NĀ HOPENA A'O

PRIORITY 3
Effective And Efficient
Operations At All Levels

PRIORITY 2
High-Quality Educator
Workforce In All Schools

PRIORITY 1
High-Quality
Learning For All

Ernest B. de Silva Elementary Academic Plan SY 2025-2026

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

Submitted by Principal Mr. Dennis O'Brien		**Approved by Complex Area Superintendent** Mrs. Esther Kanehailua	
Dennis O'Brien	03/08/2025	*[signature]*	04.09.25

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

VIABLE QUALITY CURRICULUM

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

Please utilize the dropdown list to select the <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
K	Other: ˅ 2025 myView Literacy	HMH Into Math ˅	Mystery Science	Studies Weekly
1-2	Other: ˅ 2025 myView Literacy	HMH Into Math ˅	Mystery Science	Various Resources
3-5	'17 Wonders ˅	HMH Into Math ˅	Mystery Science	Various Resources
6	Other: ˅ 2025 myPerspectives	HMH Into Math ˅	Mystery Science	Various Resources

NEW 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-2	IXL	IXL		
3	IXL Achieve3000	IXL		
4	IXL Achieve3000 i-Ready	IXL		
5	IXL Achieve3000 i-Ready	IXL	IXL GIZMOS	IXL
6	IXL Achieve3000 i-Ready	IXL	IXL	IXL

NEW 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:

REVISED 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**
K	DIBELS ▾	Teacher Created ▾
1	DIBELS ▾	STAR Enterprise ▾
2-6	STAR Enterprise ▾	STAR Enterprise ▾

REVISED 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: [Insert text]
☑ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: 2023   Year of Next Action: [Insert year]   Year of Next Self-Study:
Type of Last Visit: Full Self-Study ⌄   Type of Next Action: Select One ⌄   [Insert year]

Please identify <u>critical student learning needs</u> and the <u>root/contributing cause</u> why these needs have been prioritized. **"**_What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?"_ Please number the student need and root/contributing cause for ease of cross-referencing.	
1	**<u>Student Need:</u>** Enhance targeted support by consistently identifying and implementing high-impact academic and behavioral interventions with fidelity to drive student growth and informed instructional decision-making. **<u>Root/Contributing Cause:</u>** The school lacks a strong understanding of data collection and analysis to determine targeted student behavioral and academic needs.
2	**<u>Student Need:</u>** Refine schoolwide systems to strengthen personalized learning for all students. **<u>Root/Contributing Cause:</u>** The MTSS process requires further refinement to support the growth and achievement of all students learning.
3	**<u>Student Need:</u>** Strengthen professional learning by offering focused development opportunities on student emotional regulation, as well as evidence-based best practices in reading and math, to elevate instructional effectiveness and student success. **<u>Root/Contributing Cause:</u>** The school needs to address challenges in student emotional regulation, grit, and self-efficacy by consistently reinforcing social-emotional learning in all subject areas throughout the school day in order to empower students in their own learning.

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:** Students with Disabilities (SPED) **Identified Student Need(s):** Dedicated specially designed instruction (SDI) schedule to address IEP goals/objectives.
2	**Targeted Subgroup:** English Learners (ELs) **Identified Student Need(s):** Increase opportunities for quality interactions during dedicated language instruction and sheltered instruction.

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.*

Strat Plan Measures:
% of Kinders who are assessed for K Readiness (1.1.1)
% of Kinder Ss assessed as not ready who receive additional personalized supports (1.1.1)
% of 3rd Graders demonstrating grade level proficiency in reading (1.1.2)
% of Ss who are not proficient in reading by the end of third grade who receive additional personalized support (1.1.2)
% of 8th graders demonstrating grade-level proficiency in mathematics. (1.1.3)
% of Ss who are not proficient in mathematics by the end of 8th grade who receive additional personalized support (1.1.3)
Add for ES % of 5th or 6th grade…
Data disaggregated by student group (Sped, EL) (1.1.4)
% of EL's who are meeting or on track to meet EL proficiency (1.1.4)
% of ES with transition activities for newly entering Ss (1.1.5)
%of MS with transition activities for Ss entering from ES to 9th grade (1.1.5)

