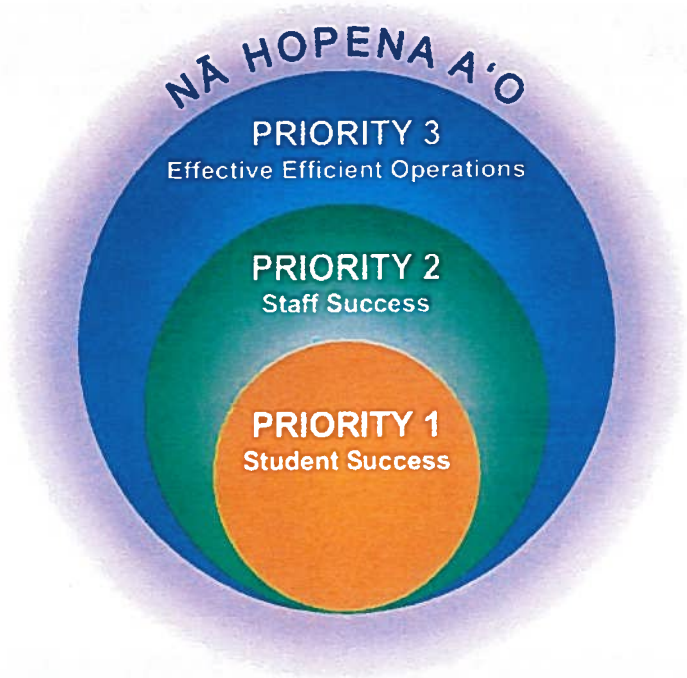




Na'alehu Elementary School Academic Plan SY 2024-2025

95-5545 Mamalahoa Hwy
Na'alehu, HI 96772
808-313-4000

<https://sites.google.com/k12.hi.us/naalehuelementary/home>



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

Submitted by Principal Wilma Roddy	
<i>Wilma Roddy</i>	04/09/2024

Approved by Complex Area Superintendent Stacey Bello	
<i>Stacey Bello</i>	4/10/2024



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
K-6	Reading Wonders	Stepping Stones		
Prek-2 3-6	Heggerty, ECRI STAIRS			

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
K-6	DIBELS ▾	iReady ▾



K-6	iReady ▾	Select One ▾
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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 4-7, 2024 Next Full Self-Study: [Insert year]
- 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> Student Achievement in ELA, math, and science has been below the Complex Area and/or State for the past 3 years.</p> <p><u>Root/Contributing cause(s):</u></p> <ul style="list-style-type: none"> ● 1A: Students are not engaged because we don’t consistently commit to, and implement quality planning, teaching (deliberate, intentional, targeted, strategic instruction), and assessment of learning. ● 1B: Students are not engaged because instruction is not consistently tied to student voice and instructional practices are not responsive to students’ cultural contexts.
2	<p><u>Student Need:</u> Social Emotional learning (SEL) skills have been stagnant and consistently low over time.</p> <p><u>Root/Contributing cause(s):</u></p> <ul style="list-style-type: none"> ● 2A: Students lack community and college readiness skills because we don’t integrate those skills into our daily instruction. ● 2B: Students lack SEL skills (self-management, social awareness, growth mindset, self-efficacy, and sense of belonging) because there isn’t a schoolwide system established to ensure that the application of professional learning is visible within the classroom.



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: English Language Learners

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

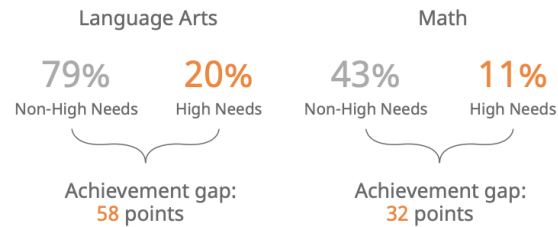
Identified Student Need(s):

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

- 1A: Students are not engaged because we don't always commit to and implement quality planning, teaching (deliberate, intentional, targeted, strategic instruction), and assessment of learning.
- 1B: Students are not engaged because instruction is not consistently tied to student voice and instructional practices are not responsive to students' cultural contexts.

