



Manana Elementary School
Academic Plan
SY 2024-2025
 1147 Kumano Street
 Pearl City, HI 96782
 808-307-5300

Submitted by Principal Bryan Loo
Bryan Loo
 04/10/2024

Approved by Complex Area Superintendent Richard Fajardo
RFJ
 4/15/24



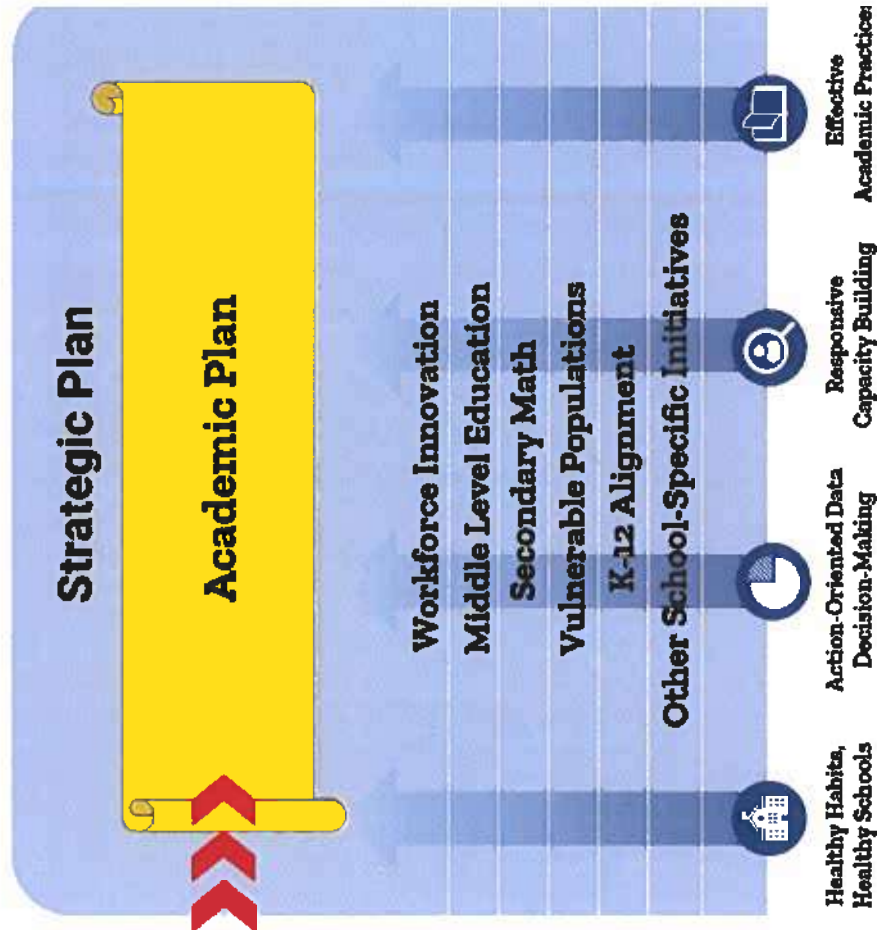
PURPOSE

A well-developed Academic Plan lays out the changes a school needs to make to improve the level of student academic achievement, particularly for student subgroups needing the most support. The Academic Plan prioritizes critical student learning needs, and is meant to include innovative and/or enhanced activities that identifies what changes will be made, how the learning needs will be supported, and what will be used to measure success.

Schools should align their prioritized student learning needs with the Priorities, Goals and Desired Outcomes within the Strategic Plan.

The Academic Plan template serves as the base document and is intended to be a one year planning document. Schools have the flexibility to include additional rows and columns as needed to address the unique needs of their students and communities.

Guidance on how to complete the School Academic Plan template can be found in the linked Academic Plan Template Guidance.





