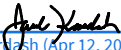


Mililani Uka Elementary Academic Plan SY 2024-2025

94-380 Kuahelani Ave.
(808) 305-4900

<https://www.mililaniuka.org/>

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

Submitted by Principal Jacob Kardash	
 <small>Jacob Kardash (Apr 12, 2024 14:04 HST)</small>	Apr 12, 2024

Approved by Complex Area Superintendent Robert Davis	
 <small>Robert Davis (Apr 12, 2024 10:43 HST)</small>	Apr 12, 2024



VIABLE QUALITY CURRICULUM

This section highlights the school’s comprehensive instructional programs used by each core subject area. *For SY 2024-2025, identifying Science and Social Studies instructional programs in the Academic Plan is optional.*

Please identify the comprehensive instructional program(s) used by each core subject area. Schools may indicate specific demographic subgroup(s) as appropriate.

To add additional information, please insert a new row as needed.

Grade Level / Course Name	English Language Arts	Mathematics	Science	Social Studies
Preschool	Creative Curriculum	Stepping Stones Math Creative Curriculum	Creative Curriculum	Creative Curriculum
Kindergarten	Amplify CKLA	iReady Classroom Mathematics	NGSS Teacher Created Units	Understanding By Design Units
1st grade	Amplify CKLA	iReady Classroom Mathematics	NGSS Teacher Created Units	Understanding By Design Units
2nd grade	Amplify CKLA	iReady Classroom Mathematics	Mystery Science	Understanding By Design Units
3rd grade	Amplify CKLA	iReady Classroom Mathematics	Mystery Science	Understanding By Design Units
4th grade	Amplify CKLA	iReady Classroom Mathematics	NGSS Teacher Created Units	Hawaiians of Old 4th Ed.
5th grade	Amplify CKLA	iReady Classroom Mathematics	Mystery Science	Teacher Created Units



SCREENING ASSESSMENTS

This section highlights school-administered universal screeners designed to quickly identify the needs of students in **Kindergarten through Grade 9** who may require additional academic support.

Please utilize the dropdown list to identify the universal screener(s) used for English Language Arts and Mathematics and specify the grade level or course name. If “Other” is selected, please manually identify the universal screener.

To add additional information, please insert a new row and/or duplicate the dropdown list as needed.

Grade Level / Course Name	English Language Arts	Mathematics
Kindergarten	iReady	iReady
	Teacher Created	Teacher Created
Grades 1-5	iReady	iReady



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(s) for those needs and gaps, as identified in one or more of the following:

- Current Comprehensive Needs Assessment (CNA)
- Current Western Association of Schools and Colleges (WASC) Schoolwide Growth Areas for Continuous Improvement
Last Full Self-Study: [2019], Next Full Self-Study: [2025]
- Other current accreditation self-study

Please identify critical student learning needs and the root/contributing cause(s) 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?”

To identify additional critical student needs, please insert a new row and duplicate the “Student Need” and “Root/Contributing cause(s)” text as needed. Please number the student need and root/contributing cause(s) for ease of cross-referencing.

Student Need: Increase student achievement in English Language Arts (ELA) and Math

1

(`22-23)	All Students	SpEd	EL	Disadvantaged
ELA	65%	18.7%	62.5%	52.8%
Math	60%	12.5%	50%	48.3%

Root/Contributing cause(s):

1A) Varying levels of implementation of ELA and Math curriculum, instruction and following pacing guides.

2

Student Need: Increase student’s social emotional skills.

`23-24 (Fall)
Sense of Belonging: 76%
Self-Management: 72%
Social Awareness: 69%
Grit: 61%
Self-Efficacy: 57%



Growth Mindset: 54%
 Emotion Regulation: 53%

Root/Contributing cause(s):

- 2A) Varying levels of implementation of Social Emotional Learning (SEL) curriculum.
- 2B) Revisit our PBIS program. Limited opportunities for student recognition and incentives.

3 **Student Need:** Decrease student chronic absenteeism.

Chronic	
2020-2021	3%
2021-2022	36%
2022-2023	26%

Average Daily	
2020-2021	96.6%
2021-2022	90.8%
2022-2023	92.3%

Root/Contributing cause(s):

- 3A) Stakeholders do not consider the impact of attendance on their child’s education.
- 3B) Enforcing attendance policy when health guidelines can be used as an excuse for absences.
- 3C) Consistent monitoring and addressing chronic absenteeism.