HWCA Focus Measures
Indicator 3: % of Ss w/IEP's that participate in state assessment
*% of Ss w/IEP's that are proficient on state assessment progress **Monitoring Measurement:** iReady/Star*
*Indicator 5: % of Ss with IEP's enrolled and where they are served a) Inside the regular class 80% or more of the day, and b) Inside the regular class less than 40% of day **Measurement**: Child Count Report Goal: 80% or more of SWDs spending 80% or more of their day in Gen ed (start of school day until the end of the school day is considered school day)*

| 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. | 1, 2, 3 | EA 1.1.1 (1) Administer KEA (KRA), DIBELS, and E.B. de Silva Kindergarten Readiness Screener to all entering Kindergarten students
[Curriculum Coordinator, Kindergarten Teachers]
   a. Identify students who are not socially/emotionally & academically ready
   b. Provide all assessed as not ready with timely support
      i. Social/emotional interventions (ex. Second Step, Centers, Counseling, PSAP)
      ii. Academic interventions (ex. Reading and math supports)
      iii. Additional teacher-parent communication
   c. Monitor student progress during Achievement Team meetings through the use of multiple data sources
      i. Second Step lesson progress and Unit performance tasks
      ii. DIBELS, CFAs | KEA participation rate

KEA results

B.E.E. Tracker

eCSSS

de Silva Kindergarten Readiness Screener results

CFAs

Panorama SEL

SRSS-IE data | ☐ WSF, $
☐ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |

Reading Proficiency	1, 2, 3	EA 1.1.2 (1) Administer universal screener (DIBELS) to all students at least 3x a year	*DIBELS data (Gr. K-1)*	☑ WSF, $$27,980 ($12,200-Achieve3000, $8,400-IXL, $7000-STAR, $380-DIBELS)

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.
 	
Required for all HW ES
		[Curriculum Coordinator, Grade Level Teachers]
		   a. Identify students who are not on grade level
		   b. Provide all Gr. K-3 students who are assessed as not on grade level with timely support through the use of appropriate interventions
		   c. Monitor student progress during Achievement Team meetings through the use of multiple data sources related to students' needs
		
		EA 1.1.2 (2) Provide professional development for teachers on literacy intervention strategies to meet the needs of targeted students
		[Curriculum Coordinator]
		   a. Identify targeted literacy intervention strategies
		   b. Provide training for teachers on core curriculum and intervention strategies
		   c. Monitor the implementation of the literacy curriculum and intervention strategies
		
		EA 1.1.2 (3) Promote schoolwide literacy
		[Curriculum Coordinator, Technology Coordinator, Grade Level Teachers]
		   a. Strengthen reading buddy experiences
		   b. Establish literacy activities across all grade levels (ex. Daily writing and reading)
		   c. Conduct family literacy activities
			STAR data (Gr. 2-6)
			
			Grade Level CFA data
			
			B.E.E. Tracker
			
			Attendance and Feedback from family literacy activities
				☐ Title I, $
				☐ Title II, $
				☐ Title III, $
				☐ Title IV-A, $
				☐ Title IV-B, $
				☐ IDEA, $
				☐ SPPA, $
				☐ Homeless, $
				☐ Grant:__, $
				☐ Other:__, $

| Mathematics Proficiency

1.1.3.   All students are proficient in mathematics by the end of eighth grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient.

Required for all HW ES and MS | 1, 2, 3 | EA 1.1.3 (1) Administer universal screener (STAR) to all students at least 3x a year
[Curriculum Coordinator, Grade Level Teachers]
   a. Identify students who are not on grade level
   b. Provide all students who are assessed as not on grade level with timely support through the use of appropriate interventions
   c. Monitor student progress during Achievement Team meetings through the use of multiple data sources related to students' needs

EA 1.1.3 (2) Provide professional development for teachers on math intervention strategies to meet the needs of targeted students
[Curriculum Coordinator]
   a. Identify targeted math intervention strategies
   b. Provide training for teachers on core curriculum and intervention strategies
   c. Monitor the implementation of the math curriculum and intervention strategies | *STAR Data*