SCHOOL INSTRUCTIONAL MATERIALS

This section highlights the comprehensive instructional programs and supplementary instructional materials used for English Language Arts (ELA) and Math. *Science and Social Studies information is optional at this time; however, it may be required at a future date.*

Please identify the comprehensive instructional programs and supplementary materials used by your core content areas. You may indicate demographic subgroup(s) and any adaptations made.

Grade Level	ELA	Math	Science	Social Studies
Kindergarten - Grade 1	Primary	Ready Classroom Math		
	Supplemental			
Grade 2 - Grade 6	Primary	Ready Classroom Math		
	Supplemental			
Kindergarten - Grade 6	Primary		STEMscopes	SY 2025-2026
	Supplemental			
Kindergarten - Grade 2, EL, SpEd	Primary		Mystery Science	
	Supplemental			
	Primary			
	Supplemental			



SCHOOL SCREENING ASSESSMENTS

This section highlights school administered universal screeners designed to quickly identify the needs of students who may require additional academic support.

Please identify the universal screener(s) used to screen and progress monitor students, and indicate the grade level(s), where applicable. Use the dropdown list to select the universal screener for each applicable grade level and core content area. If "Other" is selected, please manually identify the universal screener. Duplicate the "Grade Level" text and/or dropdown list, as needed.

ELA Math

Grade Level: Kindergarten - Grade 6
iReady ▾ Grade Level: Kindergarten - Grade 6
iReady ▾

Grade Level: Grades 2 - 6
Achieve3000 - Beable

Grade Level: Kindergarten
Other: ▾ Kindergarten Entry Assessment (KEA)

Grade Level: Kindergarten
Teacher Created ▾

Grade Level: Grade 1 and Grade 2
DIBELS ▾

Grade Level:
Select One ▾

Grade Level:
Select One ▾

Grade Level:
Select One ▾

Grade Level:
Select One ▾

Grade Level:
Select One ▾



IDENTIFIED SCHOOL NEEDS (ISN)

This section highlights the critical student learning needs that require immediate attention for improvement, achievement gaps of student subgroups needing the most support, and rationale/root cause(s) for those needs and gaps, as identified in one or more of the following needs assessments:

- Current Comprehensive Needs Assessment (CNA)
- Current Western Association of Schools and Colleges (WASC) Critical Areas (March 2019 - June 2025)

Identify critical student learning needs and provide a rationale/root 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?”

Student Need: English/Language Arts (ELA) Achievement

1

Rationale/Root cause(s): To improve student achievement, we need to continue to strengthen differentiated and multi-tiered instruction to meet the needs of all students.

Student Need: Math Achievement

2

Rationale/Root cause(s): To improve student achievement, we need to continue to strengthen differentiated and multi-tiered instruction to meet the needs of all students.

Student Need: Science Achievement - Next Generation Science Standards (NGSS)

3

Rationale/Root cause(s): To improve student achievement, we need to provide science education that equips students with the ability to think critically, analyze information, and solve complex problems.



4 Student Need: "College and Career Readiness Skills" development

Rationale/Root cause(s): We need to continue designing opportunities for students to self-monitor their learning by critically thinking, problem solving, working well with others, and communicating effectively during project based learning (PBL).



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

Targeted Subgroup: High Needs (Special Education Students)

Identified Student Need(s): Provide differentiation, adequate and appropriate resources and instructional materials. SY 2022-2023
Special Education Inclusion Rate = 68%

1

Targeted Subgroup: High Needs (English Learner Students)

Identified Student Need(s): Provide instruction across the content areas that bridges EL students' prior personal and cultural background knowledge in the first/second languages. SY 2022-2023 - 45% of EL students were on-track to English Language Proficiency.

