

Mountain View Elementary Academic Plan SY 2025-2026

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Mountain View, HI 96771
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<https://www.mveshawks.k12.hi.us>

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

Submitted by Principal Adria Medeiros	
	03/10/25

Approved by Complex Area Superintendent Stacey Bello	
	4/10/2025

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

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
Kinder	'23 Wonders ▾	ORIGO Stepping Stones 2.0 ▾	Amplify Science	Studies Weekly
1st	'23 Wonders ▾	ORIGO Stepping Stones 2.0 ▾	Amplify Science	Studies Weekly
2nd	'23 Wonders ▾	ORIGO Stepping Stones 2.0 ▾	Amplify Science	Studies Weekly
3rd	'23 Wonders ▾	ORIGO Stepping Stones 2.0 ▾	Amplify Science	Studies Weekly
4th	'23 Wonders ▾	ORIGO Stepping Stones 2.0 ▾	Amplify Science	Studies Weekly
5th	'23 Wonders ▾	ORIGO Stepping Stones 2.0 ▾	Amplify Science	Studies Weekly

Please list all supplementary instructional materials 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
PK-1	Hegerty Footsteps 2 Brilliance (K) Smekens (Writing)			
K-2	ECRI IXL iReady Smekens (Writing)	IXL iReady		
3-5	STAIRS IXL iReady Smekens (Writing)	IXL iReady		
Special Education PK-5	Teach Town	Teach Town		

	Read 180 Smekens (Writing)	Math 180		
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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 screening and/or progress monitoring assessments used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the assessment. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics
Kinder	DIBELS ▾ HI KRA ▾ I-Ready ▾	I-Ready ▾ HI KRA I-Ready
1st	DIBELS ▾ I-Ready ▾	I-Ready ▾
2nd	DIBELS ▾ I-Ready ▾	I-Ready ▾
3rd	DIBELS ▾ I-Ready ▾ IAB	I-Ready ▾ IAB
4th	DIBELS ▾ I-Ready ▾ IAB	I-Ready ▾ IAB
5th	DIBELS ▾ I-Ready ▾ IAB	I-Ready ▾ IAB

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: 2021

Year of Next Action: 2025

Year of Next Self-Study:

Type of Last Visit: Full Self-Study -

Type of Next Action: Mid-Cycle Report & Visit -

2027

Please identify 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.

1 Student Need: Consistent high-quality, intentional Tier 1 teaching & learning of both academics and behavior.

Root/Contributing cause(s):

- 1.1. Lack of academic press, aligned instruction to standards, and teacher clarity. *(Challenging, engaging, intentional instruction, High-performance school culture)*
- 1.2 Inconsistent use of evidence-based practices (learning objectives, questioning, interest-based learning opportunities). *(Curricular pathways to success, Challenging, engaging, intentional instruction, Whole child supports, High-performance school culture)*
- 1.3 Lack of differentiation to provide scaffolding or additional supports for academics and behavior. *(Challenging, engaging, intentional instruction; Whole child supports)*
- 1.4 Need greater alignment of school-wide professional learning, implementation plans that outline data collection and analysis activities, classroom observations, communication protocols, etc. *(High-performance school culture, Data-driven high-reliability systems)*

2 **Student Need:** A continued focus on cultural connection, relationships, safety, and tiered supports to address the needs of individual students.

Root/Contributing cause(s):

2.1 Classrooms are not consistently affording students an opportunity to explore, investigate, and create. (*Curricular pathways to success, Challenging, engaging, intentional instruction, Whole child supports*)

2.2 Community supports, resources, and family engagement opportunities are a continued need. (*Whole child supports*)

2.3 Inconsistent implementation of evidence-based practices to support Tiers 2 and 3 in both academics and behavior. (*Challenging, engaging, intentional instruction, Whole child supports*)

