




MĀ'ILI Elementary Academic Plan SY 2024-2025

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

Submitted by Principal: Suzie Lee	
	4/05/2024

Approved by Complex Area Superintendent: Disa Hauge	
	04/16/2024



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
Grades K-1	Wonders	i-Ready Classroom Mathematics		
Grades 2-5	Ready Common Core Reading	i-Ready Classroom Mathematics		
Grade 6	AMPLIFY ELA	i-Ready Classroom Mathematics		

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



Grades K-6	DIBELS ▾	Select One ▾
Grades K-6	iReady ▾	iReady ▾
Grades 1-6	Galileo K12 ▾	Galileo K12 ▾
Grades K-6	Other: ▾	Other: ▾ Math Fact Fluency
	Select One ▾	Select One ▾
	Select One ▾	Select One ▾



IDENTIFIED SCHOOL NEEDS

This section highlights the critical student learning needs that require immediate attention for improvement, student subgroup(s) achievement gaps, and root/contributing cause(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: March 2021, Next Full Self-Study: March 2027
- 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.

1	<p><u>Student Need:</u> Increase SBA ELA and Math proficiency scores.</p> <p><u>Root/Contributing cause(s):</u> Low academic rigor and student engagement.</p>
2	<p><u>Student Need:</u> Decrease student incident/behavioral referrals.</p> <p><u>Root/Contributing cause(s):</u> Students need explicit SEL instruction on how to communicate with their peers and resolve conflicts appropriately as part of their learning.</p>
3	<p><u>Student Need:</u> Decrease chronic absenteeism.</p> <p><u>Root/Contributing cause(s):</u> System for early identification of chronically absent students and school wide attendance monitoring system needs to be improved to increase overall daily attendance rates.</p>
4	<p><u>Student Need:</u></p> <p><u>Root/Contributing cause(s):</u></p>



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	<p>Targeted Subgroup: Special Education Students</p> <p>Identified Student Need(s): Decrease Achievement Gaps in ELA and Math</p>
2	<p>Targeted Subgroup: English Learner Students</p> <p>Identified Student Need(s): Decrease Achievement Gaps in ELA and Math</p>
3	<p>Targeted Subgroup:</p> <p>Identified Student Need(s):</p>



Priority 1 High-Quality Learning For All

★ GOAL 1.1 All students experience rigorous, high-quality learning that results in equitable outcomes for all learners.

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities and Name of Accountable Lead(s) <i>"How will we achieve the desired outcome?"</i> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and provided necessary and timely support to develop foundational skills for learning.	Common assessment data needed to determine school and community needs for early learning programs.	<ol style="list-style-type: none"> 100% of kindergarten teachers and academic coaches will complete the KEA certification training and learn how to input their individual student data into the HIDOE KEA database. 100% of kindergarten teachers will use the KEA data to inform their instructional practices and close learning gaps. 100% of kindergarten teachers will provide in-school interventions and progress monitoring for all students who are not meeting kindergarten readiness benchmarks. <p><u>Accountable Leads:</u> Principal Suzie Lee Academic Coaches Stephanie Ikeda, Jamie Sakai and Sandra Cababag</p>	100% of new, entering Kindergarten students will be assessed using the HIDOE Kindergarten Readiness Assessment within 30 days of school enrollment. Assessment results will be entered into the	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$



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			<p>HIDOE KEA system at hawaii.kready.org.</p> <p>Assessments results will be used to create individual student learning plans to address learning gaps.</p>	
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<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>1.1.12a. All students decode fluently by winter of grade 1. *Mandatory NW</p>	<p>#1 Academic SY 22-23 67% of third-graders reading near, at or above reading proficiency</p>	<ol style="list-style-type: none"> All teachers in K-3 will implement a research-based reading curriculum to teach reading skills. All teachers will provide early identification of students who are reading below grade-level expectations and provide targeted support based on individual reading needs. All teachers in grades K-3 will have a fluency block built into their daily schedule. <p><u>Accountable Leads:</u> Principal Suzie Lee Academic Coaches Stephanie Ikeda, Jamie Sakai and Sandra Cababag</p> <ol style="list-style-type: none"> All teachers in grades K-1 will implement a research-based reading curriculum to develop decoding skills. All teachers in grades K-1 will progress monitor their students who are below expected benchmarks. <p><u>Accountable Leads:</u> Principal Suzie Lee Academic Coaches Stephanie Ikeda, Jamie Sakai and Sandra Cababag</p>	<ol style="list-style-type: none"> K-3 DIBELS scores from fall, winter and spring. Progress Monitoring Reports Daily Schedules with evidence of daily fluency blocks for K-3. 	<input checked="" 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 type="checkbox"/> Other: __, \$
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<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>NOT APPLICABLE</p>		<ul style="list-style-type: none"> <input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$
<p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p> <p>Required for all schools.</p>	<p>SY 22-23 ELA Achievement Gap for High Needs vs Non High Needs in ELA was 29%; Math gap was 26%</p>	<ol style="list-style-type: none"> 1. Identified high-need students (EL, Economically Disadvantaged and SPED Students) who are performing below grade-level benchmarks will receive tiered interventions to address learning gaps. 2. All teachers will receive professional development on sheltered instruction, differentiation strategies and inclusive practices. <p><u>Accountable Leads:</u> Principal Suzie Lee Academic Coaches Stephanie Ikeda, Jamie Sakai and Sandra Cababag</p>	<ol style="list-style-type: none"> 1. RTI-a groups for ELA and Math 2. PD Agenda 3. Walkthru Data showing evidence of differentiation in the classroom 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input checked="" type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$



