

Naʻalehu Elementary School Academic Plan SY 2025-2026

95-5545 Mamalahoa Hwy
Naʻalehu, HI 96772
808-313-4000

[ps://sites.google.com/k12.hi.us/naalehuelementary/home](https://sites.google.com/k12.hi.us/naalehuelementary/home)

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

Submitted by Principal Wilma Roddy	
	04/02/2025

Approved by Complex Area Superintendent Stacey Bello	
	4/3/2025

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
K-6	'20 Wonders ▾	ORIGO Stepping Stones 2.0 ▾	Amplify	
Prek-2 3-6	Select One ▾	Select One ▾		
	Select One ▾	Select One ▾		

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
K-6	Iready	Iready		
prek-6	Heggerty			

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
K-6	DIBELS ▾	I-Ready ▾
K-6	I-Ready ▾	Select One ▾
	Select One ▾	Select One ▾

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:
- ☒ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: 2024

Type of Last Visit: Full Self-Study -

Year of Next Action: 2027

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

Year of Next Self-Study:

2029

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	<p><u>Student Need:</u> Student Achievement in ELA, math, and science has been below the Complex Area and/or State for the past 3 years.</p> <p><u>Root/Contributing cause(s):</u></p> <ul style="list-style-type: none">● 1A: Not all teachers receive professional development on how to effectively integrate EL strategies into general classroom instruction.● 1B: Instructional teams do not always use student learning data to inform instruction and meet students at their level.● 1C: There is inconsistent implementation of assessment literacy strategies across all grade levels.● 1D: Teachers do not always actively engage all students in learning, and we do not consistently use common language around collaborative instruction.● 1E: We do not always focus on exposing students to a variety of career opportunities that foster real-world connections.
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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.

1 Targeted Subgroup: English Language Learners

School Year	PL1	PL2	PL3	PL4	PL5	PL6
2019-2020	42%	30%	16%	9%	2%	
2020-2021	55%	29%	14%	2%	0%	
2021-2022	30%	44%	16%	4%	1%	1%
2022-2023	29%	29%	27%	10%	2%	1%
2023-2024	22%	38%	28%	9%	1%	2%

Identified Student Need(s):

The majority of NES' EL population are Level 1's and 2's. The goal is for students to reach level 6 and exit the EL program within 5-6 years so as not to become long-term EL's. With more English Language Development integration, that services all EL students, we anticipate the movement through the levels increases at a quicker rate.