2

Targeted Subgroup: High Needs Students vs Non High Needs Students



Identified Student Need(s): SY 2022-2023

- 1A: Students are not engaged because we don't always commit to and implement quality planning, teaching (deliberate, intentional, targeted, strategic instruction), and assessment of learning.
- 1B: Students are not engaged because instruction is not consistently tied to student voice and instructional practices are not responsive to students' cultural contexts.
- 2A: Students lack community and college readiness skills because we don't integrate those skills into our daily instruction.
- 2B: Students lack SEL skills (self-management, social awareness, growth mindset, self-efficacy, and sense of belonging) because there isn't a schoolwide system established to ensure that the application of professional learning is visible within the classroom.



Priority 1

High-Quality Learning For All

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

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
1.1.1 All entering kindergarten students are assessed for social, emotional, and academic readiness and provided necessary and timely support to develop foundational skills for learning.	1A	EA1: Implement Kindergarten Readiness Assessment (KRA), including teacher resources and support EA2: Provide in-school interventions and additional time for learning (e.g., school breaks) for entering or current kindergarten students to develop foundational skills Leads: Academic Coaches, Kindergarten Teachers, Principal	KEA Assessment, DIBELS, Iready, Common Formative Assessments, BIESY	<input checked="" type="checkbox"/> WSF, \$3000 <input checked="" type="checkbox"/> Title I, \$3000 <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$



One-Year Academic Plan SY 2024-2025

<p>Reading Proficiency 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 2B</p>	<p>EA1: Provide training, coaching and resources for K-6 teachers in fidelity to the ECRI and STAIRS programs and Reading Wonders delivery.</p> <p>EA2: Instruction Assess all K-6 students in reading at least three times per year (i.e., universal screeners) and provide targeted support based on reading needs (RTI- Tier 1, 2, 3).</p> <ul style="list-style-type: none"> ○ Deliver core curriculum (Wonders) as intended ○ Implement with fidelity ECRI & STAIRS ○ Use Iready teacher toolkit ○ Wonders small group & Intervention resources ○ DIBELS monthly progress monitoring and 3x/year on benchmark ○ iReady Universal Screener 3x/year and 45 mins a week (adaptive) ○ Use data to group students & plan instruction ○ Implement Tier 2 groups @ least 4x a week (30-45 minutes) ○ Utilize Decoder Kids, Tier 3 Blending cards <p>EA3: Revamp Achievement Teams to include a focus on Curriculum, Assessment, Instruction & SEL</p> <p>Leads: Principal, Academic Coaches, Teachers</p>	<p>DIBELS, iReady, Common Formative Assessments</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$20,000 <input checked="" type="checkbox"/> Title I, \$20,000 <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$
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One-Year Academic Plan SY 2024-2025

<p>Mathematics Proficiency 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 2B</p>	<p>EA1: Assess all K-6 students in mathematics at least three times per year (i.e., Iready) and provide targeted support based on mathematics needs (RTI- Tier 1, 2, 3).</p> <ul style="list-style-type: none"> ○ iReady Universal Screener 3x/year and 45 mins a week (adaptive) ○ Use Iready teacher toolkit ○ Use the data to group student & plan instruction ○ Deliver core curriculum (Origo) and utilizing printed materials and online components as intended ○ Use Origo differentiated lessons, manipulatives, and online tools <p>EA2: Provide Professional Learning on Mathematical Practices, Teacher Clarity and Vertical alignment. Implement these practices.</p> <p>Leads: Academic Coaches, Principal, Teachers</p>	<p>iReady, Common Formative Assessments</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$25,000 <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$
<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>1B</p>	<p>EA1: Provide professional learning on EL strategies and continue to implement EL language Model/framework.</p> <p>EA2: Hire liaisons to facilitate communication between Pacific Islander students, families and schools to build a cultural understanding among school staff and students, and to assist Pacific Islander families in navigating resources and expectations of parents and students.</p> <p>Lead: Principal, Vice Principal, Academic Coaches, Teachers</p>	<p>Disaggregation of all relevant assessment data (DIBELS, iReady, Common Formative Assessments etc) into groups such as ethnicity, high needs, EL, etc.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$5000 <input checked="" type="checkbox"/> Title I, \$5000 <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 checked="" type="checkbox"/> Grant: 50,000 \$ <input type="checkbox"/> Other: __, \$



One-Year Academic Plan SY 2024-2025

<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>2A 2B</p>	<p>EA1: Develop a transition plan to support families and students entering Kindergarten and an exit plan for 7th grade.</p> <p>EA2: Provide ongoing professional learning and implement Beable (World of Work).</p> <p>Leads: Principal, Vice Principal, Counseling Cadre</p>	<p>Create a dashboard of the group transitioning at each point (3rd, 5th, 7th)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$15000 <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 1.2 All students learn in a safe, nurturing, and culturally responsive environment

