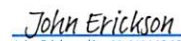


Hickam Elementary School Academic Plan SY 2024-2025

825 Manzelman Circle, Honolulu, HI 96818
808-307-4600
www.hickam.k12.hi.us

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

Submitted by Principal Patrick Wetzel		Approved by Complex Area Superintendent John Erickson	
	04/10/24	 <small>John Erickson (Apr 10, 2024 13:18 HST)</small>	

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-4	Wonders	Still in the process of deciding on the Math curriculum, currently using Go Math.	Mystery Science and Generation Genius	
5	Wonders	Still in the process of deciding on the Math curriculum, currently using Go Math.	StemScopes	
6	Wonders	Into Math	Generation Genius	



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	iReady	iReady



IDENTIFIED SCHOOL NEEDS

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

- Current Comprehensive Needs Assessment (CNA)
- Current Western Association of Schools and Colleges (WASC) Schoolwide Growth Areas for Continuous Improvement
Last Full Self-Study: 2022-2023 Next Full Self-Study: 2028-2029
- Other current accreditation self-study

Please identify **critical student learning needs** and the **root/contributing cause(s)** why these needs have been prioritized.

"What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?"

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

Student Need: Increase student learning engagement and ability to transfer learning to real world learning situations.

1

Panorama Student Surveys

Student Classroom Surveys	Grade	SY 2020-21 % Favorable	SY 2021-22 % Favorable	SY 2022-23 % Favorable	SY 2023-24 % Favorable
Classroom Rigorous Expectations	Grades 3-5	84%	79%	73%	Not Yet Available
	Grade 6	75%	80%	69%	Not Yet Available
Pedagogical Effectiveness	Grades 3-5	85%	81%	80%	Not Yet Available
	Grade 6	73%	79%	71%	Not Yet Available
Classroom Climate	Grade 3-5	87%	74%	78%	Not Yet Available
	Grade 6	72%	80%	63%	Not Yet Available
Classroom Teacher-Student Relationship	Grade 3-5	83%	78%	76%	Not Yet Available
	Grade 6	65%	76%	63%	Not Yet Available
Classroom Engagement	Grades 3-5	69%	67%	69%	Not Yet Available
	Grade 6	40%	53%	50%	Not Yet Available



Root/Contributing cause(s):

- 1A) To compete in a global society, Hickam Elementary School (HES) students must apply their learning to real world situations. Considering HES students do well academically, this is an important next step to increase the rigor and student engagement
- 1B) On the Panorama survey, classroom engagement is the lowest in grades 3-6.
- 1C) HES students due to their transiency need to be digitally literate to excel at their next school and to be globally competitive.

2 Student Need: Increase Student SEL Skills: Sense of Belonging, Grit, Emotion Regulation, and Growth Mindset

Root/Contributing cause(s):

- 2) Due to the transient nature of Hickam students, they often struggle with SEL skills such as sense of belonging, grit, emotion regulation, and growth mindset.

SY 2023-24

Student SEL Survey	Grade	Fall 2023	HIDOE +/-	Increase from Spring 2023	Spring 2024	HIDOE +/-	Increase from Fall 2023
Sense of Belonging	K-2	N/A	N/A	N/A	N/A	N/A	N/A
	3-5	68%	-4	-2	N/A	N/A	N/A
	6	51%	+3	-9	N/A	N/A	N/A
Grit	K-2	79%	+25	-3	N/A	N/A	N/A
	3-5	61%	0	-6	N/A	N/A	N/A
Emotional Regulation	6	49%	-9	-14	N/A	N/A	N/A
	K-2	82%	+12	-1	N/A	N/A	N/A
	3-5	52%	+1	-4	N/A	N/A	N/A



	6	38%	-13	-18	N/A	N/A	N/A
Growth Mindset	K-2	N/A	N/A	N/A	N/A	N/A	N/A
	3-5	60%	+3	+2	N/A	N/A	N/A
	6	59%	+9	-1	N/A	N/A	N/A

3 **Student Need:** Increase student achievement for high needs students in ELA and Math

Root/Contributing cause(s): Varying knowledge of how to diagnose and respond to high-needs student learning needs.

3)

	2020-2021	2021-2022	2022-2023	2023-2024
Gap (Non-High Needs Students v. High Needs Students)	ELA 90% > 51% Difference of 39 points Math 79% > 51% Difference of 28 points	ELA 86% > 56% Difference of 30 points Math 83% > 59% Difference of 24 points	ELA 88% > 42% Difference of 46 points Math 83% > 55% Difference of 28 points	Not Yet Available



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.