- 1A: Not all teachers receive professional development on how to effectively integrate EL strategies into general classroom instruction.
- 1B: Instructional teams do not always use student learning data to inform instruction and meet students at their level.
- 1D: Teachers do not always actively engage all students in learning, and we do not consistently use common language around collaborative 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 Outcomes <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
1.1.1 All entering kindergarten students are assessed for social, emotional, and academic readiness and provided necessary and timely support to develop foundational skills for learning.	1B	EA1: Implement Kindergarten Readiness Assessment (KRA), including teacher resources and support SW5 EA2: Provide in-school interventions and additional time for learning (e.g., school breaks) for entering or current kindergarten students to develop foundational skills Leads: Academic Coaches, Kindergarten Teachers, Principal	KEA Assessment, DIBELS, Iready, Common Formative Assessments, BIESY	<input checked="" type="checkbox"/> WSF, \$3000 <input checked="" type="checkbox"/> Title I, \$3000 <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 1.1.2</p> <p>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>1B 1C 1D</p>	<p>EA1: Continue to provide training, coaching and resources for K-6 teachers in fidelity to the ECRI and STAIRS programs and Reading Wonders delivery.</p> <ul style="list-style-type: none"> Teachers needing more supports: Coaches model program, peer observation of implementation, paper packets that explain instructions, practice in AT meetings <p>SW6</p> <p>EA2: Instruction</p> <p>Assess all K-6 students in reading at least three times per year (i.e., universal screeners) and provide targeted support based on reading needs (RTI- Tier 1, 2, 3).</p> <ul style="list-style-type: none"> Deliver core curriculum (Wonders) as intended Implement with fidelity ECRI & STAIRS Use Iready teacher toolkit Wonders small group & Intervention resources DIBELS monthly progress monitoring and 3x/year on benchmark iReady Universal Screener 3x/year and 45 mins a week (adaptive) Use data to group students & plan instruction Implement Tier 2 groups @ least 4x a week (30-45 minutes) Utilize Decoder Kids, Tier 3 Blending cards <p>SW5, SW6</p> <p>EA3: Achievement Teams will continue to include a focus on Curriculum, Assessment, Instruction & SEL, and will have a dedicated time for teachers to practice and refine their data-driven instructional strategies.</p>	<p>DIBELS, iReady, Common Formative Assessments,</p> <p>Intentional & Targeted Progress Monitoring Monthly:</p> <ul style="list-style-type: none"> -Intervention material assessments -LETRS Screener -PFR -Parallel Universe -Reading Wonders -Phonics Books 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$25k <input checked="" type="checkbox"/> Title I, \$25k <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:__, \$
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		<p>EA4: Ensure teachers have the training and time necessary to effectively analyze multiple data sets in tandem, identify trends and gaps, and use data to inform instruction, particularly for Tier 2 interventions.</p> <ul style="list-style-type: none"> • Provide staff with support in translating data insights into targeted instructional strategies. <p>EA5: Continue to have regular collaborative data meetings, data conferences, coaching sessions, and hands-on practice opportunities to help educators confidently implement these strategies in their classrooms.</p> <p>EA6: Leverage iReady diagnostic reading data to drive Tier 1 and Tier 2 instruction as it correlates heavily to SBA.</p> <p>SW5</p> <ul style="list-style-type: none"> • Utilize iReady data to identify tier 2 intervention groups and plan for instruction based on needed skills • Use data to help drive informed decisions of reteaching concepts based on identified needs <p>Leads: Principal, Vice Principal, Academic Coaches, Teachers</p>		
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<p>Mathematics Proficiency 1.1.3</p> <p>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.</p>	<p>1B 1C 1D</p>	<p>EA1: Assess all K-6 students in mathematics at least three times per year (i.e., Iready) and provide targeted support based on mathematics needs (RTI- Tier 1, 2, 3).</p> <ul style="list-style-type: none"> ○ iReady Universal Screener 3x/year and 45 mins a week (adaptive) ○ Use Iready teacher toolkit ○ Use the data to group student & plan instruction ○ Deliver core curriculum (Origo) and utilizing printed materials and online components as intended ○ Use Origo differentiated lessons, manipulatives, and online tools <p>SW5, SW6</p> <p>EA2: Provide Professional Learning on Mathematical Practices, Teacher Clarity and Vertical alignment. Implement these practices.</p> <p>EA3: Achievement Teams will continue to include a focus on Curriculum, Assessment, Instruction & SEL, and will have a dedicated time for teachers to practice and refine their data-driven instructional strategies.</p> <p>EA4: Ensure teachers have the training and time necessary to effectively analyze multiple data sets in tandem, identify trends and gaps, and use data to inform instruction, particularly for Tier 2 interventions.</p> <ul style="list-style-type: none"> ● Provide staff with support in translating data insights into targeted instructional strategies. <p>EA5: Continue to have regular collaborative data meetings, coaching sessions, and hands-on practice opportunities to help educators confidently implement these strategies in their classrooms.</p>	<p>iReady, Common Formative Assessments</p> <p>iReady Growth Monitoring Assessment</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$25,000</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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		<p>EA6: Leverage iReady data to drive Tier 1 and Tier 2 instruction as it correlates heavily to SBA.</p> <p>SW6</p> <ul style="list-style-type: none"> • Utilize iReady data to identify tier 2 intervention groups and plan for instruction based on needed skills • Use data to help drive informed decisions of reteaching concepts based on identified needs <p>Leads: Academic Coaches, Principal, Vice Principal, Teachers</p>		
