NĀ HOPENA AʻO

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

Enchanted Lake Elementary School
Academic Plan
SY 2025-2026

770 Keolu Drive, Kailua Hawaii 96734
808-210-0400
https://www.enchantedlakeelementary.org

☑ Non-Title 1
School

☐ Title 1
School

☐ Kaiapuni School
(Self Contained)

☐ Kaiapuni School
(Shared School Site)

Submitted by Principal Noel Richardson	
Noel Richardson	4/7/25

Approved by Complex Area Superintendent Lanelle Hibbs	
Lanelle Hibbs	04/15/2025
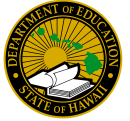
Directions for completing the School Academic Plan template can be found in the [Academic Plan Template Guidance](#) document.

VIABLE QUALITY CURRICULUM

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

Please utilize the dropdown list to select the <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
Kinder-5th Grade	'23 Wonders ▾	HMH Into Math ▾	Stemscopes	TBD
6th Grade	'21 SpringBoard ▾	HMH Into Math ▾	Stemscopes	TBD

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
K-6th	iReady Language Arts	iReady Math		
	Heggarty	IXL		
	Accelerated Reader			

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.

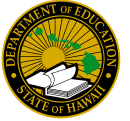| How does your school document HMTSS student interventions? Please select all that apply. If "Other" is selected, please explain. |
| --- |
| ☑ Panorama ☐ School-created template ☐ Other: |

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 <u>screening and/or progress monitoring assessments</u> 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**
Kinder	KEA ⌄	Select One ⌄
All Grade Levels	I-Ready ⌄	I-Ready ⌄

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: WASC Three Year Mid-Term Report Update

☑ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: 2025

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

Year of Next Action: 2027-2028

Type of Next Action: Full Self-Study ▾

Year of Next Self-Study: 2027-2028

Please identify underline 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.

Student Need: Desired Outcome 1.1.1: The ideal state would be that once students have been assessed with KEA, students who are not "Demonstrating Readiness" receive support through the year to ensure they are ready for 1st grade. Currently need a system of what that support would look like.

KEA Assessment SY 23-24	Non High Needs	Special Education	ELL	Dis-advantage
Demonstrating Readiness	42% n=5	0% n=0	N/A	18% n=2
Approaching Readiness	58% n=7	0% n=0	N/A	55% n=6
Emerging Readiness	0% n=0	100% n=2	N/A	27% n=3

KEA Assessment SY 24-25	Non High Needs	Special Education	ELL	Dis-advantage
Demonstrating Readiness	6% n=1	0% n=0	0% n=0	8% n=2
Approaching Readiness	61% n=11	42% n=5	0% n=0	27% n=7
Emerging Readiness	28% n=5	58% n=7	100 n=0	62% n=16

*one student not tested due to cognitive ability

Student Need: Desired Outcome 1.1.2: The idea state for all students reading proficient by the end of third grade would be by the end of the school year:

Grade 3 will achieve 45% proficiency "above standard"* in the area of *"Reading"* on the SBA assessment.

Grades K-2 will achieve an average of 75% student proficiency rate on the following areas: **vocabulary**, **comprehension (Lit) and comprehension (Information)** on the iReady Universal Screener.

* School opted to select a higher standard than state. State standard is "above standard/met-near standard"

	School Year 24-25							
	Smarter Balanced Assessment (ELA) Grade 3 proficiency in the area of Reading (n=number of students tested) * Indicates percent of students who exceeded. Unable to determine met level					K-2 students vocab, Comp (n=number of students tested) SY 24-25		
	SY 2021-2022	SY 2022-2023	SY 2023-2024	SY 2024-2025		Vocab	Comp (Lit)	Comp (Info)
3rd Grade	38% n=21	37% n=49	35%* n=26	TBD	Kinder	TBD	TBD	TBD
Free-Reduced Lunch	23% n=3	19% n=3	0%* n=2	TBD	1st	TBD	TBD	TBD
Special Education	0%	0%	0%* n=1	TBD	2nd	TBD	TBD	TBD
ELL	x	x	0%* n=1	TBD				

**Root/Contributing cause(s):** (Page 12 CNA document)

R.C. 1.2.1 Lack of utilizing data team process. Lack of professional development in LETRS for grades K,1,2 and 3.