Targeted Subgroup: Special Education

1 **Identified Student Need(s):** Increase student achievement and growth on standardized assessments, diagnostic screeners, and classroom assessments.

2 **Targeted Subgroup:** EL

Identified Student Need(s): Increase student achievement and growth on standardized assessments, WIDA Access scores, diagnostic screeners, and classroom assessments.

3 **Targeted Subgroup:** N/A

Identified Student Need(s): N/A



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>	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2025. Include dates and descriptions for carrying out this enabling activity.	
					AMR Semester 1 Check December 13, 2024	AMR Semester 2 Check May 16, 2025
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.	N/A	<p>EA 1.1.1(1) Students must take the Kindergarten Entry Assessment within the first 30 days of each school year. [Kindergarten Teachers]</p> <p>EA 1.1.1(2) Teachers will review data during Learning Team Time to determine [Curriculum Coach]</p> <ol style="list-style-type: none"> Discuss student overall needs/trends. Identification of specific student learning needs to be addressed during small group instruction. Scheduling small group instruction. 	<p>Readiness Levels on the KEA from Lei Kulia.</p> <p>Formative Assessment Data</p> <p>Data Trackers</p>	<p><input checked="" type="checkbox"/> WSF, \$0</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"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: __, \$</p> <p><input type="checkbox"/> Other: __, \$</p>		



Required for all schools.

Reading Proficiency

N/A

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.

Required for all schools.

EA 1.1.2(1) All students in grades K-6 will receive instruction in a research-based reading curriculum that is aligned with state reading standards, addresses the components of (phonemic awareness, phonics, fluency, vocabulary, comprehension), and demonstrates evidence of student achievement and growth [Curriculum Coach]

EA 1.1.2(2) Assess all K-6 students in reading at least three times per year using our i-Ready Universal screener. [Classroom Teachers]

EA 1.1.2(3) All students who are not making adequate growth will be discussed during Learning Team Time (LTT) to determine areas of concern for students and provide targeted support based on reading needs. [Curriculum Coach]

EA 1.1.2(4) Response to Intervention (RtI) services will be provided by either the classroom teacher or Reading Intervention Specialist to address any foundational gaps in reading. [RTI Specialist]

EA 1.1.2(5) A peer review will be held for students who do not progress adequately during RtI to determine next steps.

Wonders Assessments

i-Ready Universal Screener Data

Wonder Oral Reading Fluency Assessment

RtI Data-Progress Monitoring

SBA Data

Data Tracker

- WSF, \$65,000
- Title I, \$
- Title II, \$
- Title III, \$
- Title IV-A, \$
- Title IV-B, \$
- IDEA, \$
- SPPA, \$
- Homeless, \$
- Grant:__, \$
- Other:__, \$



Mathematics Proficiency

N/A

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.

Required for AMR schools.

EA 1.1.3(1) All students will receive instruction in a high-quality mathematics curriculum that is aligned with the state's mathematics standards, and demonstrates evidence of student achievement and growth [Curriculum Coach]

EA 1.1.3(2) Assess all students in math at least three times per year using our i-Ready Universal screener. [Classroom Teacher]

EA 1.1.3(3) All students who are not making adequate growth will be discussed during Learning Team Time (LTT) to determine areas of concern for students and provide targeted support based on math needs. [Curriculum Coach]

EA 1.1.3(4) Response to Intervention (Rtl) services will be provided by the classroom teacher to address any lack of requisite math skills. [Classroom Teacher]

Curriculum Based Math Assessments

i-Ready Universal Screener Data

Progress Monitoring Spreadsheets

SBA Data

- WSF, \$40,000
- Title I, \$
- Title II, \$
- Title III, \$
- Title IV-A, \$
- Title IV-B, \$
- IDEA, \$
- SPPA, \$
- Homeless, \$
- Grant:__, \$
- Other:__, \$



1.1.4 All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.

N/A

WASC Recommendation #2 - SEL- emotion regulation, sense of belonging, grit, and growth mindset.

Required for all schools.