2.4 Panorama data points to both growth in this area and opportunities to improve. (*Whole child supports*)

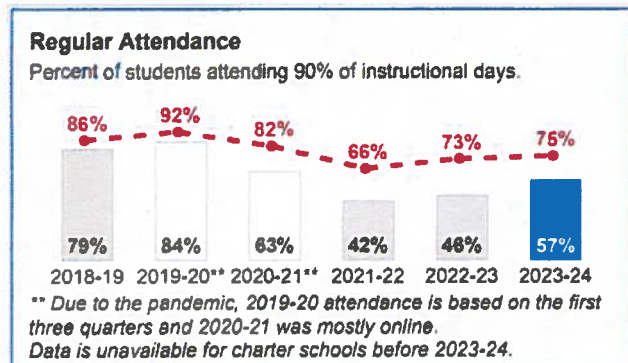
2.5 While improved, chronic absenteeism remains a concern. (*Whole child supports*)

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

Targeted Subgroup: Chronically absent students

1

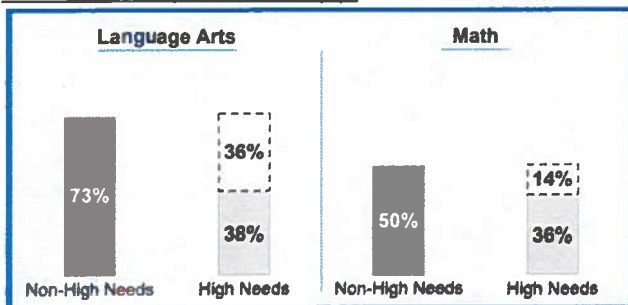
Identified Student Need(s):



2

Targeted Subgroup: Students with IEPs (84 students K-5, 22 PK)

Identified Student Need(s):





Priority 1 High-Quality Learning For All

★ **GOAL 1.1 All students experience rigorous, high-quality learning that results in equitable outcomes for all learners.**

Desired 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> (SW6)	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. (SW5)
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.	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3	<p>EA1. All Kindergarten students will be administered KEA assessments within the first 30 Days of enrollment (SW6)</p> <p>EA2. Substitute/stipend day provided for each kindergarten teacher to assist with completing KEA/data input</p> <p>EA3. Instructional groups are developed based on data and supported through tiered tutoring (SW6)</p> <p>EA4. Recall will be provided for Kindergarten teachers to screen incoming students prior to the 1st day of school to determine readiness and assist with groupings.</p> <p>Lead for all EAs: C. Cabral</p>	100% of students will be administered KEA and data inputted by deadline	<input checked="" type="checkbox"/> WSF, \$3,000 <input checked="" type="checkbox"/> Title I, \$20,000 <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$

<p>Reading Proficiency</p> <p>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.</p>	<p>1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3</p>	<p>EA1. Instructional groups are developed based on data and supported through tiered tutoring to focus on foundational reading skills, comprehension, and novel studies as appropriate to the grouping.</p> <p>EA2. Continue to implement a core set of 10 teacher-selected instructional practices in order to engage learners and foster higher levels of learning.</p> <p>EA3. Continue to support teachers in collecting and using formative/progress monitoring data to inform instruction and differentiation through the PLC process to better inform pacing and instructional practices in ELA and writing.</p> <p>EA4. Teachers engage in PD related to best first instruction in ELA and Writing, data use, and other identified needs such as vertical articulation during:</p> <ul style="list-style-type: none"> • PLCs • Faculty meetings • PD 21 • Waiver day (SW6) <p>EA5. In PLCs, support teachers in order to ensure that lessons and units are <u>focused on grade-level standards</u> and that the use of instructional materials is to support student learning of the standard(s), not the materials.</p> <p>EA6. Monitor the implementation of the following programs through observation and the PLC process:</p> <ul style="list-style-type: none"> • Reading Wonders (Gr K-5) • Heggerty (Gr PK-2) • ECRI (Gr K-2) • STAIRS (Gr 3-5) • Smekens Writing (Gr K-5) 	<p>Classroom walkthroughs</p> <p>Staff self reflection</p> <p>Tier data sheets</p> <p>Participation in professional learning</p> <p>Exit ticket plans for implementing professional learning</p> <p>Growth in DIBELS and iReady benchmark testing</p>	<p><input checked="" type="checkbox"/> WSF, \$20,000</p> <p><input checked="" type="checkbox"/> Title I, \$50,000</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>
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EA7. Grades 1-5 will participate in Walk to Reading, with fluid homogenous groups based on data. Groups will be facilitated by teachers and PPEs.

EA8. Provide extended learning opportunities with a focus on intervention, to include before and after school learning as well as learning offered during school breaks.