2

Targeted Subgroup: High Needs (Economically Disadvantaged Students)

Identified Student Need(s): Free/reduced = 42%. Provide extended learning opportunities, continue Project-Based Learning, expand Career and Technical Education (CTE) awareness, and continue parental involvement programs. SY 2022-2023- High Needs and Non-HighNeeds Proficiency: Language Arts Gap = 30%, Math Gap = 16%

3



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 "What do we plan to accomplish?"	Rationale/ Root Cause "Why are we doing this?"	Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress (Initial & Intermediate Outcomes) "How will we know progress is being made?"	Source of Funds "What is the funding source(s) and estimated additional amount(s) required?"
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.	Kindergarten readiness currently predicts later academic success.	[Principal] Kindergarten Entry Assessment (KEA) will be administered to all students entering kindergarten. Kindergarten teachers and Curriculum Coordinator will oversee and monitor implementation.	KEA data Kindergarten Teacher created assessments	<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"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$ TOTAL = \$



One-Year Academic Plan SY 2024-2025

<p>Reading Proficiency</p> <p>1.1.2. - All students read proficiently by the end of third grade, and those who do not read proficiently receive necessary and timely support to become proficient.</p>	<p>ISN #1</p> <p>Teachers receive training to provide high quality reading instruction using approved viable curriculum to help students read.</p>	<p>[Principal, Curriculum Coordinator]</p> <ul style="list-style-type: none"> • K - 2 teachers and support staff will receive professional development in Enhanced Core Reading Instruction (ECRI) implementation • Monitor the implementation of ECRI • Monitor student progress using progress monitoring assessments at the end of each quarter. • Provide additional interventions to students not meeting grade level or screener levels • Implementation of approved high quality curriculum (Wonders 2023) • Teachers and support staff will receive professional development for new approved reading curriculum • Teachers and support staff will receive professional development on research-based literacy strategies 	<p>Universal Screener</p> <p>Teacher created assessments</p> <p>Progress monitoring assessment</p> <p>Manana Multi-Tiered System of Supports (MTSS)</p> <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"/> Homeless, \$ <input checked="" type="checkbox"/> Grant:CLSD <input checked="" type="checkbox"/> Other: ESSER TOTAL = \$73,500 </p>
<p>Math 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>ISN #2</p> <p>Teachers receive training to provide high quality math instruction using approved viable curriculum to help students</p>	<p>[Principal, Curriculum Coordinator]</p> <p>Students (K-6) will receive rigorous math instruction through an approved curriculum (Ready Classroom Math)</p> <ul style="list-style-type: none"> • Implementation of approved high quality curriculum • Teachers and support staff will receive professional development for the new approved math curriculum. • Provide additional interventions to students not meeting grade level or screener levels 	<p>Universal Screener</p> <p>Smarter Balanced Assessment (SBA)</p> <p>Teacher created assessments</p> <p>Manana Multi-Tiered System of Supports (MTSS)</p> <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"/> Homeless, \$ <input type="checkbox"/> Grant:___ \$ <input checked="" type="checkbox"/> Other: ESSER TOTAL = \$17,000 </p>



One-Year Academic Plan SY 2024-2025

<p>Science Proficiency</p> <p>1.1.4. - All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p>	<p>ISN #1, #2, #3, #4</p> <p>To ensure equitable outcomes for all students, we need to continually monitor and address the achievement gap between students with and without high needs.</p>	<ul style="list-style-type: none"> Students needs will be met by differentiated and multi-tiered instruction Participate in learning activities that are aligned to real world careers and/or the complex's intermediate and high school academic Receive rigorous instruction in social studies and science <ul style="list-style-type: none"> participate in school community activities and demonstrate civic responsibility participate in 3D learning, increasing opportunities for student inquiry, critical thinking, and problem solving Participate in social emotional learning (SEL) opportunities in the classroom and integrated through the 3 WEs Awardees school program 	<p>Professional Development (PD) participation</p> <p>Inclusion rates</p> <p>PD survey results</p> <p>Performance on assessments from high needs subgroups</p> <p>Faculty will work toward HQT & SIQ requirements</p> <p>TOTAL = \$</p> <p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input checked="" type="checkbox"/> Grant: CLSD</p> <p><input type="checkbox"/> Other:</p>
<p>1.1.4. (cont.) - All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p>	<p>To ensure equitable outcomes for all students, we need to continually monitor and address the achievement gap between students with and without high needs.</p>	<p>Teachers will participate in professional development to strengthen Manana's Multi-Tiered System of Supports (MTSS) data analysis</p> <ul style="list-style-type: none"> Learning strategies Standards deconstruction and success criteria Attendance Behavior <p>Teachers will participate in Bozeman Science PD opportunities through the Pearl City-Waipahu Complex Area:</p> <ul style="list-style-type: none"> Intro PD - K-12 (NGSS inquiry cycle, CER, & Engineering Cycle) Year 2 PD: K-12 Teachers: Integrating strategies with NGSS curriculum: 	<p>Interventions provided</p> <p>Daily attendance rate</p> <p>Chronic Absenteeism rate</p> <p>Student feedback data</p>