1A) 0% of SPED and EL students are at grade level for reading (iReady). SPED and EL students need more support to meet grade level standards. Disadvantaged students need more support in meeting the standards.

2B) Possible factor-inconsistent RTI

3C) Lack of Grammar (linguistics)

4D) Lack of Vocabulary
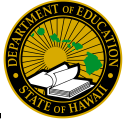
Student Need: Desired Outcome 1.1.3: The ideal state for all students to be proficient in mathematics by the end of 6th grade:

(Overall KPI (Key Performance Indicators) for Math is as follows: By the year 2029 Math proficiency will be 78%, average 1.23% growth each year up to year 2029)

Grade 3-6 will achieve a 2% gain from the previous year's SBA Math baseline as follows:

SY 2023-2024: 72%

SY 2024-2025: 74%

SY 2025-2026: 76%

SY 2026-2027: 78%

SY 2027-2028: 78%

Sy 2028-2029: 78%

Grades K-2 will achieve 75% proficiency on iReady Math Universal Screener. (n=total number of students tested)

Smarter Balanced Assessment (Math) 6th grade longitudinal				
Special Population	SY 2021-2022	Sy 2022-2023	Sy 2023-2024	Sy 2024-2025
All	80% n=25	61% n=33	89% n=52	TBD
Non-High Needs	91% n=20	77% n=24	96% n=30	TBD
Free-Reduced Lunch	43% n=3	30% n=5	87% n=13	TBD
Special Education	34% n=2	38% n=5	42% n=3	TBD
ELL	x	x	66% n=2	TBD

3-6 Grade level SBA Math Scores			
Grade Level	Sy 2022-2023	Sy 2023-2024	Sy 2024-2025
3rd Grade	78% n=50	77% n=26	TBD
4th Grade	67% n=30	74% n=46	TBD
5th Grade	67% n=51	68% n=28	TBD
6th Grade	61% n=54	88% n=52	TBD
Whole School	70% n=XX	77% n=152	TBD

iReady (Math) (K-6) 2024-2025			
Grade Level	Fall	Winter	Spring
Kinder	13% n=46	37% n=46	TBD n=46
1st	12% n=26	44% n=26	TBD n=26
2nd	15% n=35	23% n=35	TBD n=35
3rd	17% n=39	30% n=39	TBD n=39
4th	40% n=30	53% n=30	TBD n=30
5th	43% n=49	59% n=49	TBD n=49
6th	59% n=29	57% n=54	TBD n=54

Root/Contributing cause(s): (Page 15 CNA document)

R.C. 1.1.3 Not using the data team process

1A) All grade level are not systematically looking at student work/data

2B) All grade levels are not systematically identifying areas of needs.

3C) All grade levels are not using identified areas to develop an action plan.

4D) All grade levels are not monitoring progress of plans.
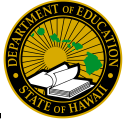
Student Need: Desired Outcome 1.1.4: Ideal state for our school is 75% proficiency in all SBA tested subject areas.(Language Arts, Math, Science)

Smarter Balanced Assessment ELA				iReady ELA Grades 3-6		
Special Populations	SY 2021-2022	Sy 2022-2023	Sy 2023-2024	Sy 2024-2025	S2024-2025 Fall	S2024-2025 Winter	S2024-2025 Spring
Percent of students proficient	72% n=107	73% n=133	82% n=151	TBD	TBD	61% n=153	71% n=153
Non-High Needs	85% n=77	91% n=101	96% n=94	TBD	TBD	TBD	TBD
Free-Reduced Lunch	57% n=26	51% n=28	63% n=42	TBD	27% n=41	28% n=41	52% n=41
Special Education	24% n=6	22% n=6	6% n=16	TBD	7% n=17	26% n=17	17% n=17
ELL	*	50% n=1	56% n=16	TBD	0% n=5	17% n=5	17% n=5