Leads for all EAs: C. Cabral, H. Kai

Mathematics Proficiency

1.1-1.4
2.1-2.3

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.

EA1. Instructional groups are developed based on data and supported through tiered tutoring, utilizing skills packets to address number concepts, computation, geometry, algebraic concepts.

EA2. Continue to implement a core set of 10 teacher-selected instructional practices in order to engage learners and foster higher levels of learning.

EA3. Continue to support teachers in collecting and using formative/progress monitoring data to inform instruction and differentiation through the PLC process to better inform pacing and instructional practices in Math.

EA4. Teachers engage in PD related to best first instruction in Math, data use, and other identified needs such as vertical articulation during:

- PLCs
- Faculty meetings
- PD 21
- Waiver day (SW6)

EA5. In PLCs, support teachers in order to ensure that lessons and units are focused on grade-level standards and that the use of instructional materials is to support student learning of the standard(s), not the materials.

EA6. Grades 1-5 will participate in Walk to Math, with fluid homogenous groups based on data. Groups will be facilitated by teachers and PPEs.

EA7. Provide extended learning opportunities with a focus on intervention, to include before and after school learning as well as learning offered during school breaks.

EA8. Continue to support mathematics instruction by providing current, research based and evidence based curriculum.

Leads for all EAs: C. Cabral, H. Kai

Classroom walkthroughs

Staff self reflection

Tier data sheets

Participation in professional learning

Exit ticket plans for implementing professional learning

Growth in iReady benchmark testing

- ☒ WSF, \$20,000
- ☒ Title I, \$50,000
- ☐ 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.

1.1-1.4,
2.1-2.5

EA1. Instructional groups are developed based on data and supported through tiered tutoring for all.

EA2. Continue to implement a core set of 10 teacher-selected instructional practices in order to engage learners and foster higher levels of learning.

EA3. Continue to support teachers in collecting and using formative/progress monitoring data to inform instruction and differentiation.

EA4. Teachers engage in PD related to best first instruction, data use, and other identified needs

- PLCs
- Faculty meetings
- PD 21
- Waiver day (SW6)

EA5. In PLCs, support teachers in order to ensure that lessons and units are focused on grade-level standards and that the use of instructional materials is to support student learning of the standard(s), not the materials.

EA6. Effective implementation of PBIS system including awards and incentives, teachers effectively supporting tier 1 behavioral concerns, and whole group instruction of evidence-based/ research-based programs (ie: Second Steps, bully prevention, My Body My Boundaries) Leads for EA6: K. Arensdorf, A. Alcaraz (SW6)

EA7. Provide regular, ongoing opportunities for special education and general education teachers to meet regularly to review student progress, IEPs, coteaching model, and lesson plans to ensure strong instruction for all students. (SW6)

Classroom walkthroughs

Staff self reflection

Tier data sheets

Participation in professional learning

Exit ticket plans for implementing professional learning

- ☒ WSF, \$20,000
- ☒ Title I, \$60,000
- ☐ Title II, \$
- ☐ Title III, \$
- ☐ Title IV-A, \$
- ☐ Title IV-B, \$
- ☐ IDEA, \$
- ☐ SPPA, \$
- ☐ Homeless, \$
- ☐ Grant:__, \$
- ☐ Other:__, \$

		<p>EA8. Inclusive Practices will continue with stipend days provided to address:</p> <ul style="list-style-type: none"> • Training and support for coteaching pairs • Support with lesson planning and IEP writing <p>EA9. All students will have access to 1:1 technology devices ,up to date technology in the classroom, and innovative opportunities for technology integration through learning activities.</p> <p>Leads for all EAs except EA6: C. Cabral, H. Kai</p>		
<p>1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.</p> <p><i>Required for all schools.</i></p>	<p>1.1-1.4, 2.2, 2.4, 2.5</p>	<p>EA1. Continue to implement a core set of 10 teacher-selected instructional practices in order to engage learners and foster higher levels of learning.</p> <p>EA2. Continue to support teachers in collecting and using formative/progress monitoring data to inform instruction and differentiation.</p> <p>EA3. Hold Transition IEP meetings for every IDEA student prior to exiting and transitioning to the middle school (SW6)</p> <p>EA4. MS transition day held in May giving all 5th graders the opportunity to spend the day at the middle school campus (SW6)</p> <p>Lead for all EAs: M. Tamaru</p>	<p>Classroom walkthroughs</p> <p>Staff self reflection</p> <p>Tier data sheets</p> <p>Transition meeting sign ins</p> <p>Transition Day attendance and feedback forms</p>	<p><input checked="" type="checkbox"/> WSF, \$2,000</p> <p><input checked="" type="checkbox"/> Title I, \$2,000</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:___ \$</p> <p><input type="checkbox"/> Other:___ \$</p>

