



Ali'iolani Elementary School Academic Plan SY 2025-2026

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

Submitted by Principal Leonard Padayhag	
	4/10/24

Approved by Complex Area Superintendent Linell Dilwith	
	APR 14 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
K	'23 Wonders ▾	i-Ready Classroom Mathematics ▾	STEMscopes	N/A
1	'23 Wonders ▾	i-Ready Classroom Mathematics ▾	STEMscopes	N/A
2	'23 Wonders ▾	i-Ready Classroom Mathematics ▾	STEMscopes	N/A
3	'23 Wonders ▾	i-Ready Classroom Mathematics ▾	STEMscopes	N/A
4	'23 Wonders ▾	i-Ready Classroom Mathematics ▾	STEMscopes	N/A
5	'23 Wonders ▾	i-Ready Classroom Mathematics ▾	STEMscopes	N/A

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
Special Ed K-2	Teach Town	Teach Town	Teach Town	Teach Town
Grades 4-5	IXL	IXL		
K	Sound Partners			
K-5	Beable			

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
Grade K:	I-Ready ▾ KEA/ DIBELS	I-Ready ▾
Grade 1:	I-Ready ▾ DIBELS	I-Ready ▾
Grade 2:	I-Ready ▾ DIBELS	I-Ready ▾
Grade 3:	I-Ready ▾ DIBELS	I-Ready ▾
Grade 4:	I-Ready ▾	I-Ready ▾
Grade 5:	I-Ready ▾	I-Ready ▾

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: 2024

Type of Last Visit: Full Self-Study -

Year of Next Action 2030

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

Year of Next Self-Study:

N/A]

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 Student Need: Close the achievement gap between high needs and non high needs students

Content Area	All Students	SPED	ELL	Disadvantaged
ELA	68%	18%	25%	55%
Math	77%	36%	20%	66%
Science	65%	25%	40%	50%

Root/Contributing Cause:

1A - Varying levels of implementation of Tier I instruction in foundational reading skills in early literacy

1B - Varying levels of interventions to address academic learning gaps in ELA, Math, and Science

1C - Varying levels of understanding and use of data-driven instruction and assessment to target student learning gaps - to provide timely intervention and support

[Need to show student growth, referencing the Key Performance indicator \(KPI\) of an expected Average \[Ali'iolani Elementary School\]](#)

	<p>Academic Plan, Version #1, Mar 27, 2025 - Annual % Growth for (i) ELA: 1.88% to reach the Current 2029 Quintile Target of 71.97%, (ii) Math: 1.23% to reach the Current 2029 Quintile Target of 81.04%, and (iii) Science - 1.63% to reach the Current 2029 Quintile Target of 55.91%.</p>
<p>2</p>	<p><u>Student Need:</u> Improve Student Well-Being</p> <p>In the Panorama Survey for SY 24-25, students' Sense of Belonging decreased by 10% to 69%. Along with decreases in other categories. Student responses on the SQS decreased in three areas: Pedagogical Effectiveness(83% to 81% in SY24-25), Classroom Teacher-Student Relationships(77% to 76% in SY24-25), and Classroom Engagement(69% to 51% in SY24-25).</p> <p><u>Root/Contributing Cause:</u> 2A - Varying levels of implementation of the Hawai'i Multi-Tiered System of Support (HMTSS) to meet the academic, behavioral, social & emotional, and physical needs of all students has led to a negative impact on attendance and learning. 2B - Varying levels of implementation of Tier I SEL and PBIS strategies to meet the needs of all students</p>
<p>3</p>	<p><u>Student Need:</u> Improve Teacher Well-Being and Enhance Parent Engagement</p> <p>In SY 23-24, there was a significant decrease in positive responses in all categories for AES teachers on the 2023-24 SQS - teachers responded the least positive in all categories (Safety, Well-being, Satisfaction, and Engagement) . The percentage of positive responses in the components: Safety (78.9%), Well-Being(66.6%), Satisfaction(76.8%), Involvement/Engagement(60.6%) were all medium or high concerns. The low parent participation rate of 19.6% in the SQS survey indicates a need to improve parent involvement and engagement. This suggests a potential disconnect or a lack of effective strategies for soliciting and incorporating parent feedback, which hinders the school's ability to build a stronger community and create a responsive and supportive environment.</p> <p><u>Root/Contributing Cause:</u> 3A - Limited processes and procedures to support teacher morale and staff relations 3B - Limited collaboration with parents to develop strong relationships for school improvement</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.