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<p>1.1.4 All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p> <p><i>Required for all schools.</i></p>	<p>1A 1B 1C 1D</p>	<p>EA1: Provide EL professional development to all teachers to include:</p> <ul style="list-style-type: none"> sheltered instruction strategies <ul style="list-style-type: none"> Strategies for scaffolding instruction and supporting language development integrated EL support within the existing curriculum <p>SW6</p> <p>EA2: Strengthen <i>Student Learning Communities</i> (SLCs), which include <i>Student Learning Teams</i> (SLTs) and <i>Student Learning Partners</i> (SLPs)</p> <ol style="list-style-type: none"> Develop and maintain a common language around collaborative instruction Establish shared terminology and expectations for cooperative learning, structured discussions, and academic collaboration <p>SW6</p> <p>EA3: Continue to implement strategies from PTL Framework and continue to use Observation Tool</p> <p>EA4: Focus on early and consistent implementation of assessment literacy strategies to strengthen students' ability to demonstrate their learning effectively</p> <ul style="list-style-type: none"> Integrating assessment strategies into lessons as early as possible and ensuring their regular use throughout the SY <ul style="list-style-type: none"> Familiarizing students with assessment formats, question types, and test-taking strategies Leverage online resources to create small, targeted assessments to provide actionable data for instructional adjustments <p>SW6</p> <p>Lead: Principal, Vice Principal, Academic Coaches, Teachers</p>	<p>Disaggregation of all relevant assessment data (DIBELS, iReady, Common Formative Assessments etc) to determine groupings.</p> <p>PTL Learning Walks</p> <p>Monthly Progress Monitoring of SLCs</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$10k <input checked="" type="checkbox"/> Title I, \$5k <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 checked="" type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: \$ <input type="checkbox"/> Other:__, \$
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<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>1B 1D</p>	<p>EA1: Develop a transition plan to support families and students at all grade levels.</p> <p>SY25-26 - Focus on Pk to K and Gr6 to Gr7</p> <p>SW5</p> <ul style="list-style-type: none"> • Summer Learning PK-K Bridge opportunity helps transition graduated PK students into Kinder • PK - K: Orientation and staggered start to assess, teach routines, meet with families. • Gr 6 - 7: NES Gr 6 teachers and KHPES leads to coordinate team building opportunities (non-academic activities to promote relationships between both cohorts) and a transition orientation and KHPES campus visit. <p>Leads: Principal, Vice Principal, Counseling Cadre, Teachers</p>	<p>Create a dashboard of student data to include: academics, SEL, strengths, interests, learning style, etc.</p>	<p><input type="checkbox"/> WSF, \$10K</p> <p><input checked="" type="checkbox"/> Title I, \$15k</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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★ 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>	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>
1.2.1 All students desire to and attend school regularly. <i>Required for all schools.</i>	1A 1B 1C 1D 1E	EA1: Continue to facilitate two-way communication with families about their expectations of them and the importance of what families can do at home to support their children's learning through face-to-face meetings among school personnel, students, and students' families to work together to advance student learning (Ohana Engagement, APTT) SW6 <ul style="list-style-type: none"> Continue to educate and equip parents with knowledge and tools they need to support their students in their learning in fun and engaging ways that mirror and extend learning in the classroom EA2: Continue to enhance Celebrations - PBIS <ul style="list-style-type: none"> School Store - Attendance and school jobs incentives distributed via Honu Bucks and monthly store visit opportunities Celebrations (Awards Assembly) - quarterly events to recognize students who make academic growth, embody GLOs and Choose Love values SW5	Lei Kulia- Attendance monitoring Talking Points Professional Development & feedback Panorama BERC Student Survey Spreadsheet & Quarterly Checkin: Every Student has a "champion"/significant adult	<input checked="" type="checkbox"/> WSF, \$10K <input checked="" type="checkbox"/> Title I, \$5K <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>EA3: Create a plan to include more opportunities for student leadership and voice</p> <ul style="list-style-type: none"> • Student Ambassadors • Work with CA SAC • Student jobs • Student council <p>Lead: Principal, Vice Principal, Counselor, Teachers, SSC</p>		
<p>1.2.2 All students demonstrate positive behaviors at school.</p> <p><i>Required for all schools.</i></p>	<p>1B 1D</p>	<p>EA1: Revamp schoolwide practices and interventions that address the well-being of students and support a positive school environment by:</p> <ul style="list-style-type: none"> • Reviewing Schoolwide expected behaviors 1x a quarter • Creating and implementing a proactive classroom management plan • Ready to Learn • PBIS • 100% of teachers implement Choose Love/Aloha weekly <ul style="list-style-type: none"> ◦ Explore various ways to integrate Choose Love/Aloha focus areas into daily instruction <p>SW6</p> <p>Leads: Counseling Cadre, Principal, Vice Principal, Teachers, SSC</p>	<p>Panorama</p> <p>Student surveys</p> <p>Lei Kulia data</p> <p>STAR data & PTL Learning Walks (Ready to Learn)</p> <p>TeachersProgress Monitor: Proactive Class Management Plan</p>	<p><input checked="" type="checkbox"/> WSF, \$10K</p> <p><input checked="" type="checkbox"/> Title I, \$5K</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>