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>Students need a seamless learning experience with appropriate support to navigate transitions between elementary, intermediate, and high school.</p>	<p>[Principal, Counselor, Curriculum Coordinator]</p> <p>Coordinate articulation meetings between grade levels. Utilize Pearl City and Waipahu Graduate Profile and Continuums to support acquisition of skills between grade levels.</p> <p>Through Quarterly Counselor PLCs:</p> <ul style="list-style-type: none"> Counselors will receive support and articulation time for effective practices to transition students from elementary to intermediate school (middle school practices) 	<p>Articulation Agenda and Minutes Achievement Data Panorama SEL Survey data Continuum of Experiences School documentation</p>	<p><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"/> Homeless, \$ <input type="checkbox"/> Grant: _____ \$ <input type="checkbox"/> Other: _____ \$ TOTAL = \$</p>
<p>College and Career Readiness Skills</p> <p>Implement evidence-based instructional practices in project-based learning (PBL) in multiple subject areas allowing students to experience 2 high quality PBL projects..</p>	<p>ISN #1, #2, #3, #4</p> <p>Connecting students to realistic learning experiences will increase engagement and retention, improve soft skills, and provide an alternative way to access content.</p>	<p>[Principal, Curriculum Coordinator]</p> <p>Students will participate in two authentic PBL learning projects.</p> <ul style="list-style-type: none"> Learning activities expose students to real world careers and/or the complex's intermediate and high school academies Learning activities develops success skills that will prepare students for the future 	<p>PWCA Teacher Implementation Survey School PBL Feedback Survey</p>	<p><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"/> Homeless, \$ <input type="checkbox"/> Grant: _____ \$ <input type="checkbox"/> Other: _____ \$ TOTAL = \$</p>



One-Year Academic Plan SY 2024-2025

<p>All students will experience high quality project-based learning (PBL) that ensures students' progress to deeper learning competencies.</p>	<p>ISN #1, #2, #3, #4</p> <p>Building a deeper understanding of PBL will strengthen teaching practices and student projects.</p>	<p>[Principal, Curriculum Coordinator]</p> <p>Provide opportunities to improve PBL projects and reflect on the impacts of PBL on students</p> <ul style="list-style-type: none"> • PBL professional development sessions • Participate in the PWCA Collaborative • Participate in the PWCA Presentation of Learning 	<p>PWCA Teacher Implementation Survey</p> <p>School PBL Feedback Survey</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input checked="" type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: _____, \$</p> <p><input type="checkbox"/> Other: _____, \$</p>
<p>TOTAL = \$</p>				