<p>1</p>	<p><u>Targeted Subgroup:</u> English Learners</p> <p><u>Identified Student Need(s):</u> Increase student exits using ACCESS testing and increase student proficiency rates.</p> <p>AES English Learners are a group with changing demographics. Vietnamese has remained the largest language group for the past two years. The Chuukese student group grew from zero a few years ago to the second-largest group. EL students are serviced by 1 TESOL certified teacher and 1 part-time teacher. This year, there has been an increase in students who have transitioned to AES with little to no language knowledge, which indicates that they would benefit from increased support to access the curriculum. These students are the students who are testing in the 1st or 2nd level. However, many of these students are in the foundational grades of K-1 and need strong literacy instruction.</p>
<p>2</p>	<p><u>Targeted Subgroup:</u> Low SES</p> <p><u>Identified Student Need(s):</u> At AES, 53.5% of students are classified as High-Needs in the category of Low SES.</p> <p>According to SY 23-24 SBA data, our low SES student population's overall achievement is at 55%, an increase of 14% from the previous school year, but still well below overall proficiency for all AES students. In addition, SY 23-24 SBA data indicates the low SES student population's overall achievement in mathematics is at 66%, the same as the prior school year and below the overall proficiency for all AES students.</p> <p>According to LEI Kulia, AES attendance rates for High Needs Low SES students is 92.1% , the same as the previous year, slightly below the 95% target.</p>
<p>3</p>	<p><u>Targeted Subgroup:</u> Special Education</p> <p><u>Identified Student Need(s):</u> AES SPED population has a wide range among 8 categories, with most students falling within mild/moderate categories. This year, about 40% of IDEA students receive SPED services in the general education setting, which is ideal for accelerating learning and providing them with equity and access to learning experiences along with their general education peers.</p> <p>Even with students receiving SPED services in the general education setting, SBA data showed that they were less proficient than their grade level peers. In SY 23-24 18% of High Needs group - IDEA students were proficient on the ELA SBA, a decrease of 15% from the previous year. In addition SY 23-24 SBA data indicated the IDEA student population's overall achievement in mathematics was at 36%, a 14% decrease from the prior school year and below the overall proficiency for all AES students.</p> <p>According to LEI Kulia, AES attendance rates for High Needs Special Education students is 88.7% , lower than the previous year and below the target of 95%.</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 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>
1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and <u>provided necessary and timely support</u> to develop foundational skills for learning. (SW 6)	1A - Varying levels of implementation of Tier I instruction in foundational reading skills in early literacy 1C - Varying levels of understanding and use of data-driven instruction and assessment to target student learning gaps - to provide timely intervention and support	Early literacy instruction will be provided through the consistent implementation of OG and Heggerty for all students in kindergarten. Lead: Leonard Padayhag (Principal) and Scott Brown (Curriculum Coordinator) KEA results will be used to address areas of need early for students identified as at risk and needing additional support. Intervention plans will be created. Lead: Leonard Padayhag (Principal) and Scott Brown (Curriculum Coordinator) Develop and implement a vertically aligned foundational reading block <ul style="list-style-type: none"> • 30 min - Everyday <ul style="list-style-type: none"> ○ OG - Word Recognition 	Initial Outcomes: <ul style="list-style-type: none"> • KEA • DIBELS BOY • iReady Universal Screener BOY Intermediate Outcomes: <ul style="list-style-type: none"> • iReady Universal Screener MOY, EOY • DIBELS MOY, EOY • Teacher Curricular Assessments • Wonder’s Assessments • Percent of kindergarteners who are 	<input checked="" type="checkbox"/> WSF, \$ 1,000 <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 checked="" type="checkbox"/> Other: __, \$ 1,000