HES.1(1) Implement agreed upon Trauma-Informed Practices to support student well-being and sense of belonging. [Counselors, Administration]

HES.1(2) Support our military-impacted students new to Hickam through our Aloha Transition Center and Anchored 4 Life Program. [Parent Community Networking Coordinator]

HES.1(3) Provide co-curricular and extracurricular activities that are inclusive of all students – including those who are high-needs and all races/ethnicities. [Vice Principal, Multi-Media Literacy Coordinator]

Results from the Student Connectedness Survey

Number of students serviced by the Aloha Transition Center

Participation numbers in co-curricular and extracurricular programming

SBA Data

- WSF, \$46,000
- Title I, \$
- Title II, \$
- Title III, \$
- Title IV-A, \$
- Title IV-B, \$
- IDEA, \$
- SPPA, \$
- Homeless, \$
- Grant:__, \$
- Other:__, \$



One-Year Academic Plan SY 2024-2025 for AMR Schools

1.1.5 All students transition successfully at critical points, from elementary to middle school and from middle to high school.

N/A

Required for all schools.

HES.2(1) Host a parent night for prospective Aliamanu Middle School (AMS) students and families on our campus. [Administration]

HES.2(2) Coordinate with AMS school staff opportunities to engage with prospective AMS students. [Administration, Curriculum Coach]

HES.2(3) Hold transition meetings with Aliamanu Middle School for students with Individualized Education Plans (IEPs). [Student Services Coordinator]

HES.2(4) Share important transition data with Aliamanu Middle School (I.E. 6th grade math recommendations, GT Data, Cumulative Folders, etc...) [Curriculum Coordinator, GT Coordinator]

HES.2 (5) Transition meetings and class exposure for students going from PreK to Kindergarten.

Participation Numbers in both the parent night and student tour.

Transition Meeting Minutes

Transition Middle School transition visit

- WSF, \$0
- Title I, \$
- Title II, \$
- Title III, \$
- Title IV-A, \$
- Title IV-B, \$
- IDEA, \$
- SPPA, \$
- Homeless, \$
- Grant:__, \$
- Other:__, \$



1.1.6 Increase student learning engagement and ability to transfer learning to real world learning situations.

HES WASC Recommendation #1: Real-World Learning

1A	HES.3(1) All students participate in one Project Based Learning Activity per school year. [Administration]	Annual Curriculum Event	<input checked="" type="checkbox"/> WSF, \$10,000 <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:__, \$
1B	HES.3(2) All students will demonstrate their learning through the school's curriculum fair/grade level day. [Administration, Curriculum Coach]	Student Survey Feedback from the Curriculum Fair	
	HES.3 (3) All students will participate in a Spring Program that would teach students about GLOs, SEL skills, and fine art performance. [Administration, Site Team]	Panorama Student Engagement Report (Grades 3-6)	
	HES.3(4) Annual AVID STEM Expo Event, which focuses on students learning about various STEM (Science, Technology, Engineering, Mathematics) fields, will help students to broaden their view on possible opportunities for a brighter future.[Curriculum Coach, Multi-Media Literacy Coordinator]	AVID STEM Expo Event	
	HES.3(5) Host an Amazing Shake school-wide competition that puts our students through different critical thinking scenarios that focus on teaching our students soft skills. [Multi-Media Literacy Coordinator]	Hickam Amazing Shake Event, Radford Complex Amazing Shake, Amazing Global Shake Competition	



1.1.7 HES School Specific Outcome #2: Increase student digital literacy to be globally competitive.

1C

HES.4(1) Students will use the program Common Sense Media and learning.com to improve their digital literacy and computer fundamental skills. [Technology Coach]

HES.4(2) Students will show safe and ethical practices while using online tools and learn to protect themselves against cyberbullying and identity theft. [Technology Coach]

HES.4(3) Students in grades K-6 will create a grade-level project to demonstrate their understanding of the CSTA Standards and tech integration utilizing Cospaces/ Google Workspace applications. [Technology Coach]

HES.4(4) Student projects will be shared on the school website. www.hickam.k12.hi.us [Technology Coach]

HES.4(5) Student projects will also be shared during Digital Literacy Day organized by the HES Tech. Squad Students. [Technology Coach]

[Hickam Technology Scope and Sequence](#)

[Hickam Easy Tech Pacing Guide](#)

Student grade level projects

Digital Literacy Day

- WSF, \$6,000
- Title I, \$
- Title II, \$
- Title III, \$
- Title IV-A, \$
- Title IV-B, \$
- IDEA, \$
- SPPA, \$
- Homeless, \$
- Grant:__, \$
- Other:__, \$



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

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>	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2025. Include dates and descriptions for carrying out this enabling activity. AMR Semester 1 Check December 13, 2024 AMR Semester 2 Check May 16, 2025
1.2.1. All students desire to and attend school regularly. <i>Required for all schools.</i>	N/A	EA 1.2.1(1) Bi-monthly attendance meetings in which counselors, school health aide, registrar, and school administration meet to discuss students who are "at-risk" for being chronically absent. [Administration, Counselors] EA 1.2.1(2) Communicate with HES teachers any follow-up actions. [Administration, Counselors]	Improvement in lower chronic absenteeism rates on both Strive HI and Lei Kulia reports. Attendance Letters/ Attendance Tracker Parent Phone Calls	<input checked="" type="checkbox"/> WSF, \$0 <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: __, \$	



1.2.2. All students demonstrate positive behaviors at school.

HES WASC Recommendation #2- SEL- emotion regulation, sense of belonging, grit, and growth mindset

Required for all schools.