Grade Level CFA Data

B.E.E Tracker | ☑ WSF, $7000-STAR
☐ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |

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

Required for all schools. | 1, 2, 3 | EA 1.1.4 (1) Administer universal screener to all students at least 3x a year
[Curriculum Coordinator, Grade Level Teachers]
a. Identify student academic needs
b. Provide all students with timely support through the use of appropriate interventions in a dedicated common grade level intervention block
c. Monitor student progress during Achievement Team meetings through the use of multiple data sources related to students' needs
EA 1.1.4 (2) EL specific activities (e.g. EL Success Initiative, ESL/ELD)
[EL Coordinator]
a. Increase collaborative learning practices that promote quality interactions in all classrooms so students have multiple opportunities to engage with peers who have equal, greater, and lesser mastery of English
b. Utilize Achievement Teams and Learning Walks to provide high-quality support and collaboration opportunities to improve EL practices
EA 1.1.4 (3) SPED-specific activities (e.g. Evidence Based Practices)
[SSC, SPED Department, Administration]
a. Specially designed instruction (SDI) schedule to address individualized goals/objectives b. Establish and maintain a school-wide system to monitor student progress toward meeting individualized goals/objectives c. Complex Special Education support team to provide specialized professional development as needed | *DIBELS (Gr. K-1 reading)*

STAR (Gr. 2-6 reading, Gr. 1-6 math)

Grade Level CFA data

B.E.E. Tracker

Feedback from family/community activities

Learning Walk results | ☑ WSF, $7000-STAR, $380-DIBELS, $1400 -ParentSquare
☐ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |

		EA 1.1.4 (4) Family & Community Engagement activities [B.E.E. Events Team] a. Ensure regular, two-way communication with families that promotes the academic and socioemotional well-being of students through the use of multiple forms of communication (e.g. phone calls, Parent Square, student planner, email, Open House, conferences, etc.) b. Educate the school community to recognize and celebrate cultural similarities and differences through quarterly family nights/community activities.		

| 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.* | 2, 3 | EA 1.1.5 (1) Transition activities for newly entering students
[B.E.E. Support Team, B.E.E. Events Team, Administration]
  a. Encourage students who are registered for Kindergarten to attend KinderKamp during the summer
  b. Establish a BEE Ambassadors program to help students new to the school with their transition
  c. Provide students and families who may need additional transition assistance with support services

EA 1.1.5 (2) Promote student belonging
[B.E.E. Events Team, B.E.E. Support Team]
  a. Strengthen quarterly hale activities
  b. Provide professional development to teachers and staff on strategies to promote student belonging
  c. Utilize Panorama data to identify students who may be expressing a lack of belonging
  d. Develop B.E.E. support plans for students who are having difficulty transitioning to a new grade level/teacher

EA 1.1.5 (3) Transition from elementary to middle school
[Grade 6 Team, SSC]
  a. Provide articulation opportunities for the 6th grade teachers and intermediate school teachers to better facilitate the transition
  b. Provide 6th grade students the opportunity to familiarize themselves with the intermediate school (ex. Expectations, visit) | *Panorama data*

LEI Kulia MMSS

KinderKamp participation rate

B.E.E. Tracker | ☐ WSF, $
☐ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☑ Other: PTA, $1000 |

★ 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.*	

Strat Plan
% of Ss attending 90% or more days of instruction
% of Ss, parents/guardians and staff agreeing the school encourages positive behaviors
# of schools, state and complex area offices that have completed the Hā orientation and/or training

HWCA Focus Measures
*Indicator 5: LRE: Appropriate transition between and within schools for SWDs **Measurement**: Number of transition meetings held for SWDS: a) between grade levels, b) change in setting (e.g., Gen Ed to SPED or SPED to Gen Ed), c) between schools (e.g., elementary -> middle -> high).*
Indicator 4: Suspension: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.
Progress Monitoring Measurement: a) % of SWDs suspended, b) Mean days of suspension for SWDs c) % of SWDs who have in-school suspension, d) Mean days of in-school suspension for SWDs, e)% of SWDs who have had an Manifestation Determination Meeting within 8-11 days of suspension, f) % of SWDs who have had an IEP and/or BSP revision meeting after issuance of in-school suspension or suspension.