	<p>97% of incoming Kindergarteners were assessed using the KEA. According to SY 24/25 data, 50% of students were identified as needing additional support, and 24% were identified as emerging readiness, indicating that they may need extensive support.</p>	<ul style="list-style-type: none"> ○ Heggerty - Phonological Awareness <p>Lead: Leonard Padayhag (Principal) and Scott Brown (Curriculum Coordinator)</p> <p>SEL 'Ohana Way</p> <ul style="list-style-type: none"> ● Universal implementation of 'Ohana Way, overseen by counselor ● Monthly Counselor SEL lessons support teacher lessons <p>Lead: Keilyn Ah Yat (Counselor)</p>	<p>assessed for kindergarten readiness.</p>	
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<p>Reading Proficiency 1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently <u>receive necessary and timely support</u> to become proficient. (SW 6)</p>	<p>1A - Varying levels of implementation of Tier I instruction in foundational reading skills in early literacy</p> <p>1B - Varying levels of interventions to address academic learning gaps in ELA, Math, and Science</p> <p>1C - Varying levels of use of data-driven instruction and assessment to target student learning gaps - to provide timely intervention and support</p>	<p>Strengthen Tier 1 instruction in all ELA classrooms by following and using the approved viable curriculum - Reading Wonders 2023. Engage in data chats and goal-setting with all students.</p> <p>Lead: Leonard Padayhag (Principal); Scott Brown (CC)</p> <p>Tier 2 and 3 instruction for foundational reading will be provided to students through small group instruction using OG for K-2. All K-5 students reading 1-2 grade levels below as assessed by DIBELS and iReady receive tier 2 intervention twice weekly in 30 minute sessions.</p> <p>Lead: Scott Brown (CC)</p> <p>Develop and implement a vertically aligned foundational reading block in grades K-5.</p> <ul style="list-style-type: none"> • Grades K-2 will be for at least 30 minutes daily and focused on word recognition skills. • Grades 3-5 will be for at least 15 minutes daily and concentrate on morphology. <p>Lead: Leonard Padayhag (Principal) Scott Brown (CC)</p> <p>Provide time and develop systems for data teams focused on fidelity with implementing the curriculum, analyzing student data, and creating/monitoring intervention plans for students below grade level learning expectations.</p> <ul style="list-style-type: none"> • Panorama Student Success Dashboard <p>Lead: Leonard Padayhag (Principal) Scott Brown (CC)</p> <p>EL strategies will be implemented in all classrooms.</p> <ul style="list-style-type: none"> • Sheltered Instruction 	<p>Initial Outcomes:</p> <ul style="list-style-type: none"> • iReady Universal Screener BOY assessments • DIBELS Benchmark Assessments BOY <p>Immediate Outcomes:</p> <ul style="list-style-type: none"> • iReady Universal Screener MOY, and EOY assessments • DIBELS Benchmark Assessments MOY, and EOY • Consolidated data sheets for student achievement data • Curricular Assessments • SBA Assessment • Lei Kulia Reports 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ 5,000 <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>68% of students are proficient in ELA, as assessed by the SBA. 73% of students are performing on grade level according to universal screener, iReady, by the end of SY 23/24.</p> <p>SBA proficiency rates will increase by 3% from 68% to 71%. iReady universal screener data proficiency rates will increase by 3% from 73% to 76% by the end of SY25/26.</p>	<ul style="list-style-type: none"> • Oracy strategies - Formulaic Expressions <p>Lead: Leonard Padayhag (Principal) and EL Coordinator</p>		
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<p>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. (SW 6)</p>	<p>1B - Varying levels of intervention to address academic learning gaps in ELA, Math, and Science</p> <p>1C - Varying levels of understanding and use of data-driven instruction and assessment to target student learning gaps - to provide timely intervention and support</p> <p>77% of students are proficient in mathematics, as assessed by the SBA. 71% of students were performing on grade-level on our universal screener, iReady, by the end of SY 23/24.</p>	<p>Strengthen Tier 1 instruction in all mathematics classrooms by following and using the approved viable curriculum - Ready Classroom Mathematics.</p> <ul style="list-style-type: none"> ● Provide teachers with professional development on implementation on utilization of the curriculum ● Provide professional development opportunities for teachers to learn and implement new high-yield instructional strategies to increase engagement and problem-solving skills through Building Thinking Classroom strategies. ● Leadership walkthroughs of classrooms ● Provide opportunities for peer observations <p>Lead: Leonard Padayhag (Principal)</p> <p>Tier 2 and 3 instruction for mathematics will be provided to students by teachers through data analysis and selection and use of differentiated materials and small group instruction.</p> <ul style="list-style-type: none"> ● Fund supplemental programs and materials to meet the learning needs of all students ● Panorama Student Success Dashboard <p>Lead: Scott Brown (CC)</p>	<p>Initial Outcomes:</p> <ul style="list-style-type: none"> ● iReady Universal Screener BOY assessments <p>Intermediate Outcomes:</p> <ul style="list-style-type: none"> ● iReady Universal Screener MOY, and EOY assessments ● Curricular Assessments ● SBA Assessments ● Lei Kulia Reports 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$5,000 <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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	Students will show a 3% growth on the SBA assessment from 77% to 80%. iReady universal screener data proficiency rates will increase by 3% from 71% to 74% by the end of SY25/26.			
