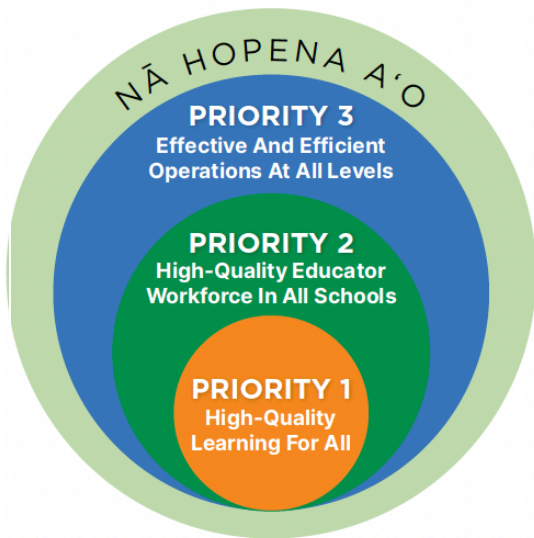
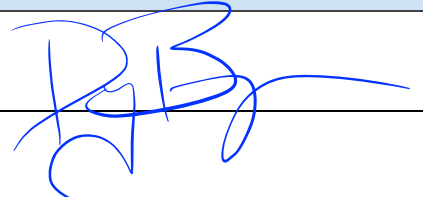


Lānaʻi High & Elementary School Academic Plan SY 2026-2027

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☒ Non-Title I School ☐ Title I School ☐ Kaiapuni **A** School (100% Self Contained) ☐ Kaiapuni **B** Program (Shared School Site >=50%) ☒ Kaiapuni **C** Program (Shared School Site <50%)

Submitted by Principal Douglas Boyer, EdD	
	Apr 10, 2026

Approved by Complex Area Superintendent Rebecca Winkie, PhD	
	☐ 04/10/2026

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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 for 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.

Comprehensive Instructional Programs: English-Medium Program				
Grade Level(s)/ Course Name	English Language Arts	Mathematics	Science	Social Studies
K-5	'23 Wonders ▾	Ready ▾	Amplify	Teacher Created
6-8	'19 EL Education 6-8 Language ... ▾	Ready ▾	Amplify	6th Grade TCI: History Alive 7th Grade History of the Hawaiian Kingdom Pacific Nations and Territories 8th Grade Teacher Created
9-12	Teacher Created ▾	9-12 Imagine Learning Illustrativ... ▾	Teacher Created	Teacher Created

Comprehensive Instructional Programs: Hawaiian-Medium Program					
Grade Level(s)/ Course Name	Hawaiian Language Arts (PM-P12)	Kaiapuni ELA (P5-P12)	Mathematics	Science	Social Studies
K-5	Teacher Created ▾	Teacher Created ▾	Ready Math (‘Ōlelo Haw... ▾	Teacher Created	Teacher Created
6	Teacher Created ▾	Teacher Created ▾	Ready Math (‘Ōlelo Haw... ▾	Teacher Created	Teacher Created

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.

Supplementary Instructional Materials: English-Medium Program				
Grade Level(s)/ Course Name	English Language Arts (ELA)	Mathematics	Science	Social Studies
K	ECRI	Stepping Stones Practice Book Pili Helu	None	None
1	ECRI	Stepping Stones Practice Book Pili Helu	None	None
2	ECRI	Stepping Stones Practice Book Pili Helu	None	None
3	None	Stepping Stones Practice Book Pili Helu	None	None
4	None	None	None	None
5	None	None	None	None
6th	None	Teachers Pay Teachers Seesaw	None	TCI: History Alive
7th	None	Khan Academy Kuta Software	None	History of the Hawaiian Kingdom Textbook Pacific Nations and Territories Textbook
8th	None	Khan Academy Kuta Software	None	None
9th	None	Khan Academy Kuta Software Desmos	Agriculture-Future Farmers of America	None
10th	None	None	Ag-FFA	None
11th	None	Khan Academy Kuta Software Desmos	Ag-FFA	None
12th	None	None	Ag-FFA	None
K-12 ELL	Imagine Learning program Starfall.com Readworks.com			

Supplementary Instructional Materials: Hawaiian-Medium Program					
Grade Level(s)/ Course Name	Hawaiian Language Arts (PM-P12)	Kaiapuni ELA (P5-P12)	Mathematics	Science	Social Studies
n/a					

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 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.

Screening And Progress Monitoring Assessments: English-Medium Program		
Grade Level(s)/ Course Name	English Language Arts (ELA)	Mathematics
K-8	I-Ready ▾	I-Ready ▾
9-12	NWEA MAP ▾	MAP ▾

Screening And Progress Monitoring Assessments: Hawaiian-Medium Program			
Grade Level(s)/ Course Name	Hawaiian Language Arts (PM-P12)	Kaipuni ELA (P5-P12)	Mathematics
K-5		KEA ▾ Teacher Created	Teacher Created ▾
6		Teacher Created ▾	Teacher Created ▾

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.

HMTSS: English-Medium Program	HMTSS: Hawaiian-Medium Program
☒ Panorama ☐ School-created template ☒ Other: ECSSS	☒ Panorama ☐ School-created template ☒ Other: ECSSS

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: [n/a]
- ☒ 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: 2026-2027

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

Year of Next Self-Study:

2029-2030

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 needs and root/contributing cause for ease of cross-referencing.