4 **Student Need:** A Response to Intervention (RTI) program that provides effective targeted interventions for all students.



One-Year Academic Plan SY 2024-2025

	2023-2024 Math (End-of-Year View)			2023-2024 Reading (End-of-Year View)		
	Fall	Winter	Spring	Fall	Winter	Spring
Tier 1	11%	27%	NA	21%	41%	NA
Tier 2	74%	66%	NA	66%	49%	NA
Tier 3	15%	7%	NA	14%	10%	NA

Root/Contributing cause(s):

- 4A) Inconsistent implementation of our RTI program due to lack of resources,
- 4B) Varying knowledge of how to examine data regularly and accurately to inform next steps for struggling learners.



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

To add additional subgroups, please insert a new row and duplicate “Targeted Subgroup” and “Identified Student Need(s)” text as needed.

1 **Targeted Subgroup:** Special Education (SPED)

School Year	ELA Growth	Math Growth	ELA/Literacy Achievement Gap	Math Achievement Gap
2021-2022	50	59	24 pts	27 pts
2022-2023	53	51	27 pts	27 pts

Identified Student Need(s): Decrease the student achievement gap in ELA and Math.

2 **Targeted Subgroup:** English Learners

School Year	On Track
2021-2022	79%
2022-2023	50%

Identified Student Need(s): Increase on target to English Language proficiency rates.



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.**

<p>Desired Outcomes <i>“What do we plan to accomplish?”</i></p>	<p>Root/Contributing Cause <i>“Why are we doing this?”</i></p>	<p>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></p>	<p>Monitoring of Progress (Initial & Intermediate Outcomes) <i>“How will we know progress is being made?”</i></p>	<p>Anticipated Source of Funds <i>“What funding source(s) should be utilized?”</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i></p>
<p>1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and provided necessary and timely support to develop foundational skills for learning.</p>		<p>EA 1.1.1 (1) Administer KEA Assessment and follow timelines. [Nalani Church, Curriculum Coach K-2]</p> <p>EA 1.1.1 (2) Complete Panorama Assessment and follow timelines [Dana DeRego, Counselor K-2]</p> <p>EA 1.1.1 (3) Administer Kindergarten Baseline Assessment [Nalani Church, Curriculum Coach K-2]</p>	<p>KEA Dashboard</p> <p>Panorama Dashboard</p> <p>Teacher Created Baseline Assessment</p>	<p>WSF, \$1,000 Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant: __, \$ Other: __, \$</p>



One-Year Academic Plan SY 2024-2025

<p>Reading Proficiency</p> <p>1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently receive necessary and timely support to become proficient.</p>	<p>1A 4A 4B</p>	<p>EA 1.1.2 (1) Consistent implementation of an ELA comprehensive instructional program. [Nalani Church/Lauren Nishimoto, Curriculum Coaches]</p> <p>EA 1.1.2 (2) Teachers will use grade level planning time and PLCs to collaborate on pacing guides, curriculum, and programs. [Nalani Church/Lauren Nishimoto, Curriculum Coaches. Jacob Kardash/Marlene Ohira-Tayama, Administrators]</p> <p>EA 1.1.2 (3) Students who are below grade level will receive intensive RTI support in reading. [Nalani Church/Lauren Nishimoto, Curriculum Coaches]</p> <p>EA 1.1.2 (4) Coordinate Professional Development (PD) and teacher articulation meetings to discuss effective reading instruction and interventions. [Nalani Church/Lauren Nishimoto, Curriculum Coaches. Jacob Kardash/Marlene Ohira-Tayama, Administrators]</p>	<p>Gradel level pacing guides and curriculum, iReady Data, PLC Minutes, List of Trainings, Faculty Meeting Minutes</p>	<p>WSF, \$30,000 Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant: __, \$ Other: __, \$</p>
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One-Year Academic Plan SY 2024-2025