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<p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. (SW 6)</p> <p><i>Required for all schools.</i></p>	<p>1B - Varying levels of interventions to address academic learning gaps in ELA, Math, and Science</p> <p>1C - Varying levels of understanding and use of data-driven instruction and assessment to target student learning gaps - to provide timely intervention and support</p>	<p>Meet the needs of our low SES student population. Our low SES student population makes up 54% of our total student population. How we are going to address their needs:</p> <ul style="list-style-type: none"> ● Implement an HMTSS system to monitor students' progress and provide appropriate instruction to meet the needs of all learners <p>Lead: Scott Brown (CC), Keilyn Ah Yat (Counselor), (SSC), (EL Coordinator)</p> <p>Meet the needs of AES EL population: How we are going to address their needs:</p> <ul style="list-style-type: none"> ● Refine process for determining designated EL support and sheltered instruction ● The EL Design team will support teachers by providing in-service training on EL instructional strategies ● EL coordinator will join data team/articulation time at least 1 time per month with counselor, SSC, CC, and grade-level teams <p>Lead: (EL coordinator), Scott Brown (CC)</p> <p>Meet the needs of our SPED population: How we are going to meet their needs:</p> <ul style="list-style-type: none"> ● Refine early intervention processes for all students <ul style="list-style-type: none"> ○ Use of Panorama to track student response to intervention ● Provide ongoing training on inclusive practices <p>Lead: Michelle Nakamura, Student Services Coordinator</p>	<p>Initial Outcomes:</p> <ul style="list-style-type: none"> ● iReady BOY diagnostic data, progress monitoring ● DIBELS Benchmark Assessments BOY <p>Intermediate Outcomes:</p> <ul style="list-style-type: none"> ● iReady MOY, and EOY diagnostic data, progress monitoring ● DIBELS Benchmark Assessments MOY and EOY ● SBA proficiency scores ● WIDA Scores ● Student work and classroom assessments ● Student word and Curricular Assessments 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$5,000 <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>1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school. (SW 6)</p> <p><i>Required for all schools.</i></p>	<p>2A - Varying levels of implementation of the Hawai'i Multi-Tiered System of Support (HMTSS) to meet the academic, behavioral, social & emotional, and physical needs of all students has led to a negative impact on attendance and learning.</p>	<p>Kindergarten introduces new students to AES by having small groups - splitting the class in half (A/B groups). Days are lengthened building to a full school by the end of the second week. Parent orientation prior to students starting school allows parents to know expectations and gives parents and students time to prepare.</p> <p>Grade 5 visits Jarrett Middle School for a middle school orientation.</p> <p>Transition meetings happen for all grade 5 students with IEP and 504 plans so parents and students can prepare for new schools.</p> <p>Collaboration with middle school teachers during complex area PC Day to align ELA and Math learning progressions.</p> <p>Continue complex area initiative with Teacher Clarity - Learning Intentions and Success Criteria</p> <p>Leadership Team</p>	<p>Initial Outcomes:</p> <ul style="list-style-type: none"> • iReady universal screener BOY diagnostic data <p>Intermediate Outcomes:</p> <ul style="list-style-type: none"> • iReady universal screener MOY, and EOY diagnostic data • SBA proficiency Scores • HSA proficiency scores • Vertical Articulation • Prioritized Standards Maps • Curriculum Maps • Attendance Record • Parent sign in sheets 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$2,000 <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 checked="" type="checkbox"/> Other: __, \$
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<p>1.1.6. All students will receive support through a multi-tiered system for academics, behavior, social emotional and physical health. (SW 6)</p>	<p>1B - Varying levels of intervention to address academic learning gaps in ELA, Math, and Science</p> <p>1C - Varying levels of understanding and use of data-driven instruction and assessment to target student learning gaps - to provide timely intervention and support</p>	<p><u>Tier 1:</u></p> <ul style="list-style-type: none"> • Fund the iReady universal screener and personalized pathway to help teachers address critical learning gaps for students who are falling behind academically. • Fund high-quality and viable curriculum in all core subject areas: • Ready Classroom Mathematics • Reading Wonder’s 2023 • STEMscopes • Fund supplemental programs to address learning needs in the core academic subjects. • Purchase supplies, materials, technology and equipment that support learning activities/standards • Purchase books and supplies to expand the collection of books in the library • Reprioritize standards to align to current student learning data • Provide 45 minutes per week of Computer Science, Fine Arts, and Physical Education instruction • Fund after-school tutoring for students that are identified as at risk <p>Lead: Leonard Padayhag (Principal)</p> <p><u>Tier 2:</u></p> <ul style="list-style-type: none"> • Utilize and refine the data team process to analyze student work samples and make modifications and accommodations to curriculum instruction • Develop and implement an early intervention program that is consistent to address student achievement gaps. <ul style="list-style-type: none"> ○ Early identification of at-risk students 	<p>Initial Outcomes:</p> <ul style="list-style-type: none"> • iReady BOY diagnostic data • DIBELS Benchmark Assessments BOY <p>Intermediate Outcomes:</p> <ul style="list-style-type: none"> • iReady MOY and EOY diagnostic data, progress monitoring • DIBELS Benchmark Assessments MOY and EOY • LEI Kulia reports • Grade-level and articulation minutes • Title 1 documents • HMTSS Blueprint • HMTSS Assessment Tool] • Panorama 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ 10,000 <input checked="" type="checkbox"/> Title I, \$ 40,000 <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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		<ul style="list-style-type: none"> ○ Universal method for creating intervention plans and progress monitoring of the plans <ul style="list-style-type: none"> ■ Panorama Education Student Success ○ Review intervention plans to modify as needed and determine next steps ● Instruction will be provided for students needing support to develop foundational skills for learning. <ul style="list-style-type: none"> ○ Academics: <ul style="list-style-type: none"> ■ Small group instruction ■ Differentiated curricular materials ○ Behavior and SEL <ul style="list-style-type: none"> ■ Counselor check-in <p>Lead: Scott Brown (CC) and Keilyn Ah Yat(Counselor)</p> <p><u>Tier 3</u></p> <ul style="list-style-type: none"> ● Instruction will be provided through pull-out or push-in small group or 1:1 instruction to address specific areas of academic concern. <ul style="list-style-type: none"> ○ Small group or 1:1 instruction provided by a PPT, interventionist, or teacher ○ Use OG (K-2) for students that are reading 1-2 grade levels below ○ Individualized materials ○ Counseling small group <p>Lead: Scott Brown (CC) and Keilyn Ah Yat (Counselor)</p>		
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★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.