1	English/Kaiapuni Student Need ▾ All students with an identified skill deficit (as evidenced by a formative assessment score below 70% on a single standard) will receive weekly targeted, flexible small-group intervention, and will transition out of the group upon achieving 80% mastery of that specific standard on a subsequent formative check. Root/Contributing Cause: The root cause combines a lack of systemic structures, data-driven protocols, staff expertise, and leadership accountability necessary to implement and sustain a shared model of flexible instructional grouping.
2	English/Kaiapuni Student Need ▾ All students will be able to correctly identify and articulate the specific learning standard (or standards) being assessed on any unit-level exam, and will demonstrate a minimum of 80% proficiency on all standards-aligned, common formative and summative assessments administered across their core courses.

	Root/Contributing Cause: The fundamental root cause preventing students from achieving 80% proficiency on standards-aligned assessments is a critical deficit in the school's Curricular Infrastructure and Development. This gap includes the "Failure to Create or Adopt a Scope and Sequence" and the "Absence of Common Formative Assessments," resulting in "Inadequate Assessments" that fail to measure the standards and varied "Misalignment of Grading Practices" across teachers. Consequently, there is insufficient "Professional Accountability & Monitoring," as administration has not defined instructional "Look-Fors" or enforced uniform pacing, leading to inconsistencies in what students are learning.
3	English/Kaiapuni Student Need ▾ All students will demonstrate social-emotional literacy, including the ability to identify, articulate, and apply positive social skills, self-respect, resilience, and responsibility. Root/Contributing Cause: The root cause is a systemic deficit in school-wide curriculum design and in consistent, explicit instruction in social-emotional learning, which currently prevents students from consistently demonstrating essential life skills. This lack of a shared, consistent instructional framework is the critical barrier to all students' ability to identify, articulate, and apply social-emotional literacy.

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	English/Kaiapuni Targeted Subgroup ▾ All students with an identified skill deficit. Identified Student Need(s): identified skilled deficit falling below 70% of on a single CCS.
2	English/Kaiapuni Targeted Subgroup ▾ The general student population in core courses. Identified Student Need(s): correctly identify and articulate the specific learning standard (or standards) being assessed
3	English/Kaiapuni Targeted Subgroup ▾ The general student population across both English and Kaiapuni (Hawaiian-Medium) programs Identified Student Need(s): exposure to a school-wide curriculum design and consistent explicit instruction for social-emotional learning,



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>
Goal 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.	ENGLISH-MEDIUM PROGRAM To identify potential skill deficit(s) with students entering Kindergarten	KEA will assess all students upon entry into Kindergarten. Kindergarten teachers will be accountable leads who administer the KEA assessment within the first two months of school. All Kindergarten students will be administered the iReady universal assessment and the Panorama screener within the first two months of school. Teachers and the Curriculum Coordinator retrieve data from the KEA, iReady, and Panorama Assessments to create student interventions. Teachers and the Curriculum Coordinator will develop, log, and monitor student interventions.	Initial Assessments completed by the end of September. Intermediate Mined data and posted data to the school data wall. Developed interventions based on student data from the initial assessments and listed in the Panorama program. Developed student flexible instructional groupings	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
	HAWAIIAN-MEDIUM PROGRAM To identify potential skill deficit(s) with students entering Kindergarten	KEA will assess all olelo-speaking students upon entry into Kindergarten. Accountable leads will be Kaiapuni Kumu, who will administer their assessment within the first two months of school. All Kindergarten students will be administered a teacher-created skill assessment and the Panorama screener within the first month of school.		

