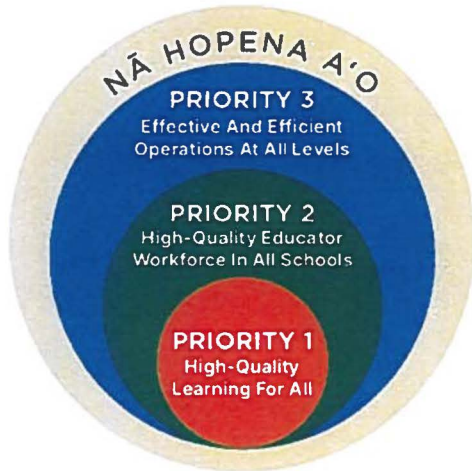
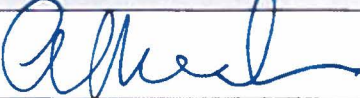


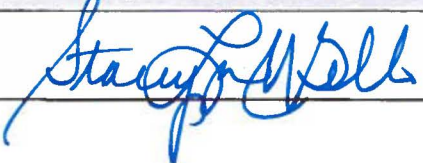


Mountain View Elementary School Academic Plan SY 2026-2027

18-1235 Volcano Road
Mountain View HI 96777
808-313-3200
mveshawks.k12.hi.us

- ☒ Title I School
☐ Non-Title 1 School

Submitted by Principal Adria Medeiros	
	03/10/26

Approved by Complex Area Superintendent Stacey Bello	
	4/6/2026

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

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VIABLE QUALITY CURRICULUM

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

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

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
K-5	'23 Wonders ▾	ORIGO Stepping Stones, First Editi... ▾	Amplify Science	Studies Weekly

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

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
PK-1	Heggerty Footsteps 2 Brilliance Smekens (Writing) Teachtown			
K-2	ECRI IXL iReady Smekens (Writing) UFLI Bridge the Gap	IXL iReady		
3-5	STAIRS IXL iReady REWARDS Bridge the Gap Smekens (Writing)	IXL iReady		
Special Education PK-5	Teachtown Read 180 Smekens (Writing)	Teachtown Math 180		

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	HI KRA ▾	HI KRA ▾
K-5	DIBELS ▾ I-Ready ▾	I-Ready ▾
3-5	IAB ▾	IAB ▾

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:

IDENTIFIED SCHOOL NEEDS

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

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

- ☒ Current CNA
- ☐ Other current assessment/self-study report: none
- ☐ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: [2024-2025]

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 **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.

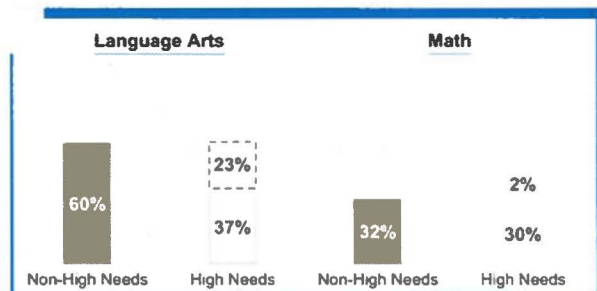
1	<u>Student Need:</u> Consistent high-quality, intentional Tier 1 teaching & learning of both academics and behavior. <u>Root/Contributing Cause:</u> 1.1 Teachers have developed stronger understanding of standards, but explicit alignment between standards, curriculum materials, and assessments is not consistently embedded in planning, and vertical articulation across grade levels is limited. This reduces clarity around essential skills, vocabulary, and progression of learning across grade levels. 1.2 Some instructional tasks within core curriculum materials do not consistently require higher Depth of Knowledge (DOK) levels, resulting in fewer opportunities for students to engage in complex thinking, reasoning, and application. 1.3 Despite significant professional learning, implementation of high-leverage instructional practices is inconsistent across classrooms, and the school has not yet established a clearly defined and consistently implemented model for teaching and learning ("Io Way"). 1.4 Opportunities for structured student discourse, collaboration, and explanation of thinking vary across classrooms, limiting students' opportunities to deepen understanding through discussion, reasoning, and peer interaction. 1.5 Although multiple data sources are used to group students and guide interventions, systems for monitoring growth and ensuring consistent instructional responses across classrooms and teams need stronger reliability and clarity.
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	1.6 While collaborative structures such as PLCs exist, unclear decision-making pathways, initiative overload, and limited prioritization can reduce staff clarity and consistency in implementing schoolwide priorities. 1.7 While teachers have received extensive professional development, limited time for collaborative processing, practice, and coaching cycles has reduced the consistency with which new instructional practices are implemented and sustained.
2	<u>Student Need:</u> A continued focus on cultural connection, relationships, safety, and tiered supports to address the needs of individual students. <u>Root/Contributing Cause:</u> 2.1 Behavior support systems exist but follow-through and communication regarding student behavior interventions are not consistently visible to classroom staff, which can lead to inconsistencies in response and prevention strategies. 2.2 Student survey data indicates lower levels of emotional regulation and growth mindset, suggesting students need additional opportunities to build self-regulation, perseverance, and help-seeking behaviors. 2.3 Family engagement is strong overall but communication and connection with families varies by classroom, and newer families may need clearer pathways for understanding school expectations and participation opportunities. 2.4 School operational systems (e.g., communication channels, calendar access, and information flow) are not consistently streamlined or accessible across all roles, which can create confusion and reduce efficiency in implementation of school initiatives.