<p>Desired Outcome <i>“What do we plan to accomplish?”</i></p>	<p>Root/ Contributing Cause <i>“Why are we doing this?”</i> Reference the Identified School Needs section.</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> 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>2A - Varying levels of implementation of the Hawai'i Multi-Tiered System of Support (HMTSS) to meet the academic, behavioral, social & emotional, and physical needs of all students has led to negatively impacting attendance and learning.</p> <p>As of January 2025, AES has a Daily Attendance Rate of 93%.</p> <p>Our goal is to</p>	<p>Outreach by school-level counselors will be consistently used to bring students back to school.</p> <ul style="list-style-type: none"> Attendance processes are transparent and shared with parents at the beginning of school year open house Home visits Attendance Letters Communication with parents upon students missing school Parent meetings/coffee hours Transportation options to school <p>Lead: Keilyn Ah Yat (Counselor)</p> <p>Continue to offer a variety of programs that incentivize attending school</p> <ul style="list-style-type: none"> Offer a variety of After School clubs Development of an attendance incentive program Morning Mile A+ Partnership <p>Lead: Keilyn Ah Yat (Counselor)</p>	<ul style="list-style-type: none"> Lei Kulia Attendance Data Panorama student Perception data Infinite Campus Reports Attendance Tracker 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$2, 000 <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: __, \$