		Teachers and the Curriculum Coordinator retrieve data from the KEA, teacher-created, and Panorama Assessments to create student interventions. Teachers and the Curriculum Coordinator will develop, log, and monitor student interventions.	Student interventions are implemented Tracking interventions in the Panorama program to assess outcomes.	
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Reading Proficiency Goal 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.	ENGLISH-MEDIUM PROGRAM To ensure all students develop strong literacy skills through a coherent, data-driven, and equitable system of instruction and intervention across all grade levels and content areas. MIDDLE LEVEL SCHOOL PROFILE (MLSP) MLSP # 3 (CIA): Curriculum, instruction, and assessments are appropriate to the needs and characteristics of young adolescents and foster a relevant, collaborative, and motivating learning atmosphere that is purposeful, challenging, exploratory, integrated, diverse, and advances learning for every member of the school community.	Staff will implement a unified K–12 MTSS/RTI system to provide tiered literacy instruction and intervention (Tier 1: core instruction, Tier 2: targeted small-group support, Tier 3: intensive individualized intervention). Staff will use universal screeners, diagnostic tools, formative assessments, and summative measures (e.g., SBA) to identify student needs, monitor progress, and adjust instruction across all grade levels. Teachers and Curriculum Coordinators will provide flexible grouping, small-group instruction, and individualized learning plans based on student data to support struggling readers and extend learning for proficient students. Student interventions will be created and monitored in Panorama by the Curriculum Coordinator and Teachers. Staff will integrate research-based reading strategies (e.g., active reading, annotation, graphic organizers, think-pair-share, Socratic seminars, vocabulary development) in all subjects, including ELA, science, social studies, PE, and electives. Staff will implement goal-setting practices to empower students to monitor and reflect on their literacy growth. School Administration, Teachers, and Curriculum Coordinators will ensure literacy instruction is embedded across academic disciplines. School Administration and Curriculum Coordinators will establish regular PLCs for educators to analyze data, share best practices, plan interventions, and ensure instructional coherence across grade levels. School Administration and Curriculum Coordinators will provide ongoing training in evidence-based literacy practices, differentiation, culturally responsive teaching, and effective use of assessment data. Staff will regularly review implementation effectiveness and student outcomes, adjusting strategies to ensure continuous growth in reading proficiency.	Initial Implementation of K–12 MTSS/RTI structures. Completion of universal screening and diagnostic assessments. Frequency of progress monitoring using formative assessments and data tools Documentation of student interventions in Panorama (plans, updates, monitoring logs) Evidence of flexible grouping and small-group instruction in classrooms Participation rates in professional development on literacy practices and data use	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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			Evidence of literacy strategies implemented across content areas <u>Intermediate</u> Improved student reading proficiency Demonstrated student growth in literacy skills based on progress monitoring data Increased consistency in literacy instruction across classrooms and content areas Evidence of effective use of data to adjust instruction and interventions Improved outcomes for targeted student groups receiving interventions Teacher collaboration resulting in shared best practices and aligned instruction	
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			Increased student ownership of learning through goal-setting and reflection	
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	HAWAIIAN-MEDIUM PROGRAM To ensure all students develop strong literacy skills in Hawaiian Language Arts through consistent, culturally grounded instruction, effective use of data, and targeted interventions that support deep comprehension and academic success.	Kumu will continue to utilize He Aupuni Palapala - Foundations and Frameworks Reading to equip students to read for deep understanding. He Aupuni Palapala is an instructional reading program that guides teachers to use best instructional practices within a framework that equips students with deep text comprehension skills and foundational knowledge in reading comprehension, visual tools, collaborative comprehension, vocabulary, and assessment. Kumu will implement RTI/Hui Li'ili'i small group targeted explicit instruction and tiered interventions using Universal Screener, Panorama, and teacher-created assessments. Student interventions will be created and monitored in Panorama by the Curriculum Coordinator and Kumu. Kumu will implement curriculum-embedded and teacher-created assessments, Nā Puakō, and progress monitoring. Kumu will implement a teacher-created universal screener for HLA and math. Kumu and the curriculum coordinator will utilize, share, and review quarterly teacher-created constructed responses, Panorama data, and universal screener data to make data-informed decisions within data teams. Kumu and the Curriculum Coordinator will develop, log, and monitor student interventions. School Administration, Curriculum Coordinator, OHE, and other departments will provide ongoing professional development opportunities for educators to enhance their pedagogical skills and knowledge of effective instructional strategies. Kumu will collaborate through professional learning communities (PLCs) or other collaborative structures to stay up to date on Kaiapuni resources, professional development, planning, community events, translation, Hui Makua, family support, share best practices, analyze student data, and collaborate effectively on strategies to support struggling readers.	Initial Implementation of He Aupuni Palapala instructional practices in classrooms Completion of universal screeners and diagnostic assessments Number of students identified for Hui Li'ili'i and tiered interventions Documentation of student interventions in Panorama (plans, logs, updates) Frequency of progress monitoring using Nā Puakō, teacher-created assessments, and other tools Number of PLC/data team meetings focused on reviewing student data	
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			Evidence of collaboration among kumu Participation in professional development <u>Intermediate</u> Improved student performance in reading comprehension and HLA Demonstrated student growth through progress monitoring and constructed responses Increased effectiveness of Hui Li'ili'i instruction Evidence of data-driven instructional adjustments Increased consistency in instructional practices aligned to He Aupuni Palapala framework	
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			Strengthened collaboration among kumu leading to shared best practices and improved instruction Improved student engagement and confidence in reading and comprehension Positive trends in culturally grounded literacy practices and student connection to learning	
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Mathematics Proficiency Goal 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.	ENGLISH-MEDIUM PROGRAM To ensure all students develop strong mathematical proficiency through a coherent, data-driven, and equitable system of instruction and intervention across all grade levels. MIDDLE LEVEL SCHOOL PROFILE (MLSP) MLSP # 3 (CIA): Curriculum, instruction, and assessments are appropriate to the needs and characteristics of young adolescents and foster a relevant, collaborative, and motivating learning atmosphere that is purposeful, challenging, exploratory, integrated, diverse, and advances learning for every member of the school community.	Staff will implement a unified K–12 MTSS/RTI system to provide tiered mathematics instruction and intervention (Tier 1: core instruction, Tier 2: targeted small-group support, Tier 3: intensive individualized intervention). Staff will use universal screeners, diagnostic tools, formative assessments, and summative measures (e.g., SBA) to identify student needs, monitor progress, and adjust mathematics instruction across all grade levels. Teachers and Curriculum Coordinators will provide flexible grouping, small-group instruction, and individualized learning plans based on student data to support struggling mathematicians and extend learning for proficient students. Student interventions will be created and monitored in Panorama by the Curriculum Coordinator and Teachers. Staff will integrate research-based mathematics strategies (e.g., problem-based learning, mathematical discourse, use of manipulatives, graphic organizers, think-pair-share, and real-world application tasks) across all subjects, including math, science, social studies, PE, and electives. Staff will implement goal-setting practices to empower students to monitor and reflect on their mathematical growth. School Administration, Teachers, and Curriculum Coordinators will ensure mathematics instruction and numeracy skills are embedded across academic disciplines. School Administration and Curriculum Coordinators will establish regular PLCs for educators to analyze data, share best practices, plan interventions, and ensure instructional coherence across grade levels in mathematics. School Administration and Curriculum Coordinators will provide ongoing training in evidence-based mathematics practices, differentiation, culturally responsive teaching, and effective use of assessment data.	Initial Implementation of K–12 MTSS/RTI structures for mathematics Completion of universal screeners and diagnostic math assessments across grade levels Frequency of progress monitoring using formative assessments and data tools Documentation of student interventions in Panorama Evidence of flexible grouping and small-group math instruction in classrooms Number of PLC meetings held focused on mathematics and data analysis	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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		Staff will regularly review implementation effectiveness and student outcomes, adjusting strategies to ensure continuous growth in mathematics proficiency.	Participation rates in professional development on math practices and data use Evidence of research-based math strategies implemented across content areas Student completion of math goal-setting and reflection activities <u>Intermediate</u> Demonstrated student growth in mathematical skills based on progress monitoring and screener data Increased consistency in mathematics instruction across classrooms and grade levels Evidence of effective use of data to adjust instruction and interventions	
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			Improved outcomes for targeted student groups receiving math interventions Teacher collaboration resulting in shared best practices and aligned instruction Increased student ownership of learning through goal-setting and reflection Improved student ability to apply mathematical reasoning and problem-solving across disciplines	