1.2.3. All students experience a Nā Hopena A'o environment for learning.

HES WASC Recommendation #2- SEL- emotion regulation, sense of belonging, grit, and growth mindset

Required for all schools.

2A

EA 1.2.2(1) Ensure every student takes the Panorama Social Emotional Survey and the Student Connectedness survey. [Administration, Counselors]

EA 1.2.2 (2) Determine counseling groups and health supports based on the results of these surveys. [Counselors]

EA 1.2.2 (3) Students will receive weekly SEL Lessons [Counselors, Teachers]

EA 1.2.2 (4) Reinforce school-wide behavior expectations and core values with students [Administration, Counselors, Teachers]

Improved Panorama SEL and Student Connected survey scores

School Discipline Data

Student Work Samples

- WSF, \$0
- Title I, \$
- Title II, \$
- Title III, \$
- Title IV-A, \$
- Title IV-B, \$
- IDEA, \$
- SPPA, \$
- Homeless, \$
- Grant:___, \$
- Other:___, \$

2A

EA 1.2.3(1) Provide Hawaiiana instruction to our students through our Kumu [Administration]

EA 1.2.3(2) Incorporate Project Based Learning during the school day to help teach our students sustainability and how to preserve our environment. [Curriculum Coach, Counselors]

EA 1.2.3 (3) Integrate Nā Hopena A'o with Choose Love Program through weekly lessons. [Counselors, Teachers]

Curriculum Fair Projects

Student Work Samples

- WSF, \$0
- Title I, \$
- Title II, \$
- Title III, \$
- Title IV-A, \$
- Title IV-B, \$
- IDEA, \$
- SPPA, \$
- Homeless, \$
- Grant:___, \$
- Other:___, \$



HES.1 HES School Specific Outcome #3- Whole Child

HES WASC Recommendation #1- Real World Learning

HES WASC Recommendation #2- SEL- emotion regulation, sense of belonging, grit, and growth mindset.

1B
2A

HES.1(1) Students will attend wheel classes (Music, Media Literacy/SEL, PE, and Technology) on a weekly/biweekly rotation to ensure students receive a well-rounded educational program that adheres to the developmental needs of the whole child. [IRAs]

HES.1(2) Students will receive Choose Love grade-level lessons on a weekly basis in grades pre-kindergarten through grade 6. [Counselors, Teachers]

HES.1(3) Host an Amazing Shake school-wide competition that puts our students through different critical thinking scenarios that focus on teaching our students soft skills. [Multi-Media Literacy Coordinator]

HES.1(4) PBL

HES.1(5) All students will participate in a Spring Program that would teach students about GLOs, SEL skills, and fine art performance. [Administration, Site Team]

Digital Literacy Day

Student Work Samples

Less Behavior Referrals

Hickam Amazing Shake Event, Radford Complex Amazing Shake, Amazing Global Shake Competition

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



★ 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 and Name of Accountable Lead(s) <i>"How will we achieve the desired outcome?"</i> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2025. Include dates and descriptions for carrying out this enabling activity. AMR Semester 1 Check December 13, 2024		AMR Semester 2 Check May 16, 2025
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. <i>HES WASC Recommendation #1- Real World Learning</i> <i>Required for all schools.</i>	1A 1B	EA 1.3.1(1) All students will complete a Project Based Learning Unit task where they engage with community partners in the process. [Administration, Curriculum Coach] EA 1.3.1(2) All students will demonstrate their learning through the school's curriculum fair or grade level days. [Teachers] EA 1.3.1(3) Host an annual AVID STEM Expo fair, bringing in community partners to the school to discuss STEM-related careers. [Multi Media Literacy Coordinator]	Student work samples Completed student surveys from our curriculum and stem fair. AVID STEM Expo	<input checked="" type="checkbox"/> WSF, \$500 <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:__, \$			