	increase our Daily Attendance Rate to 95% by the end of the SY 25-26.			
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<p>1.2.2. All students demonstrate positive behaviors at school.</p> <p><i>Required for all schools.</i></p>	<p>2A - Varying levels of the Hawai'i Multi-Tiered System of Support (HMTSS) to meet the academic, behavioral, social & emotional, and physical needs of all students has led to negatively impacting attendance and learning.</p> <p>2B - Varying levels of implementation of Tier I SEL and PBIS strategies to meet the needs of all students</p> <p>In SY 24-25, there were 7 school discipline incidents as indicated by lei Kulia through January 2025.</p> <p>Our target for this coming</p>	<p>Positive Behavioral Intervention and Supports (PBIS)</p> <p>Continue to implement and monitor the PBIS Awesome Ali'i program:</p> <ul style="list-style-type: none"> ● Gather student interest data and adjust Awesome Ali'i rewards accordingly ● Consistent monitoring of teacher engagement in the Awesome Ali'i program ● Continue to provide rewards through the Awesome Ali'i Store ● Continue to provide opportunities to redeem Awesome Ali'i Tickets for video/table game play and extended recess <p>Refine behavior/counselor referral system</p> <ul style="list-style-type: none"> ● Regular meetings with classroom teachers to collaborate and support student behaviors ● Collaboration between counselor and classroom teachers on Panorama results <p>SEL Program:</p> <ul style="list-style-type: none"> ● Implementation and support of the 'Ohana way SEL program ● Continue counselor presentations and rotation schedule with classroom teachers <p>Lead: Keilyn Ah Yat (Counselor)</p>	<ul style="list-style-type: none"> ● Lei Kulia Behavior Incident Data ● Panorama ● Student Perception Data ● SQS Data ● Counselor SEL lesson plans ● Awesome Ali'i Data Tracker ● SRSS-IE Data 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$5,000 <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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	SY 25-26 is to reduce the number of Class C and D offenses.			
<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>All students will learn about the Hawaiian culture and values that make Hawai’i a unique and special place. Through these hands-on experiences, students will engage with the native Hawaiian language and culture.</p>	<p>Universal implementation and monitoring of positive behavioral framework ‘Ohana Way:</p> <ul style="list-style-type: none"> • Alignment of ‘Ohana Way to the General Learner Outcomes • Implementation of the ‘Ohana Way values within daily instruction • Leadership walkthroughs to monitor implementation of ‘Ohana Way framework • Grade level field trips (lo’i, Nature Center, etc.) • Counselor lessons on the ‘Ohana Way values • Aina Aloha Lessons through Hawaiiiana classes K-5 <p>Lead: Leonard Padayhag (Principal), Keilyn Ah Yat (Counselor), Kumu Carolani Lopes (Hawaiiiana Teacher)</p>	<ul style="list-style-type: none"> • Walkthrough Data • Lei Kulia • Incident Data • Counselor SEL lesson plans • Student work samples and reflections 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ 2,000 <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>1.2.4 All students will demonstrate social and emotional awareness and competency.</p>	<p>2B - Varying levels of implementation of Tier I SEL and PBIS strategies to meet the needs of all students</p> <p>In the Panorama Survey for SY 24-25, students' Sense of Belonging decreased by 10% to 69%. Along with decreases in other categories.</p> <p>Our target is to increase student scores in all categories of the Panorama Survey by 5% or more.</p>	<p>Increase Tier 1 SEL instructional strategies school-wide:</p> <ul style="list-style-type: none"> ● Implement new SEL curriculum to all students daily to address students' social and emotional needs ● Small groups, targeted interventions, and implementation of high yield strategies to support students at-risk ● Provide teachers with training and professional development on how to implement SEL curriculum and provide intervention strategies ● Fund and ensure implementation of a SEL curriculum to increase safety and address emotional needs <p>Lead: Leonard Padayhag, Principal; Keilyn Ah Yat, Counselor</p>	<ul style="list-style-type: none"> ● Walkthrough Data ● Lei Kulia ● Incident Data ● SEL curriculum lesson plans ● Student work samples and reflections ● Panorama Survey Data 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ 15,000 <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 Outcome <i>“What do we plan to accomplish?”</i></p>	<p>Root/ Contributing Cause <i>“Why are we doing this?”</i> <i>Reference the Identified School Needs section.</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>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>To provide authentic learning experiences and exposure to various careers and civic responsibility- 80% of students will receive career, community, and civic opportunities by the end of 25-26 SY.</p>	<p>Opportunities in career, community, and civic engagement will be provided for students through:</p> <ul style="list-style-type: none"> ● A School-wide Career Fair Day event held in April 2026 ● Guest Speakers (HPD, HFD, etc.) ● Weekly sessions exposing students to various careers via Beable program ● Field Trips (Sustainable Coastlines, Nature Center, etc.) ● Community cleanup activities ● STEM Day <p>Lead: Leonard Padayhag, Principal</p>	<ul style="list-style-type: none"> ● Career Day Sign up ● Beable Data reports ● Sustainable Coastlines ● Report Student surveys ● Volunteer surveys 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$8,000 <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 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 <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>
2.1.1 All teacher positions are filled with qualified hires that include SIQ hours and/or TESOL certification by 26-27 SY.	80% of teachers (16 out of 20) have received SIQ hours and/or TESOL certification. By the end of the 25-26 SY, 90% of teachers (18 out of 20) will receive 72 SIQ hours or TESOL certification.	<p>The principal will communicate EL PD opportunities when they are available for teachers that support SIQ hours.</p> <p>Building the Base provided by the District and Complex Area State/District EL course offerings University courses</p> <p>Lead: Leonard Padayhag, Principal</p>	<ul style="list-style-type: none"> • Monitored through the EL Comp Plan • SIQ certification Plan for teachers without SIQ hours/ TESOL Certification • eHR for HQ 	<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>2.1.2 All teachers are effective or receive the necessary support to become effective.</p>	<p>By the end of the 25-26 SY, all teachers on cycle will receive an effective or highly effective rating.</p> <p>All teachers will participate in Professional Development training opportunities to enhance teacher practice to impact student achievement and success</p>	<p>In order to be effective, all teachers will be provided supports including:</p> <ul style="list-style-type: none"> ● EL PD ● Ready Math PD ● Wonders 2023 PD ● PRIME Math - Building Thinking Classrooms ● PLC+ PD ● School-wide walkthroughs ● Peer observations ● Early Literacy/ Foundational reading skills ● SEL/Trauma Informed Practices ● Hawaii Multi-Tiered Systems of Support (HMTSS) <p>Lead: Leonard Padayhag, Principal</p>	<ul style="list-style-type: none"> ● Student Success Plans ● EES conferences ● PD attendance Sheets ● Walkthrough feedback forms ● Data ● Articulation minutes ● Partner planning minutes ● Coaching ● Feedback notes ● Peer observations schedule and sign-ups 	<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: ____, \$
<p>2.1.3 Teachers will experience improved well-being through targeted Social-Emotional Learning (SEL) support, leading to increased effectiveness in the classroom.</p>	<p>3A - Limited processes and procedures to support teacher morale and staff relations</p> <p>In SY 23-24, there was a significant decrease in positive responses in all categories for AES teachers on the 2023-24</p>	<p>The principal will collaborate with teachers to:</p> <ul style="list-style-type: none"> -Implement strategies to improve communication and collaboration between teachers and administration, such as regular open forums, increased transparency, and shared decision-making processes. - Provide adequate support and professional development opportunities for teachers, focusing on stress management, classroom management, and meeting the diverse needs of students. <p>Lead: Leonard Padayhag, Principal</p>	<ul style="list-style-type: none"> ● Teacher SQS results ● Panorama Staff Well-Being Results 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$2,000 <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>SQS - teachers responded the least positive in all categories (Safety, Well-being, Satisfaction, and Engagement) . The percentage of positive responses in the components: Safety (78.9%), Well-Being(66.6 %), Satisfaction(76.8 %), Involvement/Engagement(60.6%) were all medium or high concerns</p> <p>By the end of the SY 25-26, Panorama Teachers and Staff Well-Being results will increase by 5% or more in all categories.</p>			
<p>2.2.1 All schools' support staff are effective or receive the necessary support to become effective.</p>	<p>All support staff members will support student success by providing instructional support</p>	<p>To be effective, all staff members will:</p> <ol style="list-style-type: none"> 1. Review the Opening School Year packet and all DOE guidelines and policies 2. Review the Beginning of the Year videos 3. Attend training sessions provided by the state, district, 	<p>Initial Outcomes:</p> <ul style="list-style-type: none"> • Opening School Year\ Packet and Videos - sign-in sheets 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ 2,000 <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, \$