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

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> (SW6)	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> <i>Please estimate the additional amount needed to execute the enabling activity.</i> (SW5)
<p>1.2.1. All students desire to and attend school regularly.</p> <p><i>Required for all schools.</i></p>	<p>1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5</p>	<p>EA1. Continue to implement a core set of 10 teacher-selected instructional practices in order to engage learners and foster higher levels of learning.</p> <p>EA2. Continue to support teachers in collecting and using formative/progress monitoring data to inform instruction and differentiation.</p> <p>EA3. Teachers engage in PD related to Tier 1 best practices, data use, and other identified needs</p> <ul style="list-style-type: none"> • PLCs • Faculty meetings • PD 21 • Waiver day (SW6) <p>EA4. Showcase student achievement (website, newsletters, 'ohana engagement activities, campus bulletin boards)</p> <p>EA5. Begin implementation of a monthly review process involving admin, SSC, counselors, BHS, social worker to monitor progress of students under the IDEA/504 umbrella (SW6)</p>	<p>Classroom walkthroughs</p> <p>Staff self reflection</p> <p>Tier data sheets</p> <p>Participation in professional learning</p> <p>Exit ticket plans for implementing professional learning</p> <p>Attendance data</p> <p>ELO offerings and attendance</p>	<p><input checked="" type="checkbox"/> WSF, \$10,000</p> <p><input checked="" type="checkbox"/> Title I, \$10,000</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>

EA6. Attendance team meets bi-weekly to review chronic absentee data, design individual attendance plans for students, parent contact, and implement interventions (including student meetings, parent meetings, crafting attendance letters, preparing court petitions)

EA7. Teachers will communicate with their families regarding academics, behavior and attendance (both positive and areas of concern) using a schoolwide communication system (ClassDojo) And document attendance outreach in Infinite Campus.

EA10. Attendance campaigns to include incentives and recognition as well as family contact and communication and provision of support for:

- HAWK campaigns: class level 90% attendance
- Individual perfect/improved attendance awards
- Attendance tokens
- Quarterly attendance awards
- Quarterly attendance tracker
- Document outreach in Infinite Campus
- Family meetings
- Home visits

EA11. Provide extended learning opportunities with a focus on intervention, to include before and after school learning as well as learning offered during school breaks.

Leads to all EAs: K. Arensdorf, A. Alcaraz

<p>1.2.2. All students demonstrate positive behaviors at school.</p> <p><i>Required for all schools.</i></p>	<p>1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3</p>	<p>EA1. Continue to implement a core set of 10 teacher-selected instructional practices in order to engage learners and foster higher levels of learning.</p> <p>EA2. Continue to support teachers in collecting and using formative/progress monitoring data to inform instruction and differentiation.</p> <p>EA3. Effective implementation of PBIS system including awards and incentives, teachers effectively supporting tier 1 behavioral concerns, and whole group instruction of evidence-based/ research-based programs (ie: Second Steps, bully prevention, K-2 My Body is Special, 3-5 My Body My Boundaries) (SW6)</p> <p>EA4. Effective instruction on and implementation of “The ‘lo Way” - create handbook and plan for roll out in key points throughout the year (daily, monthly, coming back from breaks), including a monitoring plan.</p> <p>EA5. Tier 2 and 3 behavior supports are provided and monitored in a variety of ways (ie: consultation, pull out counseling, individual, small group, support plans, crisis/safety plans, school wide behavior support map, EAPs, schoolwide EAP)</p> <p>EA6. MTSSB team will meet regularly to monitor: attendance, behavior, discipline</p> <p>EA7. Student and staff incentives provided to support a positive school culture and well-being for all (i.e., ‘lo tokens for students & pink tokens for adults.</p> <p>EA8. Ongoing professional development will be provided throughout the year to faculty and staff to support student success, including in:</p> <ul style="list-style-type: none"> ● PBIS ● Social Emotional Learning ● Panorama 	<p>Classroom walkthroughs</p> <p>Staff self reflection</p> <p>Tier data sheets</p> <p>Student Support Team PLC</p> <p>Referral data</p> <p>School store (Hawk Tokens)</p> <p>Student Council feedback on awards and incentives, Hawk Pride Celebrations</p>	<p><input checked="" type="checkbox"/> WSF, \$10,000</p> <p><input checked="" type="checkbox"/> Title I, \$10,000</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>
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- Classroom management
- Restorative practices and relationship repair
- Family engagement
- Trauma informed care **(SW6)**