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.

1 **Targeted Subgroup:** Students with IEPs (92 K-5, 10 PK)

Identified Student Need(s): 2024-2025 Data



2 **Targeted Subgroup:** Chronically absent students

Identified Student Need(s): SY 2025–2026 data is current as of March 4, 2026.



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 <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>		Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
			Implementation Evidence	Interim Measurable Outcomes	
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.	1.1, 1.5	EA1. All Kindergarten students will be administered KEA assessments within the first 30 Days of enrollment EA2. Substitute/stipend day provided for each kindergarten teacher to assist with completing KEA/data input EA3. Instructional groups are developed based on data and supported through tiered tutoring 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. Lead for all EAs: C. Cabral	Students will be administered KEA and data inputted by deadline	By the Start of SY26-27 100% of Kindergarten Teachers will be KEA certified End of testing period: 100% completion of KEA and readiness screenings and data inputted.	☒ WSF, \$3,000 ☒ Title I, \$20,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

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.	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7	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 EA2. Build standards-to-curriculum alignment routines in PLCs; modifying curriculum and tasks to address higher DOK levels and strategies such as collaborative conversations and higher-order prompts 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. EA4. Teachers engage in PD and consistently allow processing time related to best first instruction in ELA and Writing, Facilitation, data use, QTEL, 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 <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. EA6. Monitor the implementation of the following programs through observation with feedback and the PLC process: Tier 1: • Reading Wonders (Gr K-5) • Heggerty (Gr PK-2) • ECRI (Gr K-2)	Classroom walkthroughs Walk-to data sheets Participation in professional learning Staff self reflection Exit ticket plans for implementing professional learning Growth in iReady benchmark testing PLC agendas	Monthly: 100% of teachers will be observed during Tier 1 instruction Quarterly: 100% of teachers will be observed during Tier 2 instruction At least 2x a month: 100% of teachers will be provided with time for ELA and writing discussion in PLCs Monthly: Teachers will review their Walk-to data sheets and groupings	☒ WSF, \$20,000 ☒ Title I, \$50,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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		● STAIRS (Gr 3-5) ● Smekens Writing (Gr K-5) Tier 2 ● Phonics for Reading (Gr 2-5) ● UFLI (K-5) ● Read 180 (3-5) ● TeachTown (K-5) ● REWARDS (2-5) ● Bridge the Gap (2-5) 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. EA9. Teachers will begin vertical articulation around vocabulary through PLCs, supported by Kia Manu, and agreements are developed by all grade levels. EA10. Follow and monitor MTSS-R plan Lead for all EAs: C. Cabral		After any ELA or writing PD, the next PLC will have time to allow teachers to process. Quarterly: 100% of grade levels will have an opportunity to vertically articulate around vocabulary	
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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.	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7	EA1. Instructional groups are developed based on data and supported through tiered tutoring to address number concepts, computation, geometry, algebraic concepts. EA2. Build standards-to-curriculum alignment routines in PLCs; modifying curriculum and tasks to address higher DOK levels and strategies such as collaborative conversations and higher-order prompts 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 and consistently allow processing time related to best first instruction in Math, data use, BTC, Julia Robinson Mathematics Festival, MSL, Mathematical Practices 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. Monitor the implementation of the following programs and math manipulatives through observation with feedback and the PLC process: Tier 1: • ORIGO	Classroom walkthroughs Walk-to data sheets Participation in professional learning Staff self reflection Exit ticket plans for implementing professional learning Growth in iReady benchmark testing PLC agendas	Quarterly: 100% of teachers will be observed during Tier 1 instruction At least 2x a month: 100% of teachers will be provided with time for math discussion in PLCs Monthly: Teachers will review their Walk-to data sheets and groupings After any Math PD, the next PLC will have time to allow teachers to process.	