One-Year Academic Plan SY 2024-2025 for AMR Schools

K-12 Alignment

1.3.2. All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.

1A

EA 1.3.2 (1) Annual AVID STEM Expo Event, which focuses on students learning about various STEM (Science, Technology, Engineering, Mathematics) fields, will help students to broaden their view on possible opportunities for a brighter future.[Curriculum Coach, Multi-Media Literacy Coordinator]

1B

EA 1.3.2 (2) Curriculum Fair/Grade Levels Day focusing on Project-Based Learning where students learn from community partners to solve real-world problems. [Administration, Curriculum Coach]

Annual AVID
STEM Expo Day

Curriculum Fair
Entry events
(Guest Speakers
and/or Field
Trips)

Curriculum Fair
Event

- WSF, \$500
- Title I, \$
- Title II, \$
- Title III, \$
- Title IV-A, \$
- Title IV-B, \$
- IDEA, \$
- SPPA, \$
- Homeless, \$
- Grant:__, \$
- 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 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>	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2025. Include dates and descriptions for carrying out this enabling activity.	
					AMR Semester 1 Check December 13, 2024	AMR Semester 2 Check May 16, 2025
HES 2.1 Increase retention rates of highly qualified teachers.	State Strategic Plan Enabling Activity	<p>HES 2.1(1) Ensure consistency in access to induction and mentoring support for all first-year and second-year teachers. [Multi Media Literacy Coordinator]</p> <p>HES 2.1(2) Monthly meeting for first-year and second-year teachers and new to Hickam. [Multi Media Literacy Coordinator]</p> <p>HES 2.1 (3) Design and build community-based teacher opportunities to share best practices and instructional strategies that impact student learning. [Administration, Curriculum Coach]</p>	Monthly Meetings for Induction and Mentoring BERC Walkthroughs Discussions during Learning Team Time	<input checked="" type="checkbox"/> WSF, \$0 <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$		



Priority 3 Effective and Efficient Operations At All Levels

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

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2025. Include dates and descriptions for carrying out this enabling activity. AMR Semester 1 Check December 13, 2024		AMR Semester 2 Check May 16, 2025
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.	State Strategic Plan Enabling Activity	EA 3.3.1(1) Train SCC members on their roles and key areas of interest (e.g., school budget, academic plan, school data). [Administration] EA 3.3.1(2) Communicate about the role and functions of SCCs to promote purpose, membership and participation of stakeholders. [Administration]	Percent of required stakeholders in SCC membership. Positive SCC ratings on the self-assessment survey.	<input checked="" type="checkbox"/> WSF, \$500 <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: __, \$			

Required for all schools.



One-Year Academic Plan SY 2024-2025 for AMR Schools

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 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>	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2025. Include dates and descriptions for carrying out this enabling activity.	
					AMR Semester 1 Check December 13, 2024	AMR Semester 2 Check May 16, 2025
3.3.2 Host family and community engagement events focused on improving student academic achievement and school performance. <i>Required for AMR schools.</i>	AMR Complex Strategic Plan Enabling Activity	EA3.3.2 (1) Host annual family and community events [Principal, Vice-Principal, Curriculum Coordinator, Tech Coordinator, PCNC] <ol style="list-style-type: none"> a. Curriculum Fair/Grade Level Day b. Digital Literacy Day c. Spring Program d. PCNC Family Engagement Nights/Coffee Hour 	Increased student achievement and growth evident through standardized assessments, universal screener scores, and student work samples. PBL Projects Digital Literacy Projects	<input checked="" type="checkbox"/> WSF, \$3,000 <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: __, \$		



★ Other Systems of Support

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities and Name of Accountable Lead(s) <i>"How will we achieve the desired outcome?"</i> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2025. Include dates and descriptions for carrying out this enabling activity. AMR Semester 1 Check December 13, 2024 AMR Semester 2 Check May 16, 2025
Increase the number of high needs students demonstrating proficiency and increased growth on the SBA and universal screener assessments. <i>Required for AMR schools.</i>	AMR Complex Strategic Plan Enabling Activity 3	Academic: 1. Focus on using high yield instructional strategies such as AVID (WICOR) to increase student achievement and learner engagement. [Administration, Curriculum Coach] 2. Use data teams on formative assessments to discuss students who are not making adequate progress and then providing timely interventions for students to get them meeting grade level proficiency. [Administration, Curriculum Coach] 3. Implement inclusive practices and professional development to ensure disadvantaged students (I.E. SPED, EL) spend more instructional time with their non disadvantaged peers to lower the achievement gap. [Administration, Curriculum Coach] 4. Ensure every student takes the Panorama Social Emotional Survey (