Title IV-B, \$
- ☐ IDEA, \$
- ☐ SPPA, \$
- ☐ Homeless, \$
- ☒ Grant:DoDEA, \$
- ☐ Other:__, \$





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

Desired Outcomes "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?"	Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress (Initial & Intermediate Outcomes) "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Please estimate the additional amount needed to execute the enabling activity.
1.2.1. All students desire to and attend school regularly. <i>Required for all schools.</i>	WASC 2 WASC 4 WASC 6	EA 1.2.1 (1) Adhere to 'Aikahi Attendance policy - Attendance letters sent home every 5 weeks - Clear communication between school attendance team and classroom teachers regarding home/school notifications - Hold parent meetings in accordance with 'Aikahi Attendance policy EA.1.2.1 (2) Offer ongoing educational opportunities that enhance standards-based learning: - Field trips that extend classroom learning - Project-based learning (PBL) experiences - Aloha 'Āina and HĀ based opportunities <i>Accountable Leads: Jo Haili (School Attendance Team), Lisa DeLong (Principal)</i>	LEI Kulia Panorama	☒ WSF, \$5,500 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$



One-Year Academic Plan SY 2025-2026

1.2.2. All students demonstrate positive behaviors at school.

Required for all schools.

WASC 4
WASC 6

EA 1.2.2 (1) Incorporating Social-Emotional learning into daily classroom lessons/activities

EA 1.2.2 (2) Continued support of student leadership groups:

- Junior Coaches
- Junior Police Officers (JPO)
- Student Council
- 'Aikahi Kūkala Krew

EA1.2.2.(3) Develop a comprehensive PBIS system for students

- Update 'Aikahi Behavior Matrix
- Obtain feedback from all stakeholders prior to implementing a new PBIS system

Accountable Leads: Christina Dabbs (Counseling), Jo Haili (Vice Principal), Shannon Tanabe-Clark (Junior Coaches), Kalena Silva (JPO), TBD (Student Council)

Panorama

Infinite Campus
(number of
recess referrals)

- ☒ WSF, \$45,372
- ☐ Title I, \$
- ☐ Title II, \$
- ☐ Title III, \$
- ☐ Title IV-A, \$
- ☐ Title IV-B, \$
- ☐ IDEA, \$
- ☐ SPPA, \$
- ☐ Homeless, \$
- ☐ Grant: Literacy \$
- ☐ Other: __, \$

1.2.3. All students experience a Nā Hopena A'o environment for learning.

Required for all schools.

WASC 4

EA 1.2.3 (1) Refine Kupuna program to strengthen a sense of belonging, responsibility, excellence, aloha, total-well-being and Hawaii ("BREATH")

- Integrate Kupuna lessons in daily classroom lessons/activities
- Involve Kupuna in staff workshops and whole-school events (i.e. May Day)

EA 1.2.3 (2) Provide professional development opportunities for teachers to deepen their knowledge of HĀ: BREATH and the Nā Hopena A'o components

Accountable Leads: Lisa DeLong (Principal)

Panorama

- ☒ WSF, \$28,669
- ☐ Title I, \$
- ☐ Title II, \$
- ☐ Title III, \$
- ☐ Title IV-A, \$
- ☐ Title IV-B, \$
- ☐ IDEA, \$
- ☐ SPPA, \$
- ☐ Homeless, \$
- ☐ Grant: __, \$
- ☐ Other: __, \$





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

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (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> Please estimate the additional amount needed to execute the enabling activity.
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. <i>Required for all schools.</i>	1b, 2b, 3a, 3b	EA 1.3.1 (1) Continue the PBL Implementation Plan for students to experience at least 1 Gold Standard project per semester - Share authentic learning with the community at PBL Fair EA1.3.1 (2) Provide students with a variety of leadership opportunities: - Junior Police Officers (JPO) - Student Council - Junior Coaches 'Aikahi Kūkala Krew Accountable Leads: Christina Austria (Academic Coach), Kalena Silva (JPO), TBD (Student Council), Shannon Tanabe-Clark (Junior Coach), Jo Haili ('Aikahi Kūkala Krew)	PBL Project Planners Student Attendance	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$



One-Year Academic Plan SY 2025-2026

K-12 Alignment

WASC 4

1.3.2. All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.

EA 1.3.2 (1) Participate in Kailua-Kalāheo Agricultural, Food, and Natural Resources (AFNR) K-12 CTE Pathway by implementing 'ĀINA in Schools curriculum

EA 1.3.2 (2) Specials classes will provide exposure to a balanced comprehensive educational program (Computer Science, Art, Music, Physical Education, World Language)

- Computer Science Teachers Association's K-12 Computer Science Standards
- Curriculum Maps for each special class

EA 1.3.2 (3) Create opportunities for students to explore different career pathways