Detailed Breakdown can be found here

(Overall KPI (Key Performance Indicators) for Language Arts as follows: By the year 2029 Math proficiency will be 83%, average 1.67% growth each year up to year 2029)

Smarter Balanced Assessment Math				iReady Math Grades 3-6		
Special Populations	SY 2020-2021	SY 2021-2022	Sy 2022-2023	Sy 2023-2024	S2024-2025 Fall	S2024-2025 Winter	2024-2025 Spring
Percent of students proficient	58% n=113	64% n=97	67% n=126	77% n=152	TBD	TBD	TBD
Non-High Needs	76% n=85	79% n=72	84% n=94	TBD	TBD	TBD	TBD
Free-Reduced Lunch	38% n=24	45% n=20	41% n=22	64% n=42	TBD	TBD	TBD
Special Education	10% n=4	22% n=5	37% n=10	11% n=16	TBD	TBD	TBD
ELL	66% n=2	*	50% n=2	22% n=5	TBD	TBD	TBD

Detailed Breakdown can be found here

(Overall KPI (Key Performance Indicators) for Math is as follows: By the year 2029 Math proficiency will be 78%, average 1.23% growth each year up to year 2029)

Root/Contributing cause(s): (Page 21 CNA document)
R.C. 1.1.3 No CFA follow up and data analysis
1A) No accountability "treacher discretion"
2B) We do not know how to do data teams
3C) We don't have a system/model in place
4D) Common understanding of state, what data to use, assumptions about what we know

Student Need: Desired Outcome 1.1.5 Our ideal state is that all 6th grade students have the skills to be able to successfully navigate intermediate/middle school. All students transition successfully at critical points, from elementary to middle school.
Root/Contributing cause(s): (Page 22 CNA document)
R.C. 1.1.5 No clear plan on how we support our 6th students from their transition to intermediate school.
1A) Not teaching explicit skills to be successful in middle school.
2B) Not providing information on how to be successful in intermediate school..
3C) Not using homeroom time to support intermediate school transition.

Student Need: Desired Outcome 1.2.1: The ideal state for attendance is that "All teachers support the school's attendance policy and support/recognition is in place for students that do not meet/meet expectations."

Daily Attendance

Population	'22-23	'23-24	'24-25	Q1	Q2	Q3	Q4
Non High Needs	95%	94%	TBD	N/A	96%		
F/R Lunch	91%	91%	TBD	N/A	92%		
ELL	94%	92%	TBD	N/A	94%		
IDEA	92%	93%	TBD	N/A	93%		

Chronic Absenteeism   **Percentage of Regularly Attending**

Population	'22-23	'23-24	'24-25	Q1	Q2	Q3	Q4
Non High Needs	19%	20%	TBD	N/A	96%		
F/R Lunch	51%	56%	TBD	N/A	72%		
ELL	37%	62%	TBD	N/A	86%		
IDEA	39%	45%	TBD	N/A	84%		

Root/Contributing cause(s): (Page 24 CNA document)
R.C. 1.2.1There was no plan, sharing of data, attendance, awards recognition or how to support students with attendance concerns.
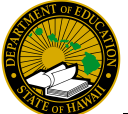1A) There is no clear attendance policy, support/recognition plan.
2B) Have not reviewed the new state policy and updated/developed the school plan.
3C) No time given for this. The new state policy was recently developed.
4D) Was not a priority.

Student Need: Desired Outcome 1.2.2: Our Ideal state would be that all students are connected and have a high sense of belonging to the school as evident from the improvement of 3% gains over the baseline is our "Sense of Belonging" percentage on the Panorama SEL survey.