<p>Desired Outcomes "What do we plan to accomplish?"</p>	<p>Root/ Contributing Cause "Why are we doing this?"</p>	<p>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?"</p>	<p>Monitoring of Progress (Initial & Intermediate Outcomes) "How will we know progress is being made?"</p>	<p>Anticipated Source of Funds "What funding source(s) should be utilized?" Please estimate the additional amount needed to execute the enabling activity.</p>
<p>1.2.1 All students desire to and attend school regularly.</p> <p><i>Required for all schools.</i></p>	<p>1B 2A 2B</p>	<p>EA1: Communicate with families about its expectations of them and the importance of what families can do at home to support their children's learning.</p> <p>EA2: Facilitate two-way communication and face-to-face meetings among school personnel, students, and students' families to work together to advance student learning (Ohana Engagement, APTT)</p> <p>EA3: Engage Students in Learning: Goal Setting, Sense of Belonging, Focus Powerful Teaching and Learning, establish student leadership and voice</p> <p>EA4: Establish Student Learning Communities (SLCs), which include <i>Student Learning Teams</i> (SLTs) and <i>Student Learning Partners</i> (SLPs)</p> <p>EA5: Celebrations- PBIS (School Store) and Celebrations (Awards Assembly)</p>	<p>Lei Kulia- Attendance monitoring</p> <p>Talking Points</p> <p>Professional Development & feedback</p> <p>Panorama BERC Student Survey</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$5000</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>



		Lead: Principal, VP, Counselor		
1.2.2 All students demonstrate positive behaviors at school. <i>Required for all schools.</i>	2B	<p>EA1: Increase schoolwide practices and interventions that address the well-being of students and support a positive school environment by:</p> <ul style="list-style-type: none"> -Reviewing Schoolwide expected behaviors 1x a quarter -Utilizing Diana Browning Wright Proactive Classroom Discipline strategies -Creating and implementing a proactive classroom management plan -PBIS -100% of teachers implement Choose Love/Aloha weekly <p>EA2: Utilize PTL as a walkthrough form. Focus on Powerful Teaching & Learning: Ready to Learn and What to Learn</p> <p>Leads: Counseling Cadre, Principal, Vice Principal, Teachers</p>	<p>Panorama</p> <p>Student surveys</p> <p>Lei Kulia data</p> <p>STAR data</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$5000 <input checked="" type="checkbox"/> Title I, \$5000 <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:_, \$



One-Year Academic Plan SY 2024-2025

<p>1.2.3 All students experience a Nā Hopena A'ō environment for learning.</p> <p><i>Required for all schools.</i></p>	<p>1B 2B</p>	<p>EA1: Ready & What to Learn - Students are presented with opportunities to learn about their Hawaiian culture. Culturally relevant stories will be used within the Wonders Curriculum to meet learning goals.</p> <p>EA2: Partner with community and government organizations to promote HA, inclusivity and value of Hawai'i's diversity in schools and community.</p> <ul style="list-style-type: none"> ● Include more different cultural PDs to staff like Hawaiian, Marshallese, Micronesians, Filipino, and other ethnicities (Russian, Latino) ● Huaka'i opportunities for students <p>EA3: Expand HA training and support for all educators, such as culture-based learning opportunities, to embed the HA beliefs and disposition in the school curriculum and culture.</p> <ul style="list-style-type: none"> ● After PD, provide time to collaboratively process the info and plan to implement the new learning. ● Focus on two components in BREATH in order to go deeper in our learning and implement in our classrooms ● Huaka'i and retreat for our staff with our community partners <p>Leads: Principal, Vice Principal, Academic Coaches, Teachers</p>	<p>Ready to Learn indicator data from classroom observations, Ready to Learn student survey results</p> <p>Student surveys</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$4000 <input checked="" type="checkbox"/> Title I, \$6000 <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$
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★ GOAL 1.3 All students' graduate high school prepared for college and career success and community and civic engagement