1.2.1.   All students desire to and attend school regularly.
 	
Required for all schools.
	2	EA 1.2.1 (1) Refine attendance strategies to promote positive student engagement and belonging
		[School Counselor; MTSS/Wellness Committee]
		    a. Identify and recognize students with perfect attendance
		    b. Strengthen classroom attendance challenges
		    c. Monitor student attendance and tardies
			Panorama SEL Survey - Sense of Belonging
			
			LEI Kulia MMSS
			
			SQS
			
			Chronic absenteeism rate
				☐ WSF, $
				☐ Title I, $
				☐ Title II, $
				☐ Title III, $
				☐ Title IV-A, $
				☐ Title IV-B, $
				☐ IDEA, $
				☐ SPPA, $
				☐ Homeless, $
				☐ Grant:__, $

		EA 1.2.1 (2) Attendance intervention strategies
		[School Counselor; ==MTSS== Committee]
		   a. Identify and monitor students who need attendance interventions
		   b. Ensure regular, two-way communication and share resources with families to support student attendance
				☑ Other:$1000-PTA

1.2.2. All students demonstrate positive behaviors at school.
 	
Required for all schools.
	1, 2, 3	EA 1.2.2 (1) PBIS Program/Activities, schoolwide expectations
		[MTSS/Wellness Committee; Leadership Team]
		   a. Evaluate and refine PBIS Program
		   b. Reinforce Core Values and schoolwide expectations consistently with students, as a unified effort from all staff
		
		EA1.2.2 (2) Behavior Intervention strategies
		[B.E.E. Support Team, MTSS Committee, Innovation Committee]
		   a. Develop consistent school-wide behavior intervention strategies (ex. Classroom 180)
		   b. Identify targeted students who are in need of behavior interventions with timely Tier 2 and 3 supports and services (ex. School counseling)
		   c. Monitor student progress during Achievement Team meetings through the use of multiple data sources related to students' needs (ex. Second Step lessons/assessments, discipline referral data, teacher observations)
		   d. Evaluate SEL curricula for SY 26-27
			PBIS data
			
			LEI Kulia MMSS Behavior Risk
			
			Disaggregated suspension rates (Indicator 4)
			
			Panorama/SRSS
			
			B.E.E. Tracker
			
			Weekly Buzz
			
			Second Step performance task data
			
			SRSS-IE data
				☐ WSF, $
				☐ Title I, $
				☐ Title II, $
				☐ Title III, $
				☐ Title IV-A, $
				☐ Title IV-B, $
				☐ IDEA, $
				☐ SPPA, $
				☐ Homeless, $
				☐ Grant:__, $
				☐ Other:__, $

| 1.2.3. All students experience a Nā Hopena Aʻo environment for learning.

Required for all schools. | 3 | EA 1.2.3 (1) Nā Hopena A`o Activities
[B.E.E. Events Team]
    a. Promote school-wide core values through modeling by all students and staff
    b. Refine Hale program to promote Nā Hopena Aʻo

EA 1.2.3 (2) Culture-based learning opportunities/ activities
[B.E.E. Events Team]
    a. Leverage resource classes to provide culture-based learning opportunities to all students
    b. Increase grade level learning opportunities/activities

EA 1.2.3 (3) `Āina Aloha programs/activities<br>[Curriculum Coordinator]<br>    a.  Equip teachers with `Āina Aloha resources, enabling them to integrate them into their lessons as desired. | *Schoolwide participation*

Student reflections

Panorama data

Weekly Buzz | ☐ WSF, $
☐ 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 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.*
Strat Plan *% of schools offering career exploration and development activities for students* *% of schools offering opportunities to participate in civic learning and active civic engagement* *Complex-specific* *CTE K-5 Career Connected Learning* *K-5 Computer Science-Foundational*				
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. *Required for all schools.*	2	EA 1.3.1 (1) Provide all students opportunities to engage in a variety of career, community, and civic pathways. [Grade Level Teams, B.E.E. Events Team] a. Career Exploration (Career Expo, field trips, guest speakers, etc.) b. High School Academy connections c. Community Service activities d. Grade level field trips e. Guest speakers f. Student school leadership opportunities CTE Road Map	*Schoolwide Participation* *Community Partner List* *Student Reflections*	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☑ Other:PTA $2000