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	HAWAIIAN-MEDIUM PROGRAM To ensure consistent implementation of a high-quality, standards-aligned mathematics program supported by effective collaboration, data-driven decision-making, and culturally responsive practices within the Kaiapuni context.	Kumu shall implement the comprehensive mathematics curriculum aligned with state standards. Kumu will implement RTI/Hui Li'iili'i small group targeted explicit instruction and tiered interventions using Universal Screener, Panorama, and teacher-created assessments. Kumu and the Curriculum Coordinator will utilize, share, and review quarterly teacher-created constructed responses, Panorama data, and universal screener data to make data-informed decisions within data teams. Student interventions will be created and monitored in Panorama by the Curriculum Coordinator and Kumu. The School Administration, Curriculum Coordinator, OHE, and other departments will provide ongoing professional development opportunities for educators to enhance their pedagogical skills and knowledge of effective instructional strategies. Kumu will collaborate through professional learning communities (PLCs) or other collaborative structures to stay up to date on Kaiapuni resources, professional development, planning, community events, translation, Hui Makua, family support, share best practices, analyze student data, and collaborate effectively on strategies to support struggling readers.	Initial Implementation of standards-aligned mathematics curriculum Completion of universal screeners and diagnostic math assessments Number of students identified for Hui Li'iili'i and tiered math interventions Documentation of student interventions in Panorama Frequency of progress monitoring using teacher-created assessments and constructed responses Number of PLC/data team meetings focused on math data analysis Evidence of collaboration among kumu	
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			Participation in professional development focused on math instruction and pedagogy Collection and review of quarterly constructed response data <u>Intermediate</u> Improved student performance in mathematics Demonstrated student growth in mathematical understanding through progress monitoring data Increased effectiveness of Hui Evidence of data-driven instructional adjustments Increased consistency in math instruction across grade levels	
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			Strengthened collaboration among kumu leading to shared best practices in math instruction Improved student confidence and engagement in mathematics Positive trends in students' ability to explain reasoning and complete constructed response tasks	
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Goal 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>	ENGLISH-MEDIUM PROGRAM To ensure all students receive equitable, high-quality instruction and targeted support that meets their diverse learning needs and improves academic outcomes. MIDDLE LEVEL SCHOOL PROFILE (MLSP) MLSP #1 (Know): A knowledgeable faculty and staff respect and value young adolescents and are prepared and committed to middle-level learner's intellectual and developmental needs and characteristics. MLSP #2 (Org):	Teachers will tailor teaching methods and materials to accommodate diverse learning styles, abilities, and backgrounds. Implementing cooperative learning strategies, project-based learning, and personalized learning plans can help address individual student needs. Teachers and Curriculum Coordinators will identify struggling students early on, through assessments and data analysis, and provide targeted interventions and support services to address their academic needs promptly. School Administration will provide ongoing professional development opportunities for educators to enhance their pedagogical skills and knowledge of effective instructional strategies for diverse student populations. Teachers and the Curriculum Coordinator retrieve data from the KEA, iReady, and Panorama Assessments to create student interventions. Teachers and the Curriculum Coordinator will develop, log, and monitor student interventions. Teachers and the Curriculum Coordinator will regularly collect and analyze academic data disaggregated by student demographic groups to identify achievement gaps and inform instructional planning and resource allocation efforts. Teachers and the Curriculum Coordinator will develop, log, and monitor student interventions. Teachers and the Curriculum Coordinator will continuously monitor progress toward the desired outcome through ongoing assessment, feedback, and evaluation processes. Adjust strategies and interventions as needed based on evidence of effectiveness.	Initial Evidence of differentiated instruction Implementation of cooperative learning, project-based learning, and personalized learning strategies Completion of assessments (KEA, iReady, Panorama, and other tools) Number of students identified early for academic support through data analysis Development and documentation of student intervention plans Frequency of progress monitoring and data review cycles Disaggregation of student data by demographic groups	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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	An organization designed around teaming and advisory supports academic excellence where students take responsibility for their own learning and personal growth through smaller learning communities, promotes belonging, and provides an adult advocate for all students. MLSP #7 (PL): Professional learning for all staff is relevant (purposeful and collaboratively developed), long term (planned and ongoing), and job-embedded.		Number of PLC/data team meetings focused on analyzing student data and planning instruction Participation in professional development focused on differentiation and instructional strategies Documentation of interventions in Panorama Intermediate Reduction in identified achievement gaps among student demographic groups Improved student performance across assessments Demonstrated student growth based on progress monitoring data	
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			Increased effectiveness of targeted interventions Evidence of instructional adjustments based on data analysis Increased consistency in use of differentiated strategies across classrooms Positive trends in student engagement and participation Improved equity in access to supports and academic success across student groups	
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	HAWAIIAN-MEDIUM PROGRAM To ensure equitable access to high-quality instruction, resources, and targeted support so that all students can succeed regardless of their background or learning needs.	The school administration will ensure an equitable distribution of resources, including quality teachers, educational materials, technology, and facilities. Kumu will tailor teaching methods and materials to accommodate diverse learning styles, abilities, and backgrounds. Implementing cooperative learning strategies, project-based learning, and personalized learning plans can help address individual student needs. Kumu and Curriculum Coordinators will identify struggling students early on through assessments and data analysis and provide targeted interventions and support services to address their academic needs promptly. The school administration will provide ongoing professional development opportunities for educators to enhance their pedagogical skills and knowledge of effective instructional strategies for diverse student populations. Kumu and Curriculum Coordinators regularly collect and analyze academic data disaggregated by student demographic groups to identify achievement gaps and inform instructional planning and resource allocation efforts. Kumu and Curriculum Coordinators continuously monitor progress toward the desired outcome through ongoing assessment, feedback, and evaluation processes. Adjust strategies and interventions as needed based on evidence of effectiveness. Kumu and the Curriculum Coordinator will develop, log, and monitor student interventions.	Initial Evidence of equitable resource allocation Implementation of differentiated instruction strategies in classrooms Use of cooperative learning, project-based learning, and personalized learning approaches Completion of assessments and early identification of struggling students Development and documentation of student intervention plans Documentation of interventions in Panorama Frequency of data collection and analysis disaggregated by student groups	
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			Number of PLC/data team meetings focused on equity and student performance Participation in professional development focused on differentiation, equity, and instructional strategies	
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Goal 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>	ENGLISH-MEDIUM PROGRAM & HAWAIIAN-MEDIUM PROGRAM To ensure smooth and successful student transitions between grade levels by building readiness, confidence, and alignment between student, family, and school expectations. MIDDLE LEVEL SCHOOL PROFILE (MLSP) MLSP #1 (Know): A knowledgeable faculty and staff respect and value young adolescents and are prepared and committed to middle-level learner's intellectual and developmental needs and characteristics. MLSP #6 (Support): A network of academic and personal student support provides socially just and equitable learning opportunities and transitions to meet the needs of all learners.	Transition Supports (K, 5→6, 8→9) Staff will conduct transition-focused orientations for Kindergarten, Grade 5 to 6, and Grade 8 to 9 that include parent informational sessions, student goal-setting activities, and campus tours to build familiarity with expectations and learning environments. Staff will implement end-of-year transition experiences for students moving from elementary to middle school and middle school to high school. These activities will familiarize students with new academic expectations, schedules, and campus routines. Staff will engage students in goal-setting and reflection activities to prepare academically and socially for the next grade level. School Counselors will provide families with resources, expectations, and strategies to support students during key transition years.	Initial Number of transition orientations conducted Attendance rates of students and families at orientation sessions Completion of transition activities (campus tours, informational sessions, goal-setting activities) Number of transition support resources shared with families Student participation in end-of-year transition experiences Counselor outreach to families (meetings, communications, resource distribution)	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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			<u>Intermediate</u> Increased student confidence and readiness for next grade level (survey data) Improved family understanding of expectations and transition processes Reduction in student anxiety or behavioral concerns during transition periods Stronger student engagement at the beginning of the new school year Improved attendance rates during the first quarter after transition Feedback from students and families indicating smoother transitions	
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			Evidence of alignment between prior and next grade-level expectations (teacher/counselor feedback)	
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★ **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> <i>Estimate the additional amount needed for enabling activities.</i>
Goal 1.2.1 All students desire to and attend school regularly. <i>Required for all schools.</i>	ENGLISH-MEDIUM PROGRAM & HAWAIIAN-MEDIUM PROGRAM To promote consistent student attendance and engagement by fostering a safe, inclusive, and supportive school environment with strong family communication and targeted supports.	Staff will create an inclusive, welcoming school environment where students feel safe, valued, and connected. Staff will maintain regular, two-way communication and provide attendance education to families. The Attendance Secretary will monitor and report attendance data to school Counselors and Administration. School Counselors, Administration, and Teachers will create, log, apply, and track tiered supports for at-risk students in Panorama. The staff will implement and provide feedback a K-12 SEL program that best fits the grade level bands. School staff will reinforce attendance through specific, timely feedback and recognition systems.	<u>Initial</u> Daily attendance rates and number of absences/tardies recorded Number of attendance communications sent to families Documentation of attendance data monitoring Number of students identified as at-risk and entered into Panorama Implementation of tiered supports Number of positive attendance recognitions or incentives provided	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