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
<p>1.3.1 All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.</p> <p><i>Required for all schools.</i></p>	<p>2A</p>	<p>EA1: Provide ongoing professional learning and implement Beable (World of Work).</p> <ul style="list-style-type: none"> ○ Ohana Engagement: <ul style="list-style-type: none"> ■ Career Day ■ Community Partners ○ Consistent and built into every grade level (career curriculum) ○ Student-led conferences <ul style="list-style-type: none"> ■ Goal setting <p>EA2: Coordinate with MS and HS to engage in various learning opportunities.</p> <p>Leads: Principal, Academic Coaches</p>	<p>BeAble Data</p> <p>Parent & Student Surveys</p> <p>Ohana engagement and Community Partnerships</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$3000 <input checked="" type="checkbox"/> Title I, \$7000 <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>
2.1.1 All teacher positions are filled with qualified hires.		EA1: Develop programs targeting certain populations of teacher candidates and/or shortage areas: <ul style="list-style-type: none"> ● Expand the "Grow Our Own" program with local partners, targeting educational assistants to become teachers ● Build community relationships to support "Parent University" Leads: Principal	Develop a plan and timeline Develop community relationships to support <i>Parent University</i>	<input checked="" type="checkbox"/> WSF, \$1Mill <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: __, \$



One-Year Academic Plan SY 2024-2025

				<input type="checkbox"/> Other: __, \$
<p>2.1.2 All teachers are effective or receive the necessary support to become effective.</p>	<p>1A 1B 2B</p>	<p>EA2: Provide professional learning opportunities and support for all teachers to become effective (ie: Powerful Teaching & Learning, Teacher Clarity, Tier 1, Differentiation, Learning Walks)</p> <p>Leads: Principal, Vice Principal</p>		<input checked="" type="checkbox"/> WSF, \$25000 <input checked="" type="checkbox"/> Title I, \$35000 <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$
<p>2.2.2 All school support staff are effective or receive the necessary support to become effective</p>	<p>1A 1B 2B</p>	<p>EA1: Provide opportunities for Educational Assistants to attend staff development meetings, provide mentor and support to address areas of growth.</p> <p>EA2: Provide quarterly check-ins and support for all staff members who are identified needing support.</p> <p>EA3: Advocate for resources to implement a new employee onboarding process that can be customized with job-specific training.</p> <p>Leads: Principal, Vice Principal</p>	<p>PD attendance & surveys</p> <p>Training</p>	<input checked="" type="checkbox"/> WSF, <input checked="" type="checkbox"/> Title I, \$20,000 <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$



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 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>
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>	2A	EA1: Train SCC members on their roles and key areas of interest (e.g., school budget, academic plan, school data) EA2: Communicate about the role and functions of SCCs to promote purpose, membership and participation of stakeholders Lead: Principal	SCC Monthly Meeting Notes & Agendas Feedback/survey	<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: __, \$



★ 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>
Provide quarterly parent workshops to set academic goals and to empower parents to support learning at home.	2A 2B	<p>EA1: Communications - Continue to utilize Talking Points as a system to communicate with families.</p> <p>EA2: Ohana Engagement PD & APTT (Academic Parent Teacher Team) Increase knowledge on ways to provide families with workshops and materials that engage them in grade-level learning goals and hold students to high expectations.</p> <p>EA3: PD for staff on how to work with families to use a variety of data sources to monitor their children's progress and how to help overcome possible barriers to success.</p> <p>EA4: Provide time for grade levels to plan quarterly events using the structure of 'Ohana engagement in order to address a student learning issue.</p> <p>Leads: Principal, Vice Principal, APTT, Teachers</p>	PD Meeting Notes & Agendas, Parent & Teacher Feedback, Talking points	<input type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$60000 <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input checked="" type="checkbox"/> Grant:\$50,000 <input 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 <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
3.3.2 All families and staff can easily learn about and participate in feedback processes that inform decision making at the school, complex area and state levels.	1A 1B 2A	<p>EA1: Create a feedback system using a series of Google Forms, one for each group of stakeholder that has feedback (student, teacher, caregiver, community).</p> <p>EA2: Develop a committee to analyze these data</p> <p>EA3: Provide quarterly parent workshops to empower parents to support learning mathematics and literacy at home.</p> <p>EA4: Communicate with families about its expectations of them and the importance of what families can do at home to support their children's learning.</p> <p>EA5: Facilitate two-way communication and face-to-face meetings among school personnel, students, and students' families to work together to advance student learning (Ohana Engagement, APTT)</p> <p>Leads: Principal, Vice Principal</p>	<p>Regular notes from feedback committee,</p> <p>Monitor the frequency of feedback collected (implementation)</p> <p>Measure the impact feedback that's been made (adjustments)</p>	<input type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$20,000 <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$





APPENDIX: 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 Na’alehu Elementary Schools 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)* 1081 hours

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

Bell Schedule: [Naalehu Elementary Bell Schedule](#)