<p>Mathematics Proficiency</p> <p>1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient receive necessary and timely support to become proficient.</p>	<p>1A</p>	<p>EA 1.1.3 (1) Consistent implementation of a Math comprehensive instructional program. [Nalani Church/Lauren Nishimoto, Curriculum Coaches]</p> <p>EA 1.1.3 (2) Teachers will use grade level planning time and PLCs to collaborate on pacing guides, curriculum, and programs. [Nalani Church/Lauren Nishimoto, Curriculum Coaches. Jacob Kardash/Marlene Ohira-Tayama, Administrators]</p> <p>EA 1.1.3 (3) Coordinate Professional Development (PD) and teacher articulation meetings to discuss effective math instruction and interventions. [Nalani Church/Lauren Nishimoto, Curriculum Coaches. Jacob Kardash/Marlene Ohira-Tayama, Administrators]</p>	<p>Gradel level pacing guides and curriculum, iReady Data, PLC Minutes, List of Trainings, Faculty Meeting Minutes</p>	<p>WSF, \$10,000 Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant: __, \$ Other: __, \$</p>
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One-Year Academic Plan SY 2024-2025

<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>4</p>	<p>EA 1.1.4 (1) Students who are below grade level will receive intensive RTI support in reading. [Nalani Church/Lauren Nishimoto, Curriculum Coaches]</p> <p>EA 1.1.4 (2) Coordinate Professional Development (PD) on differentiation. [Nalani Church/Lauren Nishimoto, Curriculum Coaches. Lindsey Lowe, Student Services Coordinator]</p> <p>EA 1.1.4 (3) Articulation time for inclusion, resource and Part-time teachers during the summer and throughout the school year. [Nalani Church/Lauren Nishimoto, Curriculum Coaches. Jacob Kardash/Marlene Ohira-Tayama, Administrators]</p> <p>EA 1.1.4 (4) EL students will be offered a “English Learner Opportunity” during the summer. [Nicole Romero, EL Coordinator]</p>	<p>iReady Data, PLC Minutes, List of Trainings, Faculty Meeting Minutes</p>	<p>WSF, \$2,000 Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant: __, \$ Other: __, \$</p>
<p>1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.</p> <p><i>Required for all schools.</i></p>	<p>N/A</p>	<p>EA 1.1.5 (1) Grade 5 Middle School Visit Middle School Assembly with Grade 5 Students [Grade 5 Teachers]</p> <p>EA 1.1.5 (2) IEP/504 Transition Meetings [Care Coordinators]</p> <p>EA 1.1.5 (3) Counselor Transition Meetings [Middle and Elementary Counselors]</p>	<p>Transition Events</p> <p>IEP & 504 Transition Meetings</p> <p>Transition Meetings with counselors</p>	<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant: __, \$ Other: __, \$</p>



One-Year Academic Plan SY 2024-2025

<p>1.1.6 A Response to Intervention (RTI) program that provides effective targeted interventions for all students.</p>	<p>4A & 4B</p>	<p>EA 1.1.6 (1) Students who are below grade level will receive intensive RTI support in reading and math. [Nalani Church/Lauren Nishimoto, Curriculum Coaches]</p> <p>EA 1.1.6 (2) Coordinate Professional Development (PD) and teacher articulation meetings to discuss effective reading and math interventions. [Nalani Church/Lauren Nishimoto, Curriculum Coaches. Jacob Kardash/Marlene Ohira-Tayama, Administrators]</p>	<p>iReady Data, List of Trainings, Faculty Meeting Minutes</p>	<p>WSF, \$2,000 Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant: __, \$ Other: __, \$</p>
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★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment

<p>Desired Outcomes <i>“What do we plan to accomplish?”</i></p>	<p>Root/ Contributing Cause <i>“Why are we doing this?”</i></p>	<p>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></p>	<p>Monitoring of Progress (Initial & Intermediate Outcomes) <i>“How will we know progress is being made?”</i></p>	<p>Anticipated Source of Funds <i>“What funding source(s) should be utilized?”</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i></p>
<p>1.2.1. All students desire to and attend school regularly.</p> <p><i>Required for all schools.</i></p>	<p>2B 3A</p>	<p>EA.1.2.1 (1) Attendance incentives/recognition - Classroom, individual students [Dana DeRego/Lois Lozano/Keith Matsuura, Counselors]</p> <p>EA 1.2.1 (2) Schoolwide activities to promote school spirit. [Chelsea Meatoga, Student Activities Coordinator. Jacob Kardash/Marlene Ohira-Tayama, Administrators]</p>	<p>PBIS and Incentive Programs</p> <p>Attendance data</p> <p>Participation in School Events</p>	<p>WSF, \$2,000 Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant: __, \$ Other: __, \$</p>