			Evidence of school-wide efforts to promote a safe and inclusive environment Implementation of a K-12 SEL program. Staff documentation of family outreach and two-way communication <u>Intermediate</u> Improvement in overall attendance rates and reduction in chronic absenteeism Decrease in tardiness and unexcused absences over time Increased student engagement Positive trends in student perception of school climate Increased family responsiveness and engagement in attendance-related communication Evidence of the effectiveness of tiered supports (students improving	
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			attendance after interventions) Consistent use of Panorama to track and monitor student supports Increased number of students recognized for improved or consistent attendance	
	MIDDLE LEVEL SCHOOL PROFILE (MLSP) MLSP # 2 (Org): An organization designed around teaming and advisory supports academic excellence where students take responsibility for their own learning and personal growth through smaller learning communities, promotes belonging, and provides an adult advocate for all students.	MS Team will renew focus on The Successful Middle Level Education (MLE) Essential Attributes & Characteristics to foster a culture that supports relationships and motivate adolescent learners to value and participate in school experiences that include: • Teams that engage students in small learning communities to foster a sense of belonging • Advisories that offer adult advocacy, guidance and socio-emotional learning • Activities that promote school pride and exploration of interests opportunities • Student-centered teaming efforts that regularly review whole child needs and growth/progress	Team meeting minutes, documentation of efforts (posters, flyers, etc.) Review, analysis of data (attendance, absences, academics, growth/progress measures that include perceptual data on sense of belonging and significant adult support on campus	