	<p>to students in class.</p>	<p>and complex area</p> <ul style="list-style-type: none"> - All EAs received the Inclusive Practices training Part I with the District RTs - All EAs will receive the Inclusive Practices training Part II with the District RTs in SY 25-26 - Additional behavior management strategies will be provided by district/ state offices. <p>4. All Part-time teachers will receive foundational training on phonological awareness to support small group instruction</p> <p>New employees will receive onboarding training from either the Principal, Curriculum Coordinator, Student Services Coordinator, SASA, Head Custodian, or School Food Services Manager</p> <p>Lead: Leonard Padayhag, Principal</p>	<ul style="list-style-type: none"> • iReady BOY Data • DIBELS BOY Data <p>Intermediate Outcomes:</p> <ul style="list-style-type: none"> • Training session attendance sheets • Operations meeting minutes • iReady MOY and EOY Data • DIBELS MOY and EOY Data 	<ul style="list-style-type: none"> <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:____, \$ <input type="checkbox"/> Other:____, \$
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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 Outcome <i>“What do we plan to accomplish?”</i></p>	<p>Root/ Contributing Cause <i>“Why are we doing this?”</i> <i>Reference the Identified School Needs section.</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> <i>Estimate the additional amount needed to execute the enabling activity.</i></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>100% of SCC positions are currently filled. AES will continue to hold collaborative meetings focused on school culture and school improvement every quarter.</p>	<p>Principal will message the importance of this advisory group to all stakeholders in October 2024 explaining roles/responsibilities.</p> <p>Principal will meet with the School Community Council (SCC) every quarter to solicit feedback and recommendations on improvements to the school.</p> <p>Principal will engage the SCC chairperson and ensure school level plans and issues are agendaized.</p> <p>Lead: Leonard Padayhag, Principal</p>	<ul style="list-style-type: none"> ● Documentation of activities ● Committee Meeting minutes ● Weekly Bulletin ● Parent Square Bulletin ● Parent Participation forms ● Parent Surveys ● FOA monthly Meeting minutes 	<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: ____, \$