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

Desired Outcomes "What do we plan to accomplish?"	Rationale/ Root Cause "Why are we doing this?"	Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress (Initial & Intermediate Outcomes) "How will we know progress is being made?"	Source of Funds "What is the funding source(s) and estimated additional amount(s) required?"
1.2.1. - All students desire to and attend school regularly.	ISN #1, #2, #3, #4 Faculty and staff will provide support to students/families to return Average Daily Attendance and Chronic Absenteeism percentages to pre-pandemic levels.	[Principal, Counselor] Students will: <ul style="list-style-type: none"> • Participate in social emotional learning (SEL) opportunities in the classroom and integrated through the 3 WEs Awardees school program • Understand school-wide learning and behavioral expectations through the 3 WEs program. • Strengthen MTSS systems and communication pathways to encourage attendance • Utilize programs to re-engage students how have excessive absences 	Daily Attendance Rate Chronic Absenteeism Rate Panorama SQS surveys	<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"/> Homeless, \$ <input type="checkbox"/> Grant: _____, \$ <input type="checkbox"/> Other: _____, \$ TOTAL = \$



One-Year Academic Plan SY 2024-2025

<p>1.2.2. - All students demonstrate positive behaviors at school.</p>	<p>Faculty and staff support the learning of and application of success skills.</p>	<p>[Principal, Counselor, Student Services Coordinator]</p> <p>Students will:</p> <ul style="list-style-type: none"> • Participate in social emotional learning (SEL) opportunities in the classroom and integrated through the 3 WEs Awardees school program • Understand school-wide learning and behavioral expectations through the 3 WEs program. 	<p>Discipline data Panorama Data</p>	<p><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"/> Homeless, \$ <input type="checkbox"/> Grant: _____ \$ <input type="checkbox"/> Other: _____ \$ TOTAL = \$</p>
<p>1.2.3. - All students experience a Nā Hopena A'o environment for learning.</p>	<p>Nā Hopena A'o or HĀ are six outcomes to be strengthened in every student through K-12.</p> <p>Students need both social and emotional learning skills and academic mindsets to succeed in college, careers, and communities locally and globally.</p>	<p>[Principal, Counselor, Student Services Coordinator, Curriculum Coordinator, Counselor]</p> <p>Students experience a sense of Belonging and Total Well-being through a culture that is built throughout the school and in the classroom. Responsibility, Excellence, and Aloha for oneself and one another are ingrained through the school's 3 WEs.</p> <ul style="list-style-type: none"> • Classroom "trust agreements" are co-created with students to compose the optimal learning environment • Students are given opportunities to express voice and choice through a variety of activities • Social Emotional learning opportunities are integrated throughout classroom activities and the school's 3 WEs Awardees Program • Students participate in school community activities and demonstrate civic responsibility 	<p>Discipline Data Panorama Data School Survey Data</p>	<p><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"/> Homeless, \$ <input type="checkbox"/> Grant: _____ \$ <input type="checkbox"/> Other: _____ \$ TOTAL = \$</p>



★ GOAL 1.3 All students' graduate high school prepared for college and career success and community and civic engagement

Desired Outcomes "What do we plan to accomplish?"	Rationale/ Root Cause "Why are we doing this?"	Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress (Initial & Intermediate Outcomes) "How will we know progress is being made?"	Source of Funds "What is the funding source(s) and estimated additional amount(s) required?"
1.3.1 - All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.	Provide Career Connected Education opportunities for career/collect exposure, exploration, and experiences.	ISN #1, #2, #3, #4 [Principal, Curriculum Coordinator, Counselor]	PD participation PD feedback survey Student feedback survey	<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"/> Homeless, \$ <input type="checkbox"/> Grant: _____, \$ <input type="checkbox"/> Other: _____, \$ TOTAL = \$
Students will:	<ul style="list-style-type: none"> • Experience two (2) PBL projects - One project will be aligned to the College and Career Academies of Pearl City High School • Have opportunities to share their experiences along with their strengths and growth areas related to supporting students through career-connected education • Have an opportunity outside of PBL to explore a variety of careers through a schoolwide Career Week • Participate in community activities and demonstrate civic responsibility 			