	'20-21	'21-22	'22-23	'23-24	'24-25
Classroom Teacher-Student Relationships					
Grades 3-5	76%	79%	73%	82%	77%
Grade 6	73%	72%	69%	74%	75%
Classroom Climate					
Grades 3-5	78%	73%	71%	76%	N/A
Grade 6	81%	68%	71%	80%	N/A
School Belonging**					
Grades 3-5	68%	71%	70%	79%	69%
Grade 6	50%	46%	47%	61%	67%
School Safety					
Grades 3-5	71%	65%	65%	71%	67%
Grade 6	80%	68%	60%	70%	75%

	Fall 2020	Spring 2021	Fall 2021	Winter 2022	Spring 2022	Fall 2022	Winter 2023	Spring 2023	Fall 2023	Spring 2024	Fall 2024	Winter 24-25
	Sense of Belonging											
Grades 3-5	67%	68%	72%	66%	72%	67%	73%	71%	71%	75%	65%	69%
Grade 6	50%	56%	47%	49%	28%	48%	50%	51%	52%	62%	64%	67%

Root/Contributing cause(s): (Page 31 CNA document)

R.C. 1.2.2 We are not doing SEL consistently

1A) SEL is not part of our every day practice

2B) Teachers have too much to do, and lack understanding of what SEL is composed of.

3C) Teachers are not using data from Panorama, SQS, etc. to drive the supports they give to students, instruction and next steps

5D) There is no system in place to address students' needs and accountability for follow through.

Student Need: Desired Outcome 1.2.3: Our Ideal state would be that all teachers will create a culture at our school where parents want to send their children here.

	'21-22	'22-23	Current '23-24	Projected '24-25
Whole School	275	304	259	226

	Grade Level	2021-2022	2022-2023	Current 2023 2024	Classroom Staffing Gen ed	Projected (Actual) 2024 2025	Classroom Staffing Gen ed (suggested)
Enchanted Lake	PK2	0	1	N/A		1	
	PK3	4	9	N/A	N/A	5	N/A
	PK4	6	2	9		3	
	KG	42	36	26	2	46	2
	01	23	42	32	2	26	1
	02	47	28	39	2	35	2*
	03	22	50	29	1	39	2
	04	48	31	43	2	30	1
	05	51	51	30	1	49	2
	06	32	54	52	2	29	1
Total					12		11

Root/Contributing cause(s): (Page 36 CNA document)
R.C. 1.2.2 We need to increase social media outreach as well as create a culture that incorporates a sense of belonging at our school.
1A) School information does not pop-up on social media
2B) Old school and aging community
3C) Other schools focus on place-based learning
4D) There is a lack of clubs for grades K-2
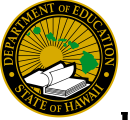
Student Need: Desired Outcome 1.3.1: All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. Ideal State Connect the PBL process to a problem in the community that the students can help solve. (Process: meeting with industry leaders, field trips connected to PBL, professional development in this area.)

Project-Based Learning
Percent of Projects that were Community/Civic Based

2022-23	2023-24
86%	86%

Root/Contributing cause(s): (Page 38 CNA document)
R.C.1.3.1 Lack of professional development in the area of the topic selection as it relates to community or island.
1A) Many of the PBL projects are not connected to a PBL issue.
2B) Teachers were not explicitly instructed to start the project with a problem in the community. (Need to be student generated)
3C) Teachers are generating projects versus the students, for implementation purposes.
4D) Teachers need strategies on how to support students into picking a project that connects to the community or island.

Student Need: Desired Outcome 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.

Programs

SY 2020-2021	SY 2021-2022	Sy 2022-2023	SY2023-24	SY2024-25
	Before and After School Computer Lab (Action item 2)	Before and After School Computer Lab (Action item 2)	Before and After School Computer Lab (Action item 2)	Before and After School Computer Lab (Action item 2)
After School Kolea Clubs	After School Kolea Clubs	After School Kolea Clubs	After School Kolea Clubs	After School Kolea Clubs
	Learning Hubs during Fall, Winter and Spring Breaks	Learning Hubs during Fall, Winter and Spring Breaks	Enrichment Programs during Fall, Winter, Spring Breaks	Enrichment Programs during Fall, Winter, Spring Breaks