- Partner with Kalāheo students in CTE programs
- Career Day
- Introduce industry professionals through PBL units

Accountable Leads: Lisa DeLong (Principal), TBD ('ĀINA in Schools), Shannon Tanabe-Clark (Specials GLC), Christina Dabbs (Counselor), Anna Fraser (Curriculum)

'ĀINA booklets

Catch the Wind Parent Bulletin

Curriculum Maps

Panorama

DoDEA external evaluations

- ☐ WSF, \$
- ☐ Title I, \$
- ☐ Title II, \$
- ☐ Title III, \$
- ☒ Title IV-A, \$15,000
- ☐ Title IV-B, \$
- ☐ IDEA, \$
- ☐ SPPA, \$
- ☐ Homeless, \$
- ☐ Grant:__, \$
- ☐ Other:__, \$
- ☒ Grant:DoDEA, \$65,979



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 Outcomes <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>



One-Year Academic Plan SY 2025-2026

2.1.1. All staff are involved in ongoing professional development that focuses on meeting identified student and teacher learning needs.

1a, 1b
2a, 2b
3a, 3b

2.1.1 (1) Focused Professional Learning in Targeted Instructional Area, Project-Based Learning, Hawai'i Multi-tiered Systems of Support, and standards-based instruction

- In-house professional development led by ILT, Math Task Force, and MTSS leads
- PD on high leverage instructional strategies (including Tier 1 and Tier 2)

2.1.1 (2) Provide grade levels with Curriculum Planning day(s) to update and revise their curriculum maps as needed

- Include new Writing Foundation standards
- Incorporate new rhetoric from updated ELA standards
- Include grading rubrics for common assessments
- Align SEL, Number Sense Routines, BTC and GLOs with lessons

2.1.1 (3) Intentional vertical articulation for all K-6 teachers

- Common Agreements (ELA/ Math)
- Streamline Health standards across grades 3-5

Accountable Leads: Christina Austria (Instruction), Kimberley Jones (Math Task Force), Anna Fraser (Curriculum), Meagan Mahiko (Assessment), Brynn Matthews (EL/RTI Coordinator)

SBA

Panorama

Curriculum Maps

- ☐ WSF, \$11,080
- ☐ Title I, \$
- ☐ Title II, \$
- ☐ Title III, \$
- ☐ Title IV-A, \$
- ☐ Title IV-B, \$
- ☐ IDEA, \$
- ☐ SPPA, \$
- ☐ Homeless, \$
- ☐ Grant:____, \$
- ☐ Other:____, \$



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 Outcomes <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. <i>Required for all schools.</i>	WASC 5	EA 3.3.1 (1) Continue to hold monthly School Community Council meetings - Ensure School Community Council meetings are advertised through multiple outlets to increase awareness and engagement - Post SCC meeting minutes to school and faculty websites <i>Accountable Leads: Lisa DeLong (Principal), Madison Olsen (SCC)</i>	SCC Data (membership, agendas, meetings)	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:____, \$ ☐ Other:____, \$



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

Desired Outcomes "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?"	Enabling Activities "How will we achieve the desired outcome?" and 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 "What funding source(s) should be utilized?" Please estimate the additional amount needed to execute the enabling activity.
3.3.2. All parents are informed and aware of how their children are learning and achieving through regular communication processes and procedures with school staff.	WASC 5	EA 3.3.2 (1) Teachers communicate with families regularly regarding student progress and achievement through any of the following: • Sending home progress reports • Sending home student work • Use of Seesaw, student planner, phone call, Google Classroom, etc. • Sharing assignments/rubrics with families EA 3.3.2 (2) Streamline School/Home communication efforts • Update 'Aikahi Elementary School website regularly • School to choose 1-2 methods for communication to improve consistency, efficiency, and ease of use Accountable Leads: Lisa DeLong (Principal)	Report cards Seesaw admin dashboard Catch the Wind Bulletin Panorama	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$



★ Other Systems of Support

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
3.2.3 All Department of Education practices and procedures foster efficient operations, streamlined processes, eliminate redundancies, and facilitate effective management.	WASC 2	3.2.3 (1) Develop clear written policies, procedures, and protocols that define the responsibilities, expectations, operational practices, and decision-making processes for Administrators and staff <i>Accountable Leads: Jo Haili (Vice Principal)</i>	Student Handbook Faculty Handbook	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$



APPENDIX: SCHOOL BELL SCHEDULE

Pursuant to [Hawaii Revised Statutes Section 302A-251](#), as well as the current Hawaii State Teachers Association (HSTA) 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 'Aikahi 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) 1,089

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

'Aikahi submitted waiver requests for two days for professional learning and two days for parent - teacher conferences

Bell Schedule: ['Aikahi Bell Schedule](#) ['Aikahi Instructional Minutes Worksheet](#)