



Olomana School Academic Plan SY 2025-2026

42-522 Kalanianaʻole Hwy
808-307-1600

<https://www.olomanaschoolhi.k12.hi.us/>

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

Submitted by Principal: Stacey Oshio	
	04/22/25

Approved by Complex Area Superintendent: Lanelle Hibbs	
	04/23/2025

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
Grades 7-12, All Courses	Teacher Created ▾	Teacher Created ▾	Teacher Created	Teacher Created

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
	Reading Plus	Aleks	Scholastic Science World	Scholastic News
	Beable	Scholastic Math	Science News	

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
Grades 7-12	STAR Enterprise ▾	STAR Enterprise ▾

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: 2023-24

Type of Last Visit: Full Self-Study ▾

Year of Next Action: 2026-27

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

Year of Next Self-Study:

2028-29

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</p> <p><u>Root/Contributing Cause:</u> Low student achievement can be attributed to many factors, including student motivation, attendance, and consistent quality instruction. Students may lack motivation due to disengagement, negative experiences, or unclear goals. Inconsistent attendance, whether from students or teachers, disrupts learning continuity. Additionally, a lack of consistent, high-quality instruction delivered by teachers with the appropriate skills and training can hinder student progress. Addressing these root causes requires a multifaceted approach, involving strategies to boost student engagement, improve attendance, and enhance teacher effectiveness.</p>
2	<p><u>Student Need:</u> School Climate & Culture</p> <p><u>Root/Contributing Cause:</u> Students were facing multiple challenges that impacted their learning. Many felt a lack of consistency due to high teacher absenteeism and frequent turnover. This could have led to a sense of disengagement, as students questioned the importance of their own attendance. Additionally, issues of bullying and safety concerns, particularly through social media, could have created a negative school environment that deterred students from coming to school.</p>
3	<p><u>Student Need:</u> Student Attendance & Engagement</p> <p><u>Root/Contributing Cause:</u> Student attendance, while strong at the beginning of the year, declines over time. Chronic absenteeism remains a concern for many students. It's crucial to consider factors such as student stamina and parental involvement. Are students physically and mentally prepared for a full day of school? Are parents able to consistently support their children's attendance, or are they facing challenges that hinder their ability to do so? Understanding these underlying factors is essential to develop effective strategies to improve attendance rates.</p>

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	<u>Targeted Subgroup:</u> <u>Identified Student Need(s):</u>
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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> <small>Reference the Identified School Needs section.</small>	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>Estimate the additional amount needed to execute the enabling activity.</i>
Mathematics Proficiency 1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient.	1,2	1.1.3 EA1: Teachers will engage in fostering a testing culture conducive to increasing reliability of the universal screener (STAR Math). <ul style="list-style-type: none"> Systems will be created to track and inform students of STAR scores and growth Teachers will structure testing in a separate environment from class Systems will be developed to create new testing spaces 1.1.3 EA2: Enhance systems and structures at the school level to support the teaching of Mathematics through other disciplines and integrated lessons. <ul style="list-style-type: none"> Teachers will receive training on integrated math into their contents Teachers will participate in collaborative lessons including math 1.1.3 EA3: Plan/recreate a remedial math workshop and time to support students who are not proficient. <ul style="list-style-type: none"> School will look into increasing capacities and staff to support the extra course Teachers will develop skills to teach remedial math lessons integrated into daily instruction starting from very low grade equivalency Jaime Prober-Smith (English Department Head), Austin Vegas (Math Department Head)	100% of Students that have an attendance of 75% or higher will show yearly growth of 1.5 grade equivalency 100% of math content teachers will create and teach integrated math lessons 100% of students who are not proficient are receiving remedial math lessons 100% of teachers administering universal screeners are doing so in testing environments 100% of students that have taken more than one universal screener at Olomana have their scores physically available	<input type="checkbox"/> WSF, \$ <input checked="" 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 checked="" type="checkbox"/> Other: Olomana School Funds, CSI-MRI Funds, \$