Root/Contributing cause(s): (Page 40 CNA document)
R.C.1.3.2 Career exploration, civic learning and civic engagement is not intentionally being taught.
1A) Teachers have a full load of instruction on their plate and don't have time to do this explicitly during class.
2B) Need to expand the use of before school, afterschool, intersession break, opportunities

In order to address student subgroup(s) achievement gaps, please list the <u>targeted subgroup(s)</u> and their <u>identified need(s)</u>. Enabling activities should address identified subgroup(s) and their needs.

| 1 | **Targeted Subgroup:** High-Needs |

**Identified Student Need(s):** Decrease the student achievement gap in English Language Arts (ELA)/Math

Smarter Balanced Assessment ELA					Smarter Balanced Assessment Math				
Special Populations	SY 2020-2021 n=191	SY 2021-2022 n=150	Sy 2022-2023 n=183	Sy 2023-2024 (current year)	**Special Populations**	SY 2020-2021 n=193	SY 2021-2022 n=151	Sy 2022-2023 n=185	Sy 2023-2024 (current year) n=TBD
Non-High Needs	77% n=86	85% n=77	91% n=101	96% n=94	Non-High Needs	76% n=85	79% n=72	84% n=94	86% n=98
Free-Reduced Lunch	52% n=32	57% n=26	51% n=28	85% n=53	Free-Reduced Lunch	38% n=24	45% n=20	41% n=22	63% n=54
Special Education	25%	28%	40%	12% n=16	Special Education	38%	34%	43%	32% n=16
ELL	66% n=3	0% n=1	50% n=2	50% n=4	ELL	66% n=3	0% n=1	50% n=4	40% n=5
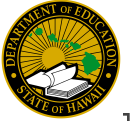
Targeted Subgroup: Free-Reduced Lunch
Identified Student Need(s): Decrease the student achievement gap in HSA Science.

Special Populations	SY 2020-2021 n=38	SY 2021-2022 n=52	Sy 2022-2023 n=51	Sy 2023-2024 (current year)
Non-High Needs	76% n=20	75% n=22	83% n=26	88% n=17
Free-Reduced Lunch	33% n=9	37% n=16	62% n=13	56% n=9
Special Education	28% n=7	42% n=12	28% n=6	0% n=1
ELL	N/A	N/A	33% n=3	0% n=1
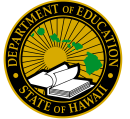
Priority 1
High-Quality Learning For All

★ 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?"* *Reference the Identified School Needs section.*	**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?"* *Estimate the additional amount needed to execute the enabling activity.*
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.	R.C. 1.1.1 C.C 1A C.C.1B C.C.3B C.C.4B	EA 1.1.1 (1) Provide a 3 week kindergarten summer start program for incoming kindergarten students. *(Domain 3:Instruction Indicator 3.3)* EA 1.1.1 (2) 100% of Kindergarteners entering Enchanted Lake are assessed using the KEA within 30 days after the start of school. EA 1.1.1 (3) By the end of quarter 1 kindergarten teachers will continue to use the **data team process protocol** to review the data, identify foundational skills that need to be addressed and develop a support plan to address the foundational skills.*(Domain 1:Leadership Indicator 1.1)* EA 1.1.1 (4) By the end of the year, Kindergarten teachers will identify next steps for next year and possible professional development needs. *(Domain 2: Talent Indicator 2.2 Target professional learning opportunities)* [Accountable Leads Kindergarten Teachers/ART lead assigned to this section]	KEA assessment data iReady Universal Screener Data team plans/minutes Support plans developed and monitored	☑ Summer Start Funding Total $9000 Kinder Summer Start 15 days@4.5hrs @$42/hr for teacher =$2835 23 hrs@$42/hr =$966 15 days@3.5hrs@ $26/hr x2 for PPE support=$2730