One-Year Academic Plan SY 2024-2025

<p>1.2.2. All students demonstrate positive behaviors at school.</p>	<p>2A 2B</p>	<p>EA 1.2.2 (1) Strengthen students' social emotional skills by implementing SEL Curriculum with fidelity. [Nalani Church/Lauren Nishimoto, Curriculum Coaches. Dana DeRego/Lois Lozano/Keith Matsuura, Counselors]</p> <p>EA 1.2.2 (2) Monitor and adjust PBIS program as needed. a. Promote Mililani Complex Character Counts! Pillars. b. Implement school wide Egret Tags program. [SEL Committee, Dana DeRego/Lois Lozano/Keith Matsuura, Counselors. Jacob Kardash/Marlene Ohira-Tayama, Administrators]</p> <p>EA 1.2.2 (3) All classrooms will have a "Uka Pride Board" which will be displayed in their classrooms. The board will include positive behavior expectations at school. [Nalani Church/Lauren Nishimoto, Curriculum Coaches. Jacob Kardash/Marlene Ohira-Tayama, Administrators]</p>	<p>Student Egret Tags Uka Wall Data SEL Committee Meeting Minutes</p>	<p>WSF, \$5,000 Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant: __, \$ Other: PTO, \$</p>
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Required for all schools.



One-Year Academic Plan SY 2024-2025

<p>1.2.3. All students experience a Nā Hopena A'ō environment for learning.</p>	<p>2</p>	<p>EA 1.2.3 (1) Embrace community partnerships, school clubs, and school events to provide our students with additional opportunities and experiences. [Nalani Church, Lauren Nishimoto, Curriculum Coaches, Jacob Kardash, Marlene Ohira-Tayama, Administrators]</p> <p>EA 1.2.3 (2) Strengthen students' social emotional skills by implementing SEL Curriculum with fidelity. [Nalani Church/Lauren Nishimoto, Curriculum Coaches. Dana DeRego/Lois Lozano/Keith Matsuura, Counselors]</p> <p>EA 1.2.3 (3) Provide opportunities to develop the whole child. a. Resource classes (ex: Performing Arts, P.E., Computer Science, etc.) b. Extracurricular activities (ex: after school clubs, student council, etc.) [Jacob Kardash/Marlene Ohira-Tayama, Administrators]</p>	<p>Grade Level Parent Activity Participation</p> <p>Participation in Student Clubs</p> <p>School Events</p> <p>SQS & Panorama Surveys</p>	<p>WSF, \$5,000 Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant: __, \$ Other: <u>PTO</u>, \$</p>
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★ **GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement**

<p>Desired Outcomes <i>“What do we plan to accomplish?”</i></p>	<p>Root/ Contributing Cause <i>“Why are we doing this?”</i></p>	<p>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></p>	<p>Monitoring of Progress (Initial & Intermediate Outcomes) <i>“How will we know progress is being made?”</i></p>	<p>Anticipated Source of Funds <i>“What funding source(s) should be utilized?”</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i></p>
<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>EA 1.3.1 Grade level implementation of lessons to address HCPS III Career and Technical Education Standards [Nalani Church/Lauren Nishimoto, Curriculum Coaches]</p>	<p>Grade level curriculum maps</p>	<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant: __, \$ Other: __, \$</p>



One-Year Academic Plan SY 2024-2025

<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>EA 1.3.2 All grade level teams will continue to implement, improve, and build upon their grade level innovation projects and/or their individual projects.</p> <ul style="list-style-type: none"> a. Students will have opportunities to implement the durable skills (investigate, communicate, collaborate, and create). b. Teachers will be given PLC time to plan their innovation project. c. Teachers will be provided professional development as needed. d. Support Team will provide additional assistance as needed. <p>[Nalani Church/Lauren Nishimoto, Curriculum Coaches. Jacob Kardash/Marlene Ohira-Tayama, Administrators]</p>	<p>PLC Minutes</p>	<p>WSF, \$6,000 Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant: __, \$ Other: __, \$</p>
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Priority 2