<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>1,2</p>	<p>1.1.4 EA1: All teachers will engage in ongoing Professional Development (PD) and work with consultants and grade level teams to enhance the guaranteed, viable curriculum for each course.</p> <ul style="list-style-type: none"> Teachers will adapt and implement common standards aligned assessments. (Pre/Post) (MS3) (WASC1) Teachers will develop skills to collect, disaggregate, analyze, and report student progress (MS3) Teachers will receive professional development in how to implement and embed proficiency scales. Teachers will utilize effective formative assessment strategies in daily lessons and use the assessment data to differentiate teaching to meet each student's individual needs.(MS3) <p>1.1.4 EA2: Maintain and monitor credit recovery opportunities.</p> <ul style="list-style-type: none"> Plan and provide students with Extended Learning Opportunity (ELO) outside of regular school hours. Continue the Accelerated Reader (AR) credit program push at OYC Explore possible course variety expansion <p>1.1.4 EA3: Hales will focus on the data team process. (WASC1, 5)</p> <ul style="list-style-type: none"> Utilize process to address school wide goals Set aside time to collect, disaggregate, analyze, and report student progress Participate in ongoing ILT cycles and implementation of the schoolwide Powerful Instructional Practice (PIP) <p>1.1.4 EA4: Enhance systems and structures at the school level to support the teaching of language and content in tandem through professional learning opportunities to close the achievement gap for all of our EL students. (District EL Plan)</p>	<p>100% of teachers will complete and utilize the Unit Assessment Data Sheet to track progress and student growth</p> <p>100% of completed Standards aligned GVCs and curriculum maps are accessible to all through a shared document</p> <p>100% of instructional staff will participate in professional learning on proficiency scales</p> <p>100% of instructional staff participating in ILT data cycles</p> <p># of students participating in ELO opportunities</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input checked="" type="checkbox"/> Other:Olomana School Funds, CSI-MRI Funds, \$</p>
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		Jaime Prober-Smith (English Department Head), Austin Vegas (Math Department Head), David Miyahira (PBL Lead), Jennifer Ishida (Science Department Head), Tanya Aiwohi (PBL Lead)		
<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>	1,2	<p>1.1.5 EA1: Monitor the protocol for students who are straddling 8th and 9th grade [ex: interventions, advisory, level appropriate Career and Technical Education (CTE)].</p> <p>1.1.5 EA2: Hale teams create individualized plans and placement for students who transfer to Olomana mid-quarter to continue education to earn credits</p> <p>Jennifer Ishida (Science Department Head), Lester Higa (CTE Coordinator)</p>	<p>100% of students straddling 8th and 9th grade have an individualized schedule and plan</p> <p>100% of transfer students with Individualized transition plans</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input checked="" type="checkbox"/> Other: Olomana School Funds, CSI-MRI Funds, \$</p>

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

Desired Outcome "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this? Reference the Identified School Needs section.	Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress (Initial & Intermediate Outcomes) "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed to execute the enabling activity.
1.2.1. All students desire to and attend school regularly. <i>Required for all schools.</i>	1,2,3	1.2.1 EA1: Implement a school bus pilot transportation program. 1.2.1 EA2: Continue to implement a school wide three-tier attendance incentive plan. 1.2.1 EA3: Establish and maintain a consistent two-way communication system with parents. John Secreto (Vice Principal) and Ama Silva (Registrar)	85% of students attend 90% or more days of instruction Attendance Data	<input type="checkbox"/> WSF, \$ <input checked="" 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 checked="" type="checkbox"/> Other: Olomana School Funds, CSI-MRI Funds, \$