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.	R.C. 1.2.1 C.C 1A) C.C 2B) C.C 3C) C.C 4D)	E.A. 1.1.2 (1) Ensure that all K-1-2-3 teachers receive PD in LETRS/Science of reading strategies. Exact plan will be mapped out during the 2025-26 school year. (Domain 2: Talent Indicator 2.2 Target professional learning opportunities) E.A. 1.1.2 (2) Ensure all K-1-2-3 engage in the *data team process* using defined protocol. Domain 3:Instruction: Indicator 3.1 Diagnose and respond to student learning needs E.A. 1.1.2 (3) Continue professional development through PLCs for Wonders resources. (Domain 2: Talent Indicator 2.2 Target professional learning opportunities) [Accountable Leads Grades K, 1, 2 and 3 /ART lead assigned to this section]	3rd Grade SBA data iReady Universal Screener Data team plans/minutes Support plans developed and monitored	☑ WSF, $ iReady Screener Cost:~$28,356 Reading Wonders Cost: Renew year 28-29
Mathematics Proficiency 1.1.3. All students are proficient in mathematics by the end of sixth grade, and those who are not proficient receive necessary and timely support to become proficient.	R.C. 1.1.3 C.C 1A C.C.1B C.C.3B C.C.4B	E.A. 1. 1. 3 (1): Ensure all grade levels continue to engage in the data team process using defined protocol. (Domain 3:Instruction: Indicator 3.1 Diagnose and respond to student learning needs) E.A. 1.1.3 (2) All grade levels continue to use "powerful instructional practices" as identified by the ILT(Instructional Leadership Team). ***(Complex aligned)*** [Accountable Leads all grade levels/ART lead assigned to this section]	Grade 3 through 6 SBA Math data K-6 iReady Math Data Data team plans/minutes Support plans developed and monitored	☑ WSF, $ iReady Screener Cost: ~$28,356 Ready Math Cost:~$7369 Listen to Learn: Cost: ~160 per teacher: ~$2080

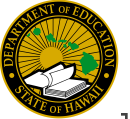|				
1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. *Required for all schools.*	R.C. 1.1.4 C.C 1A C.C.1B C.C.3B C.C.4B	E.A. 1. 1. 4 (1): Ensure all grade levels continue to engage in the data team process using defined protocol. (Domain 3:Instruction: Indicator 3.1 Diagnose and respond to student learning needs) EA. 1.1. 4 (2)Continue to update MTSS plan using Ci3t as a guiding framework, to address the following areas: *academics*, behavioral, social/emotional and physical. **[Complex Area of Focus]** *All students are supported in this process, particular emphasis is given to: Disadvantage, Special Education and ELL students.* E.A. 1.1.4 ELES will will have a team that participates in EL Success Initiative ELLT and ELDT team) at the *Complex and school level* to support the teaching of language and content in tandem through professional learning opportunities(i.e., XXXXexamples) to close the achievement gap for all of our EL students. [Accountable Leads all grade levels/ART lead assigned to this section]	Grade 3 through 6 SBA data K-6 iReady Reading Data K-6 iReady Math Data Data team plans/minutes	☑ WSF, $ iReady Screener Cost: ~$28,356 Into Math Cost:~26,000 ☑ WSF: Sub days
1.1.5. All students transition successfully at critical points, from elementary to middle school. *Required for all schools.*	R.C. 1.1.5 C.C 1A C.C.1B C.C.3B C.C.4B	E.A. 1. 1. 5 (1): 6th grade teacher(s) to incorporate skills into daily routines that support success for intermediate school. (i.e. use of planner/agenda, study skills development, etc. (Indicators: 3.2 Provide rigorous evidence-based instruction) E.A. 1. 1. 5 (3): 6th grade to continue to connect our students with KIDS through school visit, registration support and interest activities such as band, etc. [6th grade teacher and ART accountability lead]	Observations Activities schedule	☐ Cost: N/A