<p>1.2.3 All students experience a Nā Hopena A'o environment for learning.</p> <p><i>Required for all schools.</i></p>	<p>1B 1E</p>	<p>EA1: Ready & What to Learn - Students are presented with opportunities to learn about their Hawaiian culture. Culturally relevant stories will be used within the Wonders Curriculum to meet learning goals.</p> <p>EA2: Partner with community and government organizations to promote HA, inclusivity and value of Hawai'i's diversity in schools and community.</p> <ul style="list-style-type: none"> • Include more different cultural PDs to staff like Hawaiian, Marshallese, Micronesians, Filipino, and other ethnicities (Russian, Latino) • Huaka'i opportunities for students <p>SW5</p> <p>EA3: Expand HA training and support for all educators, such as culture-based learning opportunities, to embed the HA beliefs and disposition in the school curriculum and culture.</p> <ul style="list-style-type: none"> • After PD, provide time to collaboratively process the info and plan to implement the new learning. • Focus on two components in BREATH in order to go deeper in our learning and implement in our classrooms • Huaka'i and retreat for our staff with our community partners <p>SW6</p> <p>Leads: Principal, Vice Principal, Academic Coaches, Teachers</p>	<p>PTL Data</p> <p>Integrate HĀ Value & Choose Aloha Value of the Month, Schoolwide</p> <p>Student surveys</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$10k <input checked="" type="checkbox"/> Title I, \$6k <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:__, \$
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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 <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
<p>1.3.1 All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.</p> <p><i>Required for all schools.</i></p>	<p>1B 1E</p>	<p>EA1: Continue exposing students to future opportunities and ensure they are equipped with the skills needed to navigate their academic and career pathways. SW6</p> <p>EA2: Continue to use BeAble SW5</p> <ul style="list-style-type: none"> Designate a specific time in the master school-wide schedule where BeAble is prioritized to promote college and career readiness and interests Provide deliberate differentiation for identified students that require additional support to access the content <p>EA3: Provide additional support and training for teachers on how to maximize BeAble's effectiveness and work through issues with Lexile scoring SW5</p> <p>EA4: Coordinate with MS and HS to engage in various learning opportunities</p>	<p>BeAble Data</p> <p>Parent & Student Surveys</p> <p>Ohana engagement and Community Partnerships</p> <p>Partnership with KHPES</p>	<p><input checked="" type="checkbox"/> WSF, \$5000</p> <p><input checked="" type="checkbox"/> Title I, \$7000</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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- To expose students to various career and technical educational opportunities