☒ WSF, \$20,000 ☒ Title I, \$50,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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		EA7. Grades 2-5 will participate in Walk to Math, 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. EA9. Research and identify a math screener in grades 1-5 EA10. Teachers will begin vertical articulation around vocabulary through PLCs, supported by Kia Manu, and agreements are developed by all grade levels. Leads for all EAs: C. Cabral, H. Kai		By the end of first quarter, the team will have selected a math screener for grades 1-5. Quarterly: 100% of grade levels will have an opportunity to vertically articulate around vocabulary	
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1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. <i>Required for all schools.</i>	1.1, 1.2, 1.5, 1.7, 2.1, 2.2	EA1. Instructional groups are developed based on data and supported through tiered tutoring for all. EA2. Continue to support teachers in collecting and using formative/progress monitoring data to inform instruction and differentiation. EA3. Teachers engage in PD related to best first instruction, data use, and other identified needs • PLCs • Faculty meetings • PD 21 • Waiver day (SW6) EA4. 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. Leads for EAs 1-4: C. Cabral, H. Kai EA5. 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 EA5: K. Arensdorf, A. Alcaraz (SW6) EA6. 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) Lead for EA6: A. Mederios	Tier 3 data sheets PLC agendas Classroom walkthroughs Staff self reflection Participation in professional learning Exit ticket plans for implementing professional learning	At least 2x a month: 100% of teachers will be provided with time for math discussion in PLCs By the end of Q1: Identify Tier 3 intervention platform, curriculum, and entrance/exit criteria By Q2: Begin implementation of Tier 3	☒ WSF, \$20,000 ☒ Title I, \$60,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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		EA7. 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. Lead for EA7: B. Alcain EA8. Identify Tier 3 intervention platform, curriculum, and entrance/exit criteria by Q1. Begin implementation of Tier 3 by Q2, including progress monitoring of implementation and growth through PLCs. Leads for EA8: C. Cabral, H. Kai			
1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school. <i>Required for all schools.</i>	2.2 2.3	EA1. Hold Transition IEP meetings for every IDEA student prior to exiting and transitioning to the middle school (SW6) EA2. MS transition day held in May giving all 5th graders the opportunity to spend the day at the middle school campus (SW6) Lead for all EAs: M. Tamaru	Transition meeting sign ins Transition Day attendance and feedback forms	100% of IEPs and PWNs will reflect team decisions made at the conferences, prior to 7/1/2027 ----- Middle school transition day will be scheduled by 1/2027	☒ WSF, \$2,000 ☒ Title I, \$2,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

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

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>		Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> Estimate the additional amount needed for enabling activities.
			Implementation Evidence	Interim Measurable Outcomes	
1.2.1. All students desire to and attend school regularly. <i>Required for all schools.</i>	2.1, 2.2, 2.3	EA1. 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). EA2. The attendance team tracks outreach and generates attendance letters through Infinite Campus. EA3. Teachers communicate with families regarding academics, behavior, and attendance, highlighting both successes and areas of concern using the schoolwide communication system (i.e., ClassDojo, report cards, iReady and DIBELS report). EA4. Teachers engage in PD related to Tier 1 best practices, data use, and other identified needs • PLCs • Faculty meetings • PD 21 • Waiver day (SW6)	Attendance data ClassDojo Team meeting agendas and notes Communication data	Bi-weekly Attendance meeting will be held and parent outreach conducted as needed. By the end of the first month 100% teachers have made outreach to families. Quarterly: 100% of teachers will communicate academics, behavior, and	☒ WSF, \$10,000 ☒ Title I, \$10,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