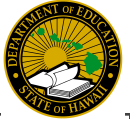| ★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.				
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?"* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the 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?"* *Estimate the additional amount needed to execute the enabling activity.*
1.2.1. All students desire to and attend school regularly. *Required for all schools.*	R.C. 1.2.1 C.C.1A C.C.2B C.C.3C C.C.4D	E.A 1.2.1 (1) By the end of Quarter 1: update school's current attendance plan in relation to the new State plan, revise/update school plan to include reward and support system for students. E.A 1.2.1 (2) By the end of Quarter 1: Share/communicate new plans with staff and get feedback suggestions by creating an attendance committee. E.A 1.2.1 (3) Create an MTSS system using Ci3t as a guiding framework, to address the following areas: academics, behavioral, **social/emotional** and physical. ***(Complex aligned)*** (Domain 1 Leadership: Indicator 1.1 Prioritize improvement and communicate its urgency.) [Classroom teachers/Counselor/ ART lead assigned to this]	New Attendance Plan developed Daily attendance rate Chronic Attendance Student feedback	☑ WSF, $1,500 Certificate Paper for recognition Medals for attendance.

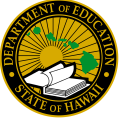| 1.2.2. All students demonstrate positive behaviors at school. *Required for all schools.*	R.C. 1.2.2 C.C.1A C.C.2B C.C.3C C.C.4D	E.A. 1.2.2 All grade levels commit to incorporating SEL type of activities at least once a week during the school year, using Panorama Playbook. (MTSS) *(Complex aligned)* *Domain 3:Instruction: Indicator 3.3 Remove barriers and provide opportunities* [Classroom teachers/ ART lead assigned to this]	Panorama SEL survey results SQS survey results SEL activities conducted in the classrooms observed during walkthroughs.	☑ WSF, $2000 Recognition awards for assemblies
1.2.3. All students experience a Nā Hopena Aʻo environment for learning. *Required for all schools.*	R.C. 1.2.3 C.C.1A C.C.2B C.C.3C C.C.4D	E.A. 1.2.3 (1) Maintain school web and social media sites showcasing activities and programs at the school. E.A. 1.2.3 (2) Continue to pursue activities that bring parents to the campus E.A. 1.2.3 (3) Continue to pursue activities that support the KOLEA Code (PBIS/MTSS) *(Complex aligned)* (Domain 4: Culture: Indicator 4.1 Build a strong community intensely focused on student learning). [ART lead assigned to this]	Parent feedback through surveys Social media statistics monitor. SQS surveys	WSF: $3,600 Activities expenses for KOLEA Code activities:TBD

★ 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? Reference the Identified School Needs section.*	**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?" 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. *Required for all schools.*	R.C. 1.3.1 C.C.1A C.C.2B C.C.3C C.C.4D	E.A. 1.3.1 (1) Collaborate with PBL RT our vision for future PBL projects, which would be supporting our students to engage in career, community (Aina based) and civics focused projects. **[Complex Area of Focus]** (Domain 3: Instruction: Indicator 3.3 Remove barriers and provide opportunities.) [ART accountable lead]	Number of PBL projects that are civics focused that contain all of the "elements" of the PBL experience.	☑ WSF, $TBD

| **K-12 Alignment** 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. | R.C. 1.3.2 C.C.1A C.C.2B C.C.3C C.C .4D | KK PBL Agreed Upon Enabling Activity: E.A. 1.3.2 (2) Collaborate with PBL RT our vision for future PBL projects, which would be supporting our students to engage in career, community (Aina based) and civics focused projects. Continue supporting schoolwide PBL implementation, so every student will experience at least one high-quality project (Gold Standard Project Design) *(Complex aligned)* [Complex Area of Focus] (Domain 3: Instruction: Indicator 3.3 Remove barriers and provide opportunities.) E.A. 1.3.2 (3) Continue to support Before School, Intersession and After School Extended Enrichment Learning Opportunities (ELO) for students. (Domain 3: Instruction: Indicator 3.3 Remove barriers and provide opportunities.) [ELO coordinator/ ART accountable lead] | Student surveys | ☑ WSF, $ Before school: $2307 Fall Break: $1928 Winter Break: $6361 Spring Break: $2931 Total for ELO: ~$13,527 |