Goal 1.2.2 All students demonstrate positive behaviors at school. <i>Required for all schools.</i>	ENGLISH-MEDIUM PROGRAM & HAWAIIAN-MEDIUM PROGRAM To establish a consistent, schoolwide approach to behavior that promotes a safe, supportive, and inclusive learning environment where all students can succeed. MIDDLE LEVEL SCHOOL PROFILE (MLSP) MLSP # 1 (Know): A knowledgeable faculty and staff respect and value young adolescents and are prepared and committed to middle-level learners' intellectual and developmental needs and characteristics.	School Administration and Counselors will define and consistently reinforce clear behavior expectations schoolwide using visuals and shared language for common places and schoolwide policies. Teachers will define and consistently reinforce clear behavior expectations in their classroom. Teachers will explicitly teach and model expected behaviors through direct instruction and consistent adult practices, aligned with classroom, common-place, and school-wide policies. Teachers will provide parents with the desired classroom behaviors for their students School Administration will provide parents with desired school-wide and common-place student behaviors. Staff will use data to provide individualized behavior supports and tiered interventions for students needing additional support, as logged in Panorama. Staff will implement the ISLA restorative and trauma-informed approaches to address behavior while maintaining relationships and belonging. Staff will implement systems that recognize and reinforce positive behavior through specific, timely feedback and incentives. Teachers and staff will communicate with families about the behavior that led to the issuance of a disciplinary referral. School Administration will process discipline referrals within 5 school days. School Administration will provide professional development opportunities relating to student behavior management and systems. School administration will conduct quarterly community and school data meetings to review student behavior trends and engage stakeholders in informing, monitoring, and refining behavior support strategies.	Initial Development and visibility of clear schoolwide and classroom behavior expectations Evidence of explicit teaching and modeling of expected behaviors in classrooms Communication of behavior expectations to families Number of behavior incidents and referrals recorded in Panorama Timeliness of discipline referral processing Documentation of tiered behavior supports and interventions in Panorama Implementation of ISLA restorative and trauma-informed practices	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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		The staff will implement and provide feedback a K-12 SEL program that best fits the grade level bands.	Number of positive behavior recognitions or incentives provided Staff participation in professional development related to behavior management Frequency of communication with families regarding student behavior incidents Implementation of a K-12 SEL program. <u>Intermediate</u> Reduction in overall discipline referrals and repeat incidents over time Decrease in exclusionary practices where applicable Improved student behavior and consistency across classrooms and common areas Increased use and effectiveness of restorative practices	
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			Positive trends in school climate and student sense of belonging Increased student responsiveness to behavior expectations and supports Evidence of effectiveness of tiered behavior interventions Increased family understanding and support of behavior expectations Data-informed adjustments made through quarterly community and school data meetings	
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Goal 1.2.3 All students experience a Nā Hopena A'o environment for learning. <i>Required for all schools.</i>	ENGLISH-MEDIUM PROGRAM & HAWAIIAN-MEDIUM PROGRAM To foster a culturally grounded learning environment where students develop a strong sense of identity, belonging, and connection to their community, language, and 'āina. MIDDLE LEVEL SCHOOL PROFILE (MLSP) MLSP # 1 (Know): A knowledgeable faculty and staff respect and value young adolescents and are prepared and committed to middle-level learners' intellectual and developmental needs and characteristics	Teachers will integrate represented culture, language, and 'ike into the curriculum using culturally relevant and place-based learning experiences that connect students to 'āina, community, and identity. Staff will build meaningful partnerships with families and the community through 'ohana engagement, cultural events, and collaboration with cultural practitioners. Staff will empower students to express cultural identity through leadership opportunities, clubs, performances, and service learning grounded in cultural values. School Administration will provide ongoing professional learning to strengthen educators' ability to implement culturally responsive practices and Nā Hopena A'o. Teachers and Curriculum Coordinators will develop lessons to engage students in hands-on, community-connected learning that promotes stewardship and relevance.	Initial Evidence of culturally relevant and place-based lessons Number of 'ohana engagement activities, cultural events, and community partnerships Participation rates of students and families in cultural and community-based activities Number of opportunities for student leadership, clubs, performances, and service learning grounded in cultural values Implementation of Nā Hopena A'o (HĀ) practices in classrooms	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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			Participation in professional development focused on culturally responsive teaching and HĀ Evidence of collaboration with cultural practitioners and community members Development of hands-on, community-connected learning experiences <u>Intermediate</u> Increased student connection to culture, identity, and sense of belonging Improved student engagement through culturally relevant and place-based learning experiences Increased student participation in leadership, cultural activities, and service learning	
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			Strengthened relationships between school, families, and community partners Evidence of consistent integration of Nā Hopena A‘o across classrooms and grade levels Positive impact on student behavior, motivation, and participation Increased use of community resources and partnerships to support learning	
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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>
Goal 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>	ENGLISH-MEDIUM PROGRAM & HAWAIIAN-MEDIUM PROGRAM To provide students with meaningful, real-world learning experiences and leadership opportunities that build career awareness, practical skills, and strong connections to future workforce pathways. MIDDLE LEVEL SCHOOL PROFILE (MLSP) MLSP #6 (Support): A network of academic and personal student	The school counselors, teachers, and school administration will offer career exploration programs starting in elementary school, including guest speakers, career fairs, and job-shadowing experiences. The school counselors, teachers, and school administration will establish partnerships with local businesses, industries, and organizations to provide learning opportunities that facilitate meaningful experiences in which students can apply classroom knowledge to real-world settings and develop essential career skills. The school administration, CTE coordinator, and school registrar will develop CTE pathways aligned with high-demand industries and workforce needs, offering students opportunities to earn industry certifications and credentials focusing on the Lānaʻi industry. The school administration, counselors, and student activities coordinator will provide opportunities for students to participate in student government, youth councils, and leadership workshops to develop their leadership skills and civic engagement. The student activities coordinator will support and coordinate the creation of student-led clubs focused on specific career interests, community/school issues, or cultural enrichment activities.	Initial Number of career exploration activities offered Student participation rates in career exploration programs across grade levels Number of partnerships established with local businesses, industries, and organizations Development and implementation of CTE pathways aligned to workforce needs Number of students enrolled in CTE courses or pathways	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☒ Other: Perkins