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 "What do we plan to accomplish?"	Rationale/ Root Cause "Why are we doing this?"	Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress "How will we know progress is being made?"	Source of Funds "What is the funding source(s) and estimated additional amount(s) required?"
Strengthen pedagogical practices by building school capacity to effectively provide services to students identified as needing English Learners (EL) support.	The increasing number of the ELs presents the need for faculty and staff to understand and apply second language teaching methods.	[Principal] All Hawaii State Teachers Association Bargaining Unit (BU) 5 members will continue working to meet the Teaching English Speakers of Other Languages (TESOL) Sheltered Instruction Qualification (SIQ) requirement by the beginning of SY 2026-2027. Teachers will participate in professional development that will strengthen practices to support English learners	eHR for HQ website	<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"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: TOTAL = \$



One-Year Academic Plan SY 2024-2025

[Principal, Curriculum Coordinator, Student Services Coordinator]

2.1.2
All teachers are effective or receive necessary support to become effective.

Faculty and Staff will participate in professional development to apply research-based strategies of best practice.

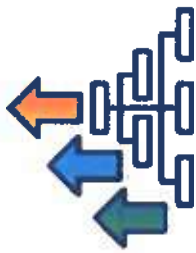
- New teachers will participate in the State's Induction and Mentoring program
 - Beginning Teacher Professional Development (PD)
 - Mentor PD
 - New Teacher Induction and Mentoring Forums
 - Highly Qualified Teacher (HQT)
- New teachers will be paired with an instructional mentor
- Faculty /Staff will participate in professional development for the new Wonders and Ready Classroom Math curricula.

Retention rates
SBA summative measures

[Strategic Plan Metrics - I&M](#)

- WSF, \$
- Title I, \$
- Title II, \$
- Title III, \$
- Title IV-A, \$
- Title IV-B, \$
- IDEA, \$
- Homeless, \$
- Grant: _____, \$
- Other: _____, \$

TOTAL = \$



Priority 3 Effective and Efficient Operations At All Levels

- ★ Families and staff are informed of and engaged in planning and decision-making processes.
- ★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.

Desired Outcomes "What do we plan to accomplish?"	Rationale/ Root Cause "Why are we doing this?"	Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress "How will we know progress is being made?"	Source of Funds "What is the funding source(s) and estimated additional amount(s) required?"
3.3.1 All School Community Councils (SCC) have full membership, meet regularly, and are engaged with their respective school principal	ISN #1, #2, #3, #4 When families participate in a variety of ways in their children's education, including decision-making, their children and the school are more successful.	[Principal, Complex Area Superintendent] School Community Councils will keep their attention on student achievement by focusing their work on the development, support, and monitoring of the school's Academic and Financial Plan.	Confirmation of SCC from schools "Community Engagement" section on Manana website	<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"/> Homeless, \$ <input type="checkbox"/> Grant: _____ \$ <input type="checkbox"/> Other: _____ \$ TOTAL = \$



★ **Optional - Other Systems & Structures (Explain)**

<p>Desired Outcomes "What do we plan to accomplish?"</p>	<p>Rationale/ Root Cause "Why are we doing this?"</p>	<p>Enabling Activities and Name of Accountable Lead(s) "How will we achieve the desired outcome?" "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>Source of Funds "What is the funding source(s) and estimated additional amount(s) required?"</p>
<p>Provide a diverse range of opportunities for families and the school community to be involved at Manana.</p>	<p>A supportive network of families and community sends a powerful message that has the ability to motivate students.</p>	<p>Provide parent/community a variety of engagement opportunities to participate with our faculty, staff and students:</p> <ul style="list-style-type: none"> • Grade level parent activity (standards-based) • Family Literacy Night • Hour of Code (Technology) • Winter Festival (biennial) • Fitness Day (annual) • Career Week (new) • PBL - expert/client/audience (annual) • PBL Showcase (new) 	<p>Special Event/Fitness Committee meeting minutes Parent Teacher Organization (PTO) agendas/meeting minutes Grade level project based learning (2 projects per SY)</p>	<p><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"/> Homeless, \$ <input type="checkbox"/> Grant, \$ <input checked="" type="checkbox"/> Other: PTO TOTAL = \$</p>