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 *"What do we plan to accomplish?"*	Root/ Contributing Cause *"Why are we doing this?"* *Reference the Identified School Needs section.*	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?"* *Estimate the additional amount needed to execute the enabling activity.*
2.1.2. All teachers are effective or receive the necessary support to become effective *(To add additional desired outcomes, duplicate this row, including source of funds checkboxes)*	R.C. 2.1.2 C.C.1A C.C.2B C.C.3C C.C.4D (Page 44 CNA document)	E.A. 2.1.2 (1) Review/retrain ILT on the Cycles of Professional Learning using the rubric. **[Complex Area of Focus]** (Domain1 : Leadership: Indicator 1.2: Monitor short and long team goals.) E.A. 2.1.2 (2) Map out cycle on on master and PD calendar, before school starts (Domain1 : Leadership: Indicator 1.2: Monitor short and long team goals.) E.A. 2.1.2 (3) Review/Retrain PLCs on data team process to include expectations and outcome of each DT meeting. **[Complex Area of Focus]** (Domain1 : Leadership: Indicator 1.2: Monitor short and long team goals.)	Cycle of Professional Learning implementation rubric Professional Development Plan PLC minutes	☑ WSF, $TBD Subs/Stipends for ILT planning days Stipend rate $42.00 hr Sub rate $185 daily
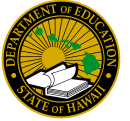
Priority 3
Effective and Efficient Operations At All Levels

| ★ 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?"* *Reference the Identified School Needs section.*	**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?"* *Estimate the additional amount needed to execute the enabling activity.*
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. *Required for all schools.*	R.C. 3.3.1 C.C.1A C.C.1B C.C.3B C.C.4B (Page 46 CNA document)	E.A. 3.3.1 (1) Build relationships with staff, parents and community leaders in an effort to have full membership for the school community council. E.A. 3.3.1 (2) Ensure that the SCC members are connected and informed as to what is happening at the school. _(Domain 4: Culture Indicator 4.3-Engage students and families in pursuing education goals) ART accountability Lead]	SCC minutes SCC Self Assessment]	None required
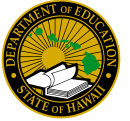
★ **Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.**

Desired Outcome *"What do we plan to accomplish?"*	Root/ Contributing Cause *"Why are we doing this?* *Reference the Identified School Needs section.*	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?"* *Estimate the additional amount needed to execute the enabling activity.*
Desired Outcome 3.3.2 All families and staff can easily learn about and participate in feedback processes that inform decision making at the school, complex area, and state levels.	R.C. 3.3.2 C.C.1A C.C.1B C.C.3B C.C.4B (Page 48 CNA document)	E.A. 3.3.2 (1) Maintain a school website to "market" the school by showcasing all the things that make the school special thus drawing parents to the school. _(Domain 4: Culture Indicator 4.3-Engage students and families in pursuing education goals) ART accountable lead	Website created Updated regularly Usage statistics	☑ WSF, $3,900 Website maintenance cost.

★ Other Systems of Support				
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?* *Reference the Identified School Needs section.*	**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?"* *Estimate the additional amount needed to execute the enabling activity.*
3.3.3 All families and staff can easily understand and effectively use a process that assists with the timely resolution of disputes]	(Page 50 CNA document)	E.A. 3.3.3 (1): Continue to support the PCNC position to assist parents with receiving information and navigating the school's systems. (Domain 4: Culture: Indicator 4.1: Build a strong community intensely focused on student learning) ART accountable lead	Parent feedback	☑ WSF, $19,825
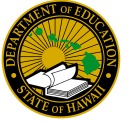
APPENDIX A: SCHOOL BELL SCHEDULE

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 Enchanted Lake Elementary School 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)*	1800
Did your school submit a SCC Waiver Request Form? Please explain. School submitted a waiver to be able to do a parent teacher conference for a full day version 4 half days.	Yes
Bell Schedule: [Sy 2025-2026 Bell Schedule](#)	