High-Quality Educator Workforce In All Schools

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

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
2.1.1 All teachers have dedicated articulation and collaboration time.	1A 2A 4A 4B	EA 2.1.1 (1) Teachers will be given PLC time EA 2.1.1 (2) Vertical articulation time will be scheduled during faculty meetings throughout the school year. EA 2.1.1 (3) Teachers will be given summer planning days [Jacob Kardash/Marlene Ohira-Tayama, Administrators]	PLC minutes, HGL minutes, Faculty meeting calendar and agendas	WSF, \$20,000 Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant:____, \$ Other:____, \$



One-Year Academic Plan SY 2024-2025

<p>2.1.2 All staff strengthen their social emotional skills.</p>		<p>EA 2.1.2 Staff will have opportunities to participate in SEL activities</p> <p>[Jacob Kardash/Marlene Ohira-Tayama, Administrators]</p>	<p>Faculty meeting calendars and agenda, Staff weekly bulletin</p>	<p>WSF, \$1,000 Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant:____, \$ Other:____, \$</p>
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Priority 3

Effective and Efficient Operations At All Levels

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

<p>Desired Outcomes <i>“What do we plan to accomplish?”</i></p>	<p>Root/ Contributing Cause <i>“Why are we doing this?”</i></p>	<p>Enabling Activities <i>“How will we achieve the desired outcome?”</i></p> <p>and Name of Accountable Lead(s) <i>“Who is responsible to oversee and monitor implementation and progress?”</i></p>	<p>Monitoring of Progress <i>“How will we know progress is being made?”</i></p>	<p>Anticipated Source of Funds <i>“What funding source(s) should be utilized?”</i> Please estimate the additional amount needed to execute the enabling activity.</p>
<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>	<p>N/A</p>	<p>EA 3.3.1 The School Community Council (SCC) will promote and encourage stakeholders to participate in regularly scheduled SCC meetings.</p> <ul style="list-style-type: none"> a. Meeting dates for the entire school year will be identified and posted at the beginning of the year. b. Agendas and detailed minutes will be posted on the school website <p>EA 3.3.2 The agenda will include agreed upon discussions and activities including the required topics with deadlines.</p> <p>[Jacob Kardash/Marlene Ohira-Tayama, Administrators]</p>	<p>Meeting Minutes, Website, SCC Membership, School Messenger announcements</p>	<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant: ____, \$ Other: ____, \$</p>



★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.

<p>Desired Outcomes <i>“What do we plan to accomplish?”</i></p>	<p>Root/ Contributing Cause <i>“Why are we doing this?”</i></p>	<p>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></p>	<p>Monitoring of Progress <i>“How will we know progress is being made?”</i></p>	<p>Anticipated Source of Funds <i>“What funding source(s) should be utilized?”</i> Please estimate the additional amount needed to execute the enabling activity.</p>
<p>3.4.1 All families have opportunities to participate in school activities.</p> <p><i>(To add additional desired outcomes, duplicate this row, including source of funds checkboxes, as needed)</i></p>		<p>EA 3.4.1 (1) Each grade level will host a parent activity [Jacob Kardash/Marlene Ohira-Tayama, Administrators]</p> <p>EA 3.4.1 (2) Activities/events will be coordinated for EL families. [Nicole Romero, EL Coordinator]</p>	<p>Participation at Parent Activities</p>	<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant:____, \$ Other:____, \$</p>



APPENDIX: SCHOOL BELL SCHEDULE

Pursuant to [Hawaii Revised Statutes Section 302A-251](#), as well as the current Hawaii State Teachers Association (HSTA) 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 Mililani Uka Elementary 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 <u>hours per year</u> <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>	1,080
Did your school submit a SCC Waiver Request Form? Please explain.	Yes, Mililani Uka is requesting for two additional Waiver Days during SY2024-2025. Mililani Uka will be using a new English Language Arts (ELA) curriculum and the additional waiver days will be used for Professional Development (PD). PD sessions will walk teachers through the new curriculum, allow time for questions, and grade level articulation time.
Bell Schedule: Bell Schedule Uka Bell Schedule	