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.*
Elem **Strat Plan**-% of first year and second year teachers participating in the state approved I&M program # of T's participating in PD beyond the 21 hours of teacher's job embedded training required by the CBA **HWCA Focus Measures** **Indicator 17: State Systemic Improvement Plan (SSIP):** General and Special Education K-4 teachers know and implement evidence-based practices in the Science of Reading for Phonemic Awareness and Phonics **Progress Monitoring:** % of teachers who have participated in training based in the science of reading for phonemic awareness and phonics and/or % of classroom fidelity checks with 80% or better implementation.				
2.1.2 All teachers are effective or receive the necessary support to become effective. *All HW Schools*	1, 2, 3	EA 2.1.2 (1) Induction & Mentoring Activities [HW Complex Lead, Curriculum Coordinator] a. Engage new teachers in Complex and School level I & M activities, as needed EA 2.1.2 (2) Professional Development	*Activity Sign-in/Agenda* *Learning Walk data PD participation chart*	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $

(To add additional desired outcomes, duplicate this row, including source of funds checkboxes)		[Administration, Leadership]
		  a. Provide professional development support and opportunities for academic/SEL/behavior strategies to meet all students' needs (ex. Neurodivergent students)
		  b. Utilize Complex Special Education support staff to provide specialized professional development for all staff
		  c. Implement vertical articulation opportunities to support student SEL and academic growth
		  d. Facilitate vertical learning walks to promote intentional teacher collaboration and shared learning of effective practices
				☐ 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 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.*
Strat Plan-% of schools with all required stakeholders represented in SCC membership *% of schools with overall positive rating on the SCC self-assessment rating*				

3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.
 	
Required for all schools.
		EA 3.3.1 (1) Conduct Orientation/Training Session for new SCC members on roles and responsibilities [Principal]
		
		  a. Monitor Academic and Financial Plan
		  b. Hold two community meetings annually in person (October and March)
		  c. Include all stakeholders in monthly meetings (e.g. Parent, Community, Student, Classified, Certificated)
		  d. Nominate and hold elections for new members
		  e. Open-door policy
		  f. Complete SCC Self Assessment & Principal Survey
			SCC member roster and agendas
			
			SCC Self Assessment Survey
			
			Principal Survey
				☐ 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 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.*
HWCA Focus Measures *Indicator 8: Parent Involvement: Goal:* 100% of parents are provided the annual survey during the annual IEP meeting. **Progress Monitoring:** % of confirmed survey distribution to parents at every annual IEP meeting for all SWDs.				

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
 	
All HW Schools
 	
(To add additional desired outcomes, duplicate this row, including source of funds checkboxes)
	2	EA 3.3.2 (1) Communicate with the school community through the school website and/or social media. [Administration, Technology Coordinator, PCNC]
		    a. Schoolwide Parent Square messaging system
		    b. Weekly Buzz
		    c. E.B. de Silva Elementary website/social media account
		    d. Monthly school newsletter
		
		EA 3.3.2 (2) Maintain a strong, collaborative partnership between the PTA and the school to enrich student learning, strengthen family involvement, and deepen community engagement.
		[B.E.E. Events Team]
		    a. Partner with the PTA to collaborate and coordinate school events
		    b. Collect and share feedback from school events
			School website
			
			Social media
			
			Feedback from school events
				☑ WSF, $7200
				☐ Title I, $
				☐ Title II, $
				☐ Title III, $
				☐ Title IV-A, $
				☐ Title IV-B, $
				☐ IDEA, $
				☐ SPPA, $
				☐ Homeless, $
				☐ Grant:___, $
				☑ Other: PTA, $10,000

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 Ernest B. de Silva Elementary'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)*	1080
Did your school submit a SCC Waiver Request Form? Please explain.	No
Bell Schedule: E.B. de Silva Elementary Bell Schedule	