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<p>1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.</p> <p>Required for all schools.</p>	<p>Some students do not transition successfully from elementary to middle school due to unique needs and extenuating circumstances</p>	<ol style="list-style-type: none"> Individual transition plans and meetings will be held for identified students. All sixth-graders will visit Waianae Intermediate during the second semester to take a tour of the campus. <p><u>Accountable Leads:</u> Principal Suzie Lee School Counselor, School Social Worker, BHS</p>	<ol style="list-style-type: none"> Individual Student Transition Plans Field Trip Notice and Agenda 	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$
		<p>NOT APPLICABLE</p>		<input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$



★ 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>Required for all schools.</p>	<p>SY 22-23 chronic absenteeism rate was 51%</p>	<ol style="list-style-type: none"> 1. Early Identification of students who are at or nearing the chronic absenteeism benchmark (15 or more days) to provide in-school support including individual counseling, group counseling and daily check-ins. 2. Develop in-school promotional campaigns to communicate the importance of regular school attendance. 3. Re-engage identified students who have a history of chronic absenteeism by providing individual counseling, small group counseling and daily check-ins. <p><u>Accountable Leads:</u> Principal Suzie Lee, Vice Principals School Counselor, School Social Worker and BHS</p>	<ol style="list-style-type: none"> 1. Increase in daily attendance rates. 2. Decrease in total # students who are absent 15+ days. 3. Increase in total # of disengaged students with improved attendance. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$



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<p>1.2.2. All students demonstrate positive behaviors at school.</p> <p>Required for all schools.</p>	<p>SY 22-23 297 incident referrals documented</p>	<ol style="list-style-type: none"> 100% of teachers and support staff will implement CHAMPS behavior expectations across the school setting with fidelity. Ho'ihi/Behavior Committee will revisit MTSS/RTI-b systems to improve levels of support for all students' social, emotional and behavioral development. Ho'ihi/Behavior Committee will implement quarterly school wide positive behavior expectations campaigns to promote the importance of demonstrating positive behaviors in school (this includes the Menehune Buck campaign). <p><u>Accountable Leads:</u> Principal Suzie Lee Vice Principals, School Counselor, School Social Worker, BHS</p>	<ol style="list-style-type: none"> Reduction in total number of incident referrals Student Panorama Perception Survey will show an increase in positive responses to questions about classroom climate. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$
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<p>1.2.2. All students are supported by a school culture driven by PBIS and HMTSS systems that encourage them to have positive behaviors.</p>		<p>NOT APPLICABLE</p>		<ul style="list-style-type: none"> <input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$
<p>1.2.3. All students experience a Nā Hopena A’o environment for learning.</p> <p>Required for all schools.</p>	<p>There is a lack of culture-based activities and opportunities for students in the community.</p>	<ol style="list-style-type: none"> 1. 100% of teachers and support staff will receive professional development about Nā Hopena A’o to understand the importance of embedding culture-based learning opportunities for all students. 2. 100% of teachers will create and implement a mini PBL lesson with a focus on place-based learning. I.e. Wildfire Prevention <p><u>Accountable Leads:</u> Principal Suzie Lee Academic Coaches Stephanie Ikeda, Jamie Sakai and Sandra Cababag</p>	<ol style="list-style-type: none"> 1. PD Agenda 2. Teacher-created placed-based PBL lessons 3. Student projects and work samples 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$