<p>1.2.2. All students demonstrate positive behaviors at school.</p> <p><i>Required for all schools.</i></p>	<p>1,2,3</p>	<p>1.2.2 EA1: Students, parents/guardians and staff will participate in an overview of the behavior matrix.</p> <p>1.2.2 EA2: Ensure all school behavioral expectations are understood by communicating to students and parents on an individual basis during the intake process.</p> <p>1.2.2 EA3: Further develop PBIS programs that work to recognize/acknowledge and celebrate students and staff that display behaviors from the Behavior Matrix and ways to reward these students and staff members.</p> <p>1.2.2 EA4: Provide Trauma Informed Care Training for all staff and provide new staff with a more comprehensive professional development. The team will explore the Trauma Sensitive Schools Checklist</p> <p>1.2.2 EA5: Continue Social Emotional Learning (SEL) student skill building through school counseling, GVC unit planning embedded lessons, and data review through Panorama SEL surveys.</p> <p>1.2.2.EA6: SEL professional development will be ongoing to support the utilization of the Panorama system to communicate individual student supports and intervention plans for targeted behaviors/skill deficits. (WASC3)</p> <p>Ilikea Maiava (Student Services Coordinator)</p>	<p>100% of staff trained on the behavior matrix</p> <p>100% of students and parents/guardians that participated in the OYC Intake meeting</p> <p>All sites to implement and reinforce PBIS system</p> <p>100% of staff that participate in continual Trauma Informed Care Training</p> <p>100% of identified students will have a documented intervention plan in Panorama.</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input checked="" type="checkbox"/> Other:Olomana School Funds, CSI-MRI Funds, \$</p>
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<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>1,2</p>	<p>1.2.3 EA1: Provide professional development on Nā Hopena A'o and how to create environments and opportunities that embrace the values.</p> <p>1.2.3 EA2: Create learning environments that embrace the values of Hā.</p> <p>1.2.3 EA3: General Learner Outcomes (GLOs) are referred to throughout the school.</p> <p>Karen Mahiko (Academic Coach), Susie Serna (Title I Coordinator)</p>	<p>100% of staff that have completed Hā orientation and/or training</p> <p>% of positive student responses on the SEL survey increases (Sense of Belonging & Self-Management)</p>	<p> <input type="checkbox"/> WSF, \$ <input checked="" 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 checked="" type="checkbox"/> Other: Olomana School Funds, CSI-MRI Funds, \$ </p>
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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> <i>Reference the Identified School Needs section.</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>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>1,2,3</p>	<p>1.3.1 EA1: Provide career and community opportunities as indicated by students' career inventories (ex: guest speakers, field trips)</p> <p>1.3.1 EA2: All students will have opportunities to participate in a service learning project.</p> <p>1.3.1 EA3: Continue to work with the district support team, intermediary, and students to improve the internship program and the process to solicit community partners.</p> <p>1.3.1 EA4: Provide PD/workshops for teachers and/or classes on various innovative equipment and software to enhance curriculum and/or expose students to 21st century technology.</p> <p>1.3.1 EA5: Develop a system to increase the number of students participating in work-based learning opportunities.</p> <p>Jennifer Ishida (Science Department Head), Lester Higa (CTE Coordinator)</p>	<p># of students participating in career & community exploration opportunities and experiences</p> <p># of students participating in internship program</p> <p># students participating in service learning project</p> <p># of students using various equipment and software</p> <p># of workshop/PD participants</p> <p># of students provided with work-based learning opportunities</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: __, \$</p> <p><input checked="" type="checkbox"/> Other: Olomana School Funds, CSI-MRI Funds, \$</p>

<p>K-12 Alignment</p> <p>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.</p>	<p>1,2,3</p>	<p>1.3.2 EA1: All teachers implement and engage students in Gold Standard PBL lessons throughout the year. (WASC2)</p> <ul style="list-style-type: none"> • Students demonstrate learning through hands-on learning experiences and alternative assessments. • 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. (MS3) • Teachers will receive support and PD throughout the school year and have opportunities to attend conferences. • PBL Cadre will support teachers in PBL through coaching and PD. • Continue to work toward incorporating more 'Āina based concepts into lessons. <p>David Miyahira (PBL Lead), Tanya Aiwohi (PBL Lead)</p>	<p>Student work/sample assessments from PBL</p> <p>100% of Teachers with 1 Uploaded PBL Lesson Plan a semester</p> <p># of PBL support Sessions, meeting minutes/sign in</p>	<p> <input type="checkbox"/> WSF, \$ <input checked="" 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 checked="" type="checkbox"/> Other: Olomana School Funds, CSI-MRI Funds, \$ </p>
<p>1.3.3. All students graduate high school with a personal plan for their future.</p>	<p>1,3</p>	<p>1.3.3 EA1: Create a student-driven individualized post-secondary plan through Personal Transition Plan (PTP) classes. (High School to Post-Secondary Transition)</p> <p>1.3.3 EA2: Teachers develop and create procedures/lessons for a work-based learning project that integrates internship experiences, reflective exercises, and a post-secondary component (such as certification, degree, or a company-benefiting project).</p> <p>Lester Higa (CTE Coordinator), Jen Ishida (Science Department Head)</p>	<p>100% of students graduating will have an individualized post-secondary plan</p> <p>Completed work-based learning implementation plan</p>	<p> <input type="checkbox"/> WSF, \$ <input checked="" 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 checked="" type="checkbox"/> Other: Olomana School Funds, CSI-MRI Funds, \$ </p>



Priority 2 High-Quality Educator Workforce In All Schools

- ★ All students are taught by effective teachers.
- ★ All schools are staffed by effective support staff.
- ★ All schools are led by effective school administrators.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</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>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.	1,2,3	<p>2.1.2 EA1: Provide opportunities for faculty to attend PD workshops, training, and conferences that support their practice and school improvement efforts.</p> <p>2.1.2 EA2: Provide onboarding sessions for new hires to ensure understanding of school procedures and processes.</p> <p>2.1.2 EA3: Continue to implement the Instructional Leadership Team (ILT) Cycle of Professional Development to improve teacher practice and increase student growth.</p> <p>Karen Mahiko (Academic Coach), Susie Serna (Title I Coordinator)</p>	<p>100% of teachers participating in PD beyond the 21 hours of teachers' job embedded training required</p> <p>100% of new hires participate in onboarding sessions</p> <p>Two completed ILT Cycles</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: __, \$</p> <p><input checked="" type="checkbox"/> Other: Olomana School Funds, CSI-MRI Funds, \$</p>