	support provides socially just and equitable learning opportunities and transitions to meet the needs of all learners.	The school counselor will establish alumni networks and mentoring programs to connect current students with graduates who can offer insights, advice, and support in career exploration and professional development.	Number of leadership opportunities offered Number of student-led clubs established and participation rates Establishment of alumni network and mentoring programs Frequency of mentor-mentee interactions or alumni engagement activities <u>Intermediate</u> Increased student awareness and understanding of career pathways Increased student participation in internships, job-shadowing, or real-world learning experiences Growth in student enrollment and completion of CTE pathways and certifications	
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			Evidence of students applying career skills in real-world or project-based settings Increased student leadership participation and civic engagement Positive student feedback on career exploration and leadership opportunities Strengthened and sustained partnerships with local businesses and community organizations Increased alumni engagement and impact of mentoring relationships Improved alignment between student interests, coursework, and post-secondary plans	
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K-12 Alignment Goal 1.3.2 All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.	ENGLISH-MEDIUM PROGRAM & HAWAIIAN-MEDIUM PROGRAM To ensure a coherent K–12 system where expectations, instruction, and supports are aligned so all students are prepared for high school, college, and career pathways. MIDDLE LEVEL SCHOOL PROFILE (MLSP) MLSP #6 (Support): A network of academic and personal student support provides socially just and equitable learning opportunities and transitions to meet the needs of all learners.	Develop and communicate clear K–12 learning progressions, success criteria, and expectations aligned to college and career pathways. Facilitate ongoing vertical collaboration across grade levels to align curriculum, instruction, and assessment practices. Implement tiered supports to address learning gaps early and ensure all students stay on track toward high school readiness.	Initial Development and documentation of K–12 learning progressions and success criteria Number of vertical articulation meetings conducted across grade levels Participation rates of staff in vertical collaboration sessions Evidence of aligned curriculum documents and pacing guides across grade levels Implementation of tiered support systems Identification of students needing additional support based on assessment data Communication of expectations to staff, students, and families	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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			<u>Intermediate</u> Increased consistency in instructional practices across grade levels Improved alignment between curriculum, instruction, and assessments K–12 Reduction in learning gaps as students transition between grade levels Increased percentage of students meeting grade-level benchmarks Evidence of effective use of tiered supports Improved readiness indicators at key transition points Teacher feedback indicates a stronger understanding of vertical alignment and expectations	
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Goal 1.3.3 All students graduate high school with a personal plan for their future.	ENGLISH-MEDIUM PROGRAM To ensure all students have clear, personalized career pathways supported by consistent guidance, helping them make informed decisions about their future education and career goals. MIDDLE LEVEL SCHOOL PROFILE (MLSP) MLSP #6 (Support): A network of academic and personal student support provides socially just and equitable learning opportunities and transitions to meet the needs of all learners.	School counselors will be assigned to work with students one-on-one to develop personalized career plans based on their interests, strengths, and goals. School counselors will offer career counseling sessions, academic advising, and goal-setting workshops to help students identify career pathways, educational options, and steps to achieve their aspirations. School counselors will establish systems to track and monitor students' progress toward their career plans, including regular check-ins with counselors or advisors to review goals, update plans, and address any barriers or challenges.	<u>Initial</u> Number of one-on-one counseling sessions conducted Number of career counseling sessions, workshops, and academic advising sessions offered Student participation rates in career-related activities and workshops Implementation of tracking system for student career plans (e.g., logs, platforms, check-ins) Documentation of regular counselor-student check-ins Student goal-setting completion rates <u>Intermediate</u> Increased student clarity about career interests and pathways	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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			Regular updates and refinement of student career plans over time Improved alignment between student course selections and career goals Increased student engagement in career-related opportunities (internships, CTE, dual credit, etc.) Reduction in the number of students who are unsure about post-secondary plans Evidence of students meeting milestones in their career plans Positive student feedback on the usefulness of counseling and advising support	
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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 <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>
All students interact with highly qualified staff.	ENGLISH-MEDIUM PROGRAM & HAWAIIAN-MEDIUM PROGRAM To establish a coherent, system-wide approach to recruiting, developing, and supporting high-quality educators in order to ensure consistent, effective instruction and improved student outcomes. MIDDLE LEVEL	The school administration will implement rigorous selection processes to ensure that highly qualified candidates with strong content knowledge, pedagogical skills, and a commitment to student success are considered for all school positions. The school administration will provide a comprehensive induction program for new teachers, including mentorship, orientation sessions, and ongoing professional development opportunities. The school administration will offer ongoing professional development opportunities that address staff's evolving needs and align with school goals and priorities. Provide PD on instructional strategies, assessment techniques, classroom management, cultural competence, and technology integration to enhance instructional effectiveness. The school administration and curriculum coordinators will implement an effective staff walk-through system that provides meaningful feedback. The school administration and curriculum coaches will offer targeted coaching, modeling, and/or co-teaching	Initial Percentage of positions filled with highly qualified candidates Implementation of the induction program Participation rates in professional development (PD) sessions Number of classroom walk-throughs conducted by the administration Frequency of coaching cycles	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$