		EA5. 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 EA6. 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: J. Lewis., K. Arensdorf, A. Alcaraz		attendance with families. 100% of teachers will attend PD on PBIS, SEL, Panorama, and classroom management. Attendance Data By the end of SY 2026-2027, school attendance will increase to 90% (using Panorama) by use of multiple incentives.	
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1.2.2. All students demonstrate positive behaviors at school. <i>Required for all schools.</i>	2.1, 2.2, 2.3	EA1. Strengthen implementation of The 'lo Way PBIS framework by reinforcing Tier 1 behavior expectations schoolwide, recognizing positive student behavior through awards and incentives, and delivering whole-group instruction using evidence-based programs (e.g., Second Step, Bully Prevention, K-2 My Body Is Special, 3-5 My Body, My Boundaries) (SW6). EA2. Strengthen and sustain implementation of <i>The 'lo Way</i> and the Tier 1 behavior plan through intentional rollouts at key points throughout the year (daily reinforcement, monthly focus, and re-teaching after school breaks), including a system to monitor and measure student progress toward meeting expected behaviors. EA3. Tier 2 and Tier 3 behavior supports are implemented and monitored through multiple structures, including consultation, classroom observations, pull-out counseling (individual and small group), individualized support plans, crisis/safety plans, a schoolwide Proactive Discipline Plan, and EAPs (individual and schoolwide). EA4. Administration will communicate outcomes of discipline referral fact finding and investigations following completion of Chapter 19 procedure. EA5. MTSSB team will meet regularly to monitor: attendance, student support referrals, behavior and interventions. EA6. Initiatives are provided to promote a positive school culture and support the well-being of students and staff (i.e., 'lo tokens for students, morning staff gatherings to connect, "bucket-filling" shout-outs, uplifting quotes).	PBIS Fidelity Data Panorama surveys Tier 2 & 3 Support Tracking Chapter 19 Records MTSSB Team Data Reviews Professional Development (PD) Attendance	Once a quarter: 100% of teachers will review , model and teach "The lo Way. By the end of each quarter, 100% of students will self-assess their 'lo Way' progress, to be synchronized with teacher reporting for a dual-perspective view of growth for every learner. Weekly Student Support Meetings to review T2/T3 progress of student skill building.. Discipline referrals will decrease from previous year.	☒ WSF, \$10,000 ☒ Title I, \$10,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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		EA7. Ongoing professional development will be provided throughout the year to faculty and staff to support student success, including in: ● PBIS ● Social Emotional Learning ● Panorama ● Classroom management ● Restorative practices and relationship repair ● Family engagement ● Trauma informed care (SW6) Leads for all EAs: B. Alcain, J. Lewis, A. Alcaraz, K. Arensdorf		Administration communicates outcomes of investigations with the student team as appropriate upon completion of Chapter 19 procedure. 100% of teachers will attend PD on PBIS, SEL, Panorama, Trauma informed care, and classroom management.	
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1.2.3. All students experience a Nā Hopena A'o environment for learning. <i>Required for all schools.</i>	2.3	EA1. Showcase student achievement (website, newsletters, 'ohana engagement activities, campus bulletin boards, 'lo of the Month) EA2. Schoolwide monthly 'Ohana engagement activities with a standards-based focus will be planned and facilitated by departments or grade levels, with each grade level hosting one event per year. (HĀ) EA3. Provide opportunities for families, community, and school staff to come together to better support students in the learning environment such as: • Open house/Meet and Greet • Parent/teacher conferences • 'Ohana engagement days • Monthly campus beautification days for 'ohana and community • Monthly Coffee Hour EA4. 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) Leads for all EAs: J. Cuban, J. Lewis, B. Alcain	Feedback from 'ohana/community events Student Council feedback on awards and incentives, Hawk Pride Celebrations Feedback from Kia Manu progress monitoring team	Attendance sign-in of ohana engagement activities.. Surveys for families to give input on school learning, values, and voice.	☒ WSF, \$25,000 ☒ Title I, \$10,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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★ **GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.**

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>		Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
			Implementation Evidence	Interim Measurable Outcomes	
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, 1.2, 1.4	EA1. Faculty, student, and community/family Cultural Based Education with opportunities for students to engage in hands-on, project-based learning on and off campus EA2. Continue SBG and design opportunities for all students to engage in civic opportunities through peer-to-peer activities EA3. 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) Leads for all EAs: J. Lewis, B. Alcain	Staff self reflection Student feedback Huaka'i field trip forms SBG agenda/minutes	100% will complete reflection 100% of students will participate in career fair All K-5 Grade levels will participate in at least one huaka'i or community based project SBG will successfully	☒ WSF, \$10,000 ☒ Title I, \$2,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$



complete at least one peer-to-peer civic project (e.g., leading a discussion, organizing a drive, or peer-mentoring) per semester.	
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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?"	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 for enabling activities.
			Implementation Evidence	Interim Measurable Outcomes	
2.1.2 All teachers are effective or receive the necessary support to become effective.	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 2.4	EA1. Continue to support teachers in collecting and using formative/progress monitoring data to inform instruction and differentiation. (SW6) EA2. Teachers engage in PD related to best instruction, data use, and other identified needs during: ● PLCs ● Faculty meetings ● PD 21 ● Waiver day (SW6) EA3. Provide a 4 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)	Staff self reflection Participation in professional learning Exit ticket plans for implementing professional learning IPDPs All teachers are effective or receive the necessary	Monthly 100% of teachers will be provided time in PLCs to discuss MTSS data with admin Monthly, 100% of new teachers will meet with mentees 180 min per month Agenda for NTA and	☒ WSF, \$15,000 ☒ Title I, \$20,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$