EA9. Address appropriate behavior expectations on the bus through PBIS **(SW6)**

Leads for all EAs: B. Alcain, A. Alcaraz, K. Arensdorf

1.2.3. All students experience a Nā Hopena A'ō environment for learning.	2.1, 2.2, 2.4, 1.1	<p>EA1. Showcase student achievement (website, newsletters, 'ohana engagement activities, campus bulletin boards, 'Io of the Month)</p> <p>EA2. School-wide Monthly 'Ohana Engagement Activities with a standards-focus will be held in the evening and planned by departments/grade levels (one event per grade level each year) (HĀ)</p> <p>EA3. Provide opportunities for families, community, and school staff to come together to better support students in the learning environment such as:</p> <ul style="list-style-type: none"> • Open house/Meet and Greet • Parent/teacher conferences • 'Ohana engagement days • Monthly campus beautification days for 'ohana and community • Monthly Coffee Hour <p>EA4. Effective implementation of PBIS system including awards and incentives, teachers effectively supporting tier 1 behavioral concerns, and whole group instruction of evidence-based/ research-based programs (ie: Second Steps, bully prevention, My Body My Boundaries, The 'Io Way Success Criteria) (SW6)</p> <p>EA5. Faculty, student, and community/family Cultural Based Education with opportunities for students to engage in hands-on, project-based learning on and off campus (HĀ)</p> <p>EA6. Showcase student achievement (website, newsletters, 'ohana engagement activities, campus bulletin boards, student competitions)</p> <p>Leads for all EAs: J. Cuban, J. Lewis, B. Alcain</p>	<p>Feedback from 'ohana/community events</p> <p>Student Council feedback on awards and incentives, Hawk Pride Celebrations</p> <p>Feedback from Kia Manu progress monitoring team</p>	<input checked="" type="checkbox"/> WSF, \$65,000 <input checked="" type="checkbox"/> Title I, \$10,000 <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant <input checked="" type="checkbox"/> Other: <u>OHE</u> \$2,500
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★ **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 and Name of Accountable Lead(s) <i>"How will we achieve the desired outcome?"</i> <i>"Who is responsible to oversee and monitor implementation and progress?"</i> (SW6)	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> <i>Please estimate the additional amount needed to execute the enabling activity.</i> (SW5)
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>	1.1-1.4 2.1-2.5	<p>EA1. Continue to implement a core set of 10 teacher-selected instructional practices in order to engage learners and foster higher levels of learning.</p> <p>EA2. Faculty, student, and community/family Cultural Based Education with opportunities for students to engage in hands-on, project-based learning on and off campus</p> <p>EA3. Continue SBG and design opportunities for all students to engage in civic opportunities through peer-to-peer activities</p> <p>EA4. Plan for an annual Career Fair for students to engage in career exploration, supported by intentional planning of the civic social studies standards to make real-world connections to career exploration (SW6)</p> <p>Leads for all EAs: J. Lewis, B. Alcain</p>	<p>Classroom walkthroughs</p> <p>Staff self reflection</p> <p>Student feedback</p> <p>Huaka'i field trip forms</p> <p>SBG agenda/minutes</p>	<p><input checked="" type="checkbox"/> WSF, \$10,000</p> <p><input checked="" type="checkbox"/> Title I, \$2,000</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: __, \$</p> <p><input checked="" type="checkbox"/> Other: <u>OHE</u>, \$2,500</p>