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> <i>Reference the Identified School Needs section.</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>Estimate the additional amount needed to execute the enabling activity.</i>
<p>3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.</p> <p><i>Required for all schools.</i></p>	2,3	<p>3.3.1 EA1: Fill all School Community Council (SCC) representative roles to ensure representation and voice from all stakeholders.</p> <p>Karen Mahiko (Academic Coach), Susie Serna (Title I Coordinator)</p>	100% of stakeholders represented in SCC membership	<p><input type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</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: Olomana School Funds, CSI-MRI Funds, \$</p>

★ 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? Reference the Identified School Needs section."</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>Estimate the additional amount needed to execute the enabling activity.</i>
3.3.2 Students, families, and community members will have access to appropriate resources that support their overall safety and well being.	2,3	<p>3.3.2 EA1: Community School Coordinator (CSC) will continue to work on the Community School Plan, and align it to appropriate resources.</p> <p>3.3.2 EA2: Provide opportunities for families and community members to engage in activities that focus on improving student academic achievement.</p> <p>3.3.2 EA3: Collaborate with the Facilities Maintenance Branch (FMB) to address issues which could pose challenges with safety and accessibility. Additionally, work with FMB to address the completion of on-going projects in a timely manner. (WASC4)</p> <p>John Secreto (Vice Principal)</p>	<p>Completed surveys and schoolwide plan</p> <p>CSC daily work planner</p> <p>80% of families engaged in activities</p> <p>Number of families/community members attending events/SCC meetings increases</p> <p>Progress on FMB projects</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: __, \$</p> <p><input checked="" type="checkbox"/> Other: Olomana School Funds, CSI-MRI Funds, \$</p>

★ Other Systems of Support				
Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this? Reference the Identified School Needs section.</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>Estimate the additional amount needed to execute the enabling activity.</i>
4.1.1 Established system that aligns with the school improvement efforts to efficiently and effectively monitor and support school processes, programs, and communication.	1,2	<p>4.1.1 EA1: Refine our school improvement system and explore ways to leverage capabilities for data collection and analysis including academic performance, behavioral patterns, and SEL indicators. (WASC5)</p> <p>4.1.1 EA2: Maintain and replace technology that aligns with the school improvement efforts.</p> <p>Karen Mahiko (Academic Coach), Susie Serna (Title I Coordinator)</p>	<p>Progress on AcPlan</p> <p>Progress on the Technology Plan</p>	<input type="checkbox"/> WSF, \$ <input checked="" 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 checked="" type="checkbox"/> Other: Olomana School Funds, CSI-MRI Funds, \$

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 Olomana 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 (Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)

1820 minutes

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

Yes, Olomana School has requested three waiver days for SY 2025-26

Bell Schedule:

OYC Bell Schedule- School Year 2025-26

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00-8:48 (48 minutes)	PERIOD 1	PERIOD 5	PERIOD 4	PERIOD 3	PERIOD 2
8:51-9:39 (48 minutes)	PERIOD 2	PERIOD 1	PERIOD 5	PERIOD 4	PERIOD 3
9:39-9:54 (15 minutes)	RECESS	RECESS	RECESS	RECESS	RECESS
9:57-10:45 (48 minutes)	PERIOD 3	PERIOD 2	PERIOD 1	PERIOD 5	PERIOD 4
10:48-11:36 (48 minutes)	PERIOD 4	PERIOD 3	PERIOD 2	PERIOD 1	PERIOD 5
11:36-12:16 (40 minutes)	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:19-12:34 (15 minutes)	HALE TIME Period 8	HALE TIME Period 8	HALE TIME Period 8 12:19-1:19 (60 minutes)	HALE TIME Period 8	HALE TIME Period 8
12:37-1:25 (48 minutes)	PERIOD 6	PERIOD 6		PERIOD 6	PERIOD 6
1:28-2:16 (48 minutes)	PERIOD 7	PERIOD 7	Passing Time 1:19-1:30	PERIOD 7	PERIOD 7
2:16-3:00 (44 minutes)	Admin Time	Admin Time	Admin Time 1:30-3:00 (90 minutes)	Admin Time	Common Prep