Leads: Principal, Academic Coaches, Teachers

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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 Outcomes <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
2.1.2 All teachers are effective or receive the necessary support to become effective.	1B 1C 1D	EA1: Continue to provide professional learning opportunities and support for all teachers to become effective (ie: Powerful Teaching & Learning, Teacher Clarity, Tier 1, Differentiation, Learning Walks, NTA, BERC, I&M, Origo, Amplify, Wonders Support) Leads: Principal, Vice Principal, Academic Coaches		<input checked="" type="checkbox"/> WSF, \$25K <input checked="" type="checkbox"/> Title I, \$70K <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>2.2.2 All school support staff are effective or receive the necessary support to become effective</p>	<p>1B 1C 1D</p>	<p>EA1: Continue to provide opportunities for Educational Assistants to attend staff development meetings, provide mentors and support to address areas of growth.</p> <p>EA2: Continue to provide check-ins and support for all staff members who are identified needing support.</p> <p>EA3: Develop a plan to implement and improve a new employee onboarding process that can be customized with job-specific training.</p> <p>Leads: Principal, Vice Principal, Academic Coaches</p>	<p>PD attendance & surveys</p> <p>Training follow up and supports given</p> <p>PTL learning walk data</p> <p>Coaching Follow up: How are you doing, what's working, what's missing, practice together, etc.</p>	<p><input checked="" type="checkbox"/> WSF,</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>
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Priority 3

Effective and Efficient Operations At All Levels

★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
3.3.1 All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. <i>Required for all schools.</i>		EA1: Introduce SCC members to their role, promote purpose, and key areas of interest (e.g., school budget, academic plan, school data), <ul style="list-style-type: none"> • Share school plans • Gather feedback Lead: Principal, SCC Lead Teacher	SCC Monthly Meeting Notes & Agendas Feedback/survey	<input checked="" 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>	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.
Provide quarterly parent workshops to set academic goals and to empower parents to support learning at home.	1D 1E	<p>EA1: Communications -</p> <ul style="list-style-type: none"> Continue to utilize Talking Points as a system to communicate with families. Call families to establish relationships, connections, and to build stronger school- home partnerships Call families when student is absent for more than 3 days (ie we miss ____, how can we help, and discuss how this is impacting their learning) Communication folders/Planners/Mail information home to families <p>SW6</p> <p>EA2: APTT (Academic Parent Teacher Team)</p> <ul style="list-style-type: none"> Increase knowledge on ways to provide families with workshops and materials that engage them in grade-level learning goals and hold students to high expectations. Building staff capacity on how to implement APTT sessions Provide time for grade levels to plan quarterly events to address a student learning need. 	<p>PD Meeting Notes & Agendas, Parent & Teacher Feedback, Talking points</p> <p>Parent Workshops in Family Resource Center</p>	<input type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$60000 <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 checked="" type="checkbox"/> Grant:\$50,000 <input checked="" type="checkbox"/> Other: Grant, \$

		<p>SW5, SW6</p> <p>EA3: PD for staff on how to work with families to help increase student academic achievement</p> <ul style="list-style-type: none"> Continue with APTT PDs to build capacity of teachers on how to deliver strategies that can be implemented at home by the families <p>EA4: Hire liaisons to:</p> <ul style="list-style-type: none"> Provide a bridge/facilitate communication between students, families and schools to build a cultural understanding among school staff and students, and to assist families in navigating resources and expectations of parents and students. <p>SW5</p> <p>EA5: PPE to:</p> <ul style="list-style-type: none"> host schoolwide PFEA run PBIS school store coordinate award assemblies Bring outside community resources into the school Plan and create yearbook <p>SW5</p> <p>Leads: Principal, Vice Principal, PCNC, FRC, Teachers</p>		
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★ Other Systems of Support

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
3.3.2 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.	1B 1D	EA1: Create a feedback system using a series of Google Forms, one for each group of stakeholders that has feedback (student, teacher, caregiver, community). EA2: Develop a committee to analyze these data Leads: Principal, Vice Principal, Committee Members	Meet quarterly with feedback committee Monitor the frequency of feedback collected (implementation) Measure the impact feedback that's been made (adjustments)	<input checked="" type="checkbox"/> WSF, \$ <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 type="checkbox"/> Other:____, \$

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 Na‘alehu Elementary School's current bell schedule(s) and total student instructional hours per year. To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided [bell schedule tool](#).

Total student instructional hours per year <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>	1081 hours
Did your school submit a SCC Waiver Request Form? Please explain.	Yes
Bell Schedule:  Naalehu Elementary Bell Schedule	