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

<p>Desired Outcome “What do we plan to accomplish?”</p>	<p>Root/ Contributing Cause “Why are we doing this?” <i>Reference the Identified School Needs section.</i></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 “How will we know progress is being made?”</p>	<p>Anticipated Source of Funds “What funding source(s) should be utilized?” <i>Estimate the additional amount needed to execute the enabling activity.</i></p>
<p>3.3.2 All families are engaged in School events/ activities and have regular two-way communication.</p>	<p>Regular and consistent communication with families increases family engagement and student success</p>	<p>School Events:</p> <ul style="list-style-type: none"> ● School committees will plan and execute school-wide events to increase parent involvement and engagement. <ul style="list-style-type: none"> ○ Reading Night ○ STEM Day(s) ○ Campus Beautification ○ Career Technology Education Night ○ Math Night ○ Career Day Event ● The PTO - Friends of Aliiolani will organize family events throughout the year to support parent involvement and engagement. <ul style="list-style-type: none"> ○ Movie Night, GingerBread House making night, Trunk or Treat, May Fun Fair Festival <p>Communication:</p> <ul style="list-style-type: none"> ● Teachers will use various modes of communications to reach families via ParentSquare, SeeSaw, email, and phone ● The principal will email weekly updates to parents via the ParentSquare app to keep parents informed of school-wide events and activities. 	<ul style="list-style-type: none"> ● Documentation of activities ● Committee Meeting minutes ● Weekly Bulletin ● Parent Square Bulletin ● Parent Participation forms ● Parent Surveys ● FOA monthly Meeting minutes 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ 3,000 <input checked="" type="checkbox"/> Title I, \$ 1,500 <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"> The principal will email the weekly principal bulletin to all faculty and staff to share any updates, upcoming events, meetings, and professional development training opportunities. <p>Lead: Leonard Padayhag, Principal</p>		
<p>3.3.3 Increase the number of activities provided by our Community partners</p>	<p>Community partnerships have the potential to bring resources and opportunities into the school community that can elevate the Educational experience for our students.</p> <p>3B - Limited collaboration with parents to develop strong relationships for school improvement</p> <p>The low parent participation rate of 19.6% in the SQS survey indicates a need to improve parent</p>	<p>Community Partnerships:</p> <ul style="list-style-type: none"> Continue community and business partnerships <ul style="list-style-type: none"> Sustainable Coastlines Keep it Kaimuki Malama Mentors Big Brothers and Big Sisters <p>Lead: Leonard Padayhag, Principal</p>	<ul style="list-style-type: none"> Documentation of activities Committee Meeting minutes Weekly Bulletin Parent Square Bulletin Parent Participation forms Parent Surveys FOA monthly Meeting minutes 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$2,500 <input checked="" type="checkbox"/> Title I, \$ 1,500 <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>involvement and engagement. This suggests a potential disconnect or a lack of effective strategies for soliciting and incorporating parent feedback, which hinders the school's ability to build a stronger community and create a responsive and supportive environment.</p>			
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★ Other Systems of Support				
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 <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>
3.3.3 Increase the number of Parent Engagement activities	Strengthening our relationships with families will build a sense of belonging within the school community.	Parent Community Networking Center Liaison: <ul style="list-style-type: none"> ● A Parent and Community Networking Coordinator (PCNC) will be hired by the principal to develop and manage family engagement activities, fostering stronger school-family relationships and increased parental involvement. ● The PCNC will: <ul style="list-style-type: none"> ○ Coordinate and schedule - quarterly coffee talk sessions with parents to ask for feedback and input with school improvement ○ Communicate bi-weekly messages and reminders to parents via ParentSquare ○ Send out monthly calendars to parents and families to encourage them to participate and be involved with school-wide events. ○ Coordinate School Quality Surveys (SQS) with parents and provide multiple opportunities and venues to complete the survey. Lead: Leonard Padayhag, Principal/ PCNC - Traci Mahiai	<ul style="list-style-type: none"> ● Documentation of activities ● Committee Meeting minutes ● Weekly Bulletin ● Parent Square Bulletin ● Parent Participation forms ● Parent Surveys ● FOA monthly Meeting minutes 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ 5,000 <input checked="" type="checkbox"/> Title I, \$5,000 <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 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 Ali'iolani Elementary'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)	1080
Did your school submit a SCC Waiver Request Form? Please explain.	Yes, we submitted a SCC Waiver Request Form to provide professional development training for our teachers.
Bell Schedule: https://drive.google.com/file/d/16iMbeSTjqEK53obHymK22aOcQpbHOVIU/view?usp=sharing	