PRIORITY 2: High-Quality Educator Workforce In All Schools

	SCHOOL PROFILE (MLSP) MLSP #5 (Lead): Courageous and collaborative educational leaders are knowledgeable of young adolescent learner needs and possess the leadership skills to encourage, facilitate, and sustain stakeholder involvement, participation, and partnerships. MLSP #1 (Know): A knowledgeable faculty and staff respect and value young adolescents and are prepared and committed to middle-level learners' intellectual and developmental needs and characteristics.	opportunities to effectively support staff in implementing evidence-based instructional practices. The school administration will cultivate staff leadership by providing opportunities for staff to take on leadership roles within their schools and districts. Establish leadership pathways to empower staff to drive school improvement efforts. The school administration will provide professional development opportunities for staff to deepen their understanding of Hawaiian culture, history, and values.	Participation in leadership opportunities or roles by staff PD offerings related to Hawaiian culture, history, and values Staff feedback on onboarding, PD, and support systems <u>Intermediate</u> Increased teacher retention rates over time Improvement in instructional practices observed during walk-throughs Evidence of implementation of PD strategies in classrooms Increased teacher effectiveness Positive staff perception of support, coaching, and professional	
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PRIORITY 2: High-Quality Educator Workforce In All Schools

			growth opportunities Improved cultural competence and integration of Hawaiian values in instruction Increased consistency in instructional practices across classrooms	
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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 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>
Goal 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>	ENGLISH-MEDIUM PROGRAM & HAWAIIAN-MEDIUM PROGRAM To build a consistently engaged SCC by fostering active participation and holding regular, well-attended meetings with full membership. SCHOOL PROFILE (MLSP) MLSP #5 (Lead): Courageous and collaborative educational leaders are knowledgeable of young adolescent learner needs and possess the	The school principal will communicate the purpose and importance of SCCs to the school community, emphasizing their role in promoting collaboration, transparency, and shared decision-making. Host informational sessions, parent orientations, and outreach campaigns to raise awareness about SCCs and encourage participation from diverse stakeholders. The school principal, in collaboration with the SCC, will develop targeted recruitment strategies to attract diverse members representing parents, teachers, staff, students, and community stakeholders. The school principal, in collaboration with the SCC, will offer flexible meeting schedules and formats to maximize participation. Clear Communication Channels: Establish clear communication channels for SCC members to stay informed about meeting agendas, minutes, and updates from the school administration. Training and Capacity Building: Provide training and orientation sessions for SCC members to familiarize them with their roles, responsibilities, and decision-making processes.	Initial Attendance rates at SCC meetings. Number of new SCC members recruited and representation diversity. Completion of SCC member orientation/training sessions. Distribution of meeting agendas, minutes, and updates Establishment of communication tools. Intermediate	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$



PRIORITY 3: Effective and Efficient Operations At All Levels

	leadership skills to encourage, facilitate, and sustain stakeholder involvement, participation, and partnerships.	The school principal will provide updates, seek input, and solicit feedback on key decisions and initiatives during SCC meetings. The school principal will create a form of communication that allows SCC members to engage with the school principal.	Increased and consistent attendance across multiple SCC meetings Active participation during meetings Retention of SCC members over time Evidence of stakeholder input influencing school decisions or initiatives Improved communication flow between SCC and the broader school community Feedback from SCC members indicating understanding of roles and satisfaction with engagement	
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★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.

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>
Families and community members are provided with ongoing opportunities to actively participate in meaningful, student-focused activities	ENGLISH-MEDIUM PROGRAM & HAWAIIAN-MEDIUM PROGRAM To strengthen student success by building meaningful partnerships between the school, families, and the community that support learning and development beyond the classroom. SCHOOL PROFILE (MLSP) MLSP #1 (Know): Knowledgeable faculty and staff respect and value young adolescents and are prepared and	Staff will partner with families and community organizations to support student development through workshops, resources, and opportunities beyond the classroom.	Initial Number of family engagement events/workshops offered Attendance rates of families at school-hosted events Communication frequency with families Feedback from families (surveys, sign-ins, quick reflections) Intermediate Increased consistency in family participation over time	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

	committed to middle-level learners' intellectual and developmental needs and characteristics.		Student engagement improvements (attendance, participation in activities) Positive trends in student behavior or classroom participation Family feedback showing increased understanding/support of student learning	
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APPENDIX A: SCHOOL COMMUNITY COUNCIL (SCC) 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.

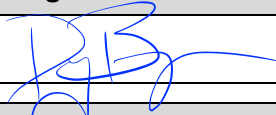
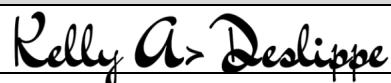
The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name 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 **Lānaʻi High & 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 **Apr 9, 2026** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Apr 9, 2026** to share the draft Academic Plan and on **Dec 3, 2025** to share the Financial Plan and gather feedback and recommendations.
 - ☒ Other (list): School Staff
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: **Apr 9, 2026**

Attested:

Lānaʻi High & Elementary School Principal	Signature	Date
Douglas Boyer, EdD		Apr 10, 2026
SCC Chairperson	Signature	Date
Kelly Deslippe		Apr 10, 2026

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.

Attested:

SCC Chairperson	Signature	Date
Kelly Deslippe	<i>Kelly A. Deslippe</i>	Apr 10, 2026

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>	1,098 - Elementary 1,080 - Secondary
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement
Lānaʻi High & Elementary School Bell Schedule: Lānaʻi High & Elementary Bell Schedules	