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> (SW6)	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> (SW5)
2.1.2 All teachers are effective or receive the necessary support to become effective.	1.4, 2.3	<p>EA1. Continue to provide training on a core set of 10 teacher-selected instructional practices in order to engage learners and foster higher levels of learning. (SW6)</p> <p>EA2. Continue to support teachers in collecting and using formative/progress monitoring data to inform instruction and differentiation. (SW6)</p> <p>EA3. Teachers engage in PD related to best instruction, data use, and other identified needs during:</p> <ul style="list-style-type: none"> ● PLCs ● Faculty meetings ● PD 21 	<p>Classroom walkthroughs</p> <p>Staff self reflection</p> <p>Participation in professional learning</p> <p>Exit ticket plans for implementing</p>	<p><input checked="" type="checkbox"/> WSF, \$15,000</p> <p><input checked="" type="checkbox"/> Title I, \$20,000</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:____, \$</p> <p><input type="checkbox"/> Other:____, \$</p>

- Waiver day (SW6)

EA4. Effective implementation of PBIS system including awards and incentives, teachers effectively supporting tier 1 behavioral concerns, and whole group instruction of evidence-based/ research-based programs (ie: Second Steps, bully prevention, My Body My Boundaries) (SW6)

EA5. Provide a 5 day New Teacher Academy in the summer for all new teachers and teachers new to a grade level to provide teachers with training in academic systems, curriculum, PBIS, and trauma-informed practices (SW6)

EA6. Provide a 3 day Special Education Teacher academy for all Special education teachers to provide training in systems, coteaching, IEPs, PBIS, and trauma-informed practices (SW6)

EA7. Assign mentors to all first year teachers and schedule opportunities for ongoing support meetings.

Leads for all EAs: K. Arensdorf, A. Alcaraz, B. Alcain

professional learning

IPDPs

2.2.2 All school support staff are effective or receive the necessary support to become effective.

1.4, 2.3

EA1. Provide differentiated PD for support staff on waiver days (SW6)

Lead: A. Medeiros

Participation in professional learning

Exit ticket plans for implementing professional learning

- ☒ WSF, \$20,000
- ☒ Title I, \$20,000
- ☐ 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> (SW6)	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> Please estimate the additional amount needed to execute the enabling activity. (SW5)
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>	2.2	EA1. Recruit members for SCC annually to fill all role groups EA2. Schedule monthly meetings with SCC and Principal Lead for all EAs: A. Medeiros	Membership roster Meeting agendas/minutes Attendance logs	<input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> 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 <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> (SW6)	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> Please estimate the additional amount needed to execute the enabling activity. (SW5)
<p>Students and 'ohana will engage with the school through various events to build a sense of belonging and involvement</p>	<p>2.1, 2.2, 2.4, 1.1</p>	<p>EA1. Showcase student achievement (website, newsletters, 'ohana engagement activities, campus bulletin boards, ClassDojo)</p> <p>EA2. School-wide Monthly 'Ohana Engagement Activities with a standards-focus will be held during and after school, planned by departments/grade levels (one event per grade level each year) (HĀ)</p> <p>EA3. Provide opportunities for families, community, and school staff to come together to better support students in the learning environment such as:</p> <ul style="list-style-type: none"> • Open house/Meet and Greet • Parent/teacher conferences • 'Ohana engagement days • Monthly campus beautification days for 'ohana and community • Monthly Coffee Hour <p>EA4. Faculty, student, and community/family Cultural Based Education with opportunities for students to</p>	<p>Feedback from 'ohana/community events</p> <p>Student Council feedback on awards and incentives, Hawk Pride Celebrations</p>	<p><input checked="" type="checkbox"/> WSF, \$5,000</p> <p><input checked="" type="checkbox"/> Title I, \$2,000</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:____, \$</p> <p><input type="checkbox"/> Other:____, \$</p>

	engage in hands-on, project-based learning on and off campus		
	Leads for all EAs: A. Medeiros, J. Lewis		

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 Mountain View Elementary School's current bell schedule 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)

1,080

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

Yes, we requested professional development to work on curriculum and instructional needs as identified through this academic plan.

Bell Schedule: [MVES Bell Schedule](#), [MVES Public Facing Bell Schedule](#)