PRIORITY 2: High-Quality Educator Workforce In All Schools

		EA4. 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)	support to become effective.	SpEdTA created by July 1, 2026	
		EA5. Assign mentors to all first year teachers and schedule opportunities for ongoing support meetings.			
		Leads for all EAs: A. Medeiros			
2.2.2 All school support staff are effective or receive the necessary support to become effective.	1.2, 1.3, 1.4, 1.6, 1.7, 2.1, 2.4	EA1. Provide differentiated PD for support staff on waiver days (SW6)	Participation in professional learning	Differentiated PD agendas will be developed for 100% of waiver days	☒ WSF, \$20,000
		EA2. Create an 'MVES Way' of onboarding new staff, including clear job descriptions and a systemized way to communicate new hires to staff.	Exit ticket plans for implementing professional learning	MVES staff onboarding process/document will be developed by the end of Q1 2026-2027sy	☒ Title I, \$20,000
		Lead for all EAs: A. Medeiros			☐ 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 Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>		Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> Estimate the additional amount needed for enabling activities.
			Implementation Evidence	Interim Measurable Outcomes	
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>	2.3	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	Monthly meetings for the year will be scheduled by September 2027	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

APPENDIX A: SCHOOL COMMUNITY COUNCIL ASSURANCES FORM

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

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

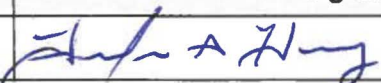
Hawaii State Department of Education School Academic Plan and Financial Plan Annual Assurances and Recommendation for Approval

The **Mountain View Elementary School** School Community Council (SCC) recommends the school plans to the Complex Area Superintendent for approval and assures the following:

1. The SCC is correctly constituted and was formed in accordance with the Board of Education policy, Department of Education procedures and state law.
2. The SCC reviewed its responsibilities under the Board of Education policy, Department of Education procedures and state law, including those related to the review of the Academic Plan and Financial Plan.
3. The SCC sought and considered all recommendations from the school community or committees before recommending the plans for approval. (Check all that apply)
 - ☒ A School Community Council Meeting was conducted on 02/10/26 to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **03/09/26** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☐ Other (list):
4. The SCC reviewed the Academic Plan and Financial Plan and found that they are based upon a thorough analysis of student performance data, and use evidence-based interventions.
5. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The principal has provided a clear explanation to the SCC about the status of each of the recommendations made by the SCC regarding the Academic Plan and Financial Plan.
7. This school plan was adopted through consensus or by vote by the School Community Council on: **03/09/26**

8.

Attested:

Mountain View Elementary School Principal	Signature	Date
Adria Medeiros		03/09/26
SCC Chairperson	Signature	Date
Jennifer Henry		03/09/26

SCC Recommendations to the Academic Plan and Financial Plan:

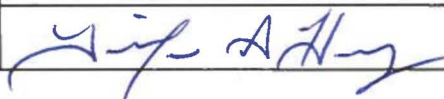
The School Community Council, in review of the Academic and Financial Plans, has provided the principal with the following recommendations for consideration. These recommendations are included as a means to share these issues with the Complex Area Superintendent and to identify the action taken by the principal on the SCC recommendations. If no recommendations were made, please write "N/A." **SCC Chairperson signature is required on both pages.**

SCC Recommendation:	Rationale for the SCC Recommendation:	Principal's Response to SCC Recommendation:
n/a		

SCC Comments: Statement of Problem or Concerns regarding the Academic Plan and Financial Plan review process.

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Attested:

SCC Chairperson	Signature	Date
Jennifer Henry		03/09/26

APPENDIX B: BELL SCHEDULE

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

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

Total student instructional hours per year <i>(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)</i>	1080
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☒ Yes ☐ No ☐ N/A, we meet the requirement
Mountain View Elementary School Bell Schedule: MVES Public Facing Bell Schedule , MVES Bell Schedule	