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				<input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$
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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>Required for all schools.</p> <p>1.3.1a All students will participate in a complex-wide Ola Moku civic learning</p>	<p>Our students should be provided the opportunity to explore career pathways based on individual interests and strengths.</p>	<ol style="list-style-type: none"> Teachers will develop quarterly lesson plans with a focus on developing students' personal interests and skills to begin career exploration opportunities. Students in grades 4-6 will take a career inventory/aptitude test to learn about possible career pathways based on personal strengths and areas of interest. Teachers will create place-based lessons and activities with a focus on civic responsibility and stewardship <p><u>Accountable Leads:</u> Principal Suzie Lee Vice Principals Academic Coaches Stephanie Ikeda, Jamie Sakai and Sandra Cababag</p> <ol style="list-style-type: none"> Teachers will develop DOK 4 lessons and PBL activities with a focus on the following: Aina, Community, Culture & History and Service & Civic Engagement. Teachers will create place-based lessons and activities with a focus on civic responsibility and stewardship. 	<ol style="list-style-type: none"> Quarterly Unit Plans Student Work Samples/ assessments <ol style="list-style-type: none"> Sample Lesson Plans Student Work Samples 	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$



<p>experience at a DOK4 level. *Mandatory NW</p>		<p><u>Accountable Leads:</u> Principal Suzie Lee Vice Principals Academic Coaches Stephanie Ikeda, Jamie Sakai and Sandra Cababag</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>NOT APPLICABLE</p>		<ul style="list-style-type: none"><input type="checkbox"/> WSF, \$<input type="checkbox"/> Title I, \$<input type="checkbox"/> Title II, \$<input type="checkbox"/> Title III, \$<input type="checkbox"/> Title IV-A, \$<input type="checkbox"/> Title IV-B, \$<input type="checkbox"/> IDEA, \$<input type="checkbox"/> SPPA, \$<input type="checkbox"/> Homeless, \$<input type="checkbox"/> Grant:_, \$<input type="checkbox"/> Other:_, \$



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<p>1.3.3. All students graduate high school with a personal plan for their future.</p>		<p>NOT APPLICABLE</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$
			<ul style="list-style-type: none"> <input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$



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>
All teachers are supported by an Instructional Leadership team that gives regular classroom feedback, provides professional development opportunities, and supports teams in Professional	Teachers benefit from continuous professional development & training to stay current on research-based best practices.	<ol style="list-style-type: none"> All classroom teachers will receive weekly or quarterly walk-thru feedback from a member of the instructional leadership team (administration and coaches). All classroom teachers will receive professional development from a private provider and/or instructional coaches. <p><u>Accountable Leads:</u> Principal Suzie Lee Academic Coaches Stephanie Ikeda, Jamie Sakai and Sandra Cababag</p>	<ol style="list-style-type: none"> Walk-thru Data PD Agenda 	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$



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Learning Communities.				
				<ul style="list-style-type: none"><input type="checkbox"/> WSF, \$<input type="checkbox"/> Title I, \$<input type="checkbox"/> Title II, \$<input type="checkbox"/> Title III, \$<input type="checkbox"/> Title IV-A, \$<input type="checkbox"/> Title IV-B, \$<input type="checkbox"/> IDEA, \$<input type="checkbox"/> SPPA, \$<input type="checkbox"/> Homeless, \$<input type="checkbox"/> Grant: __, \$<input type="checkbox"/> Other: __, \$



Priority 3 Effective and Efficient Operations At All Levels

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

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
<p>3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.</p> <p>Required for all schools.</p>	<p>The SCC is an important stakeholder group that is involved in improving parent and community engagement.</p>	<ol style="list-style-type: none"> 1. SCC Elections will take place according to SCC Bylaws and meet stakeholder membership requirements. 2. SCC Meetings will be calendared - minimum one meeting per quarter. 3. SCC members will receive training on their roles/functions of the SCC. <p><u>Accountable Leads:</u> Principal Suzie Lee Vice Principals</p>	<ol style="list-style-type: none"> 1. SCC Election Notice sent to all groups 2. SCC Meeting Minutes 3. SCC training slides. 	<input checked="" 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 type="checkbox"/> Other: __, \$



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

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
Improve parent participation in school sponsored activities.	#3 Attendance Historically low parent participation in literacy activities.	<ol style="list-style-type: none"> Grade-level teachers will plan a parent engagement activity with a focus on literacy or STEM. PCNC will plan evening activities with a focus on strengthening family time and engagement with their children. <p><u>Accountable Leads:</u> Principal Suzie Lee Vice Principals, Grade-Level Chairs, PCNC</p>	<ol style="list-style-type: none"> Activity announcement/flyer. Parent sign-in sheets Parent feedback forms 	<input checked="" 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 type="checkbox"/> Other: __, \$



★ Other Systems of Support				
Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities and Name of Accountable Lead(s) <i>"How will we achieve the desired outcome?"</i> <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>
[<input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$



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

Total student instructional hours per year <i>(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)</i>	1,080
Did your school submit a SCC Waiver Request Form? Please explain.	NO
Bell Schedule: 24-25 Ma'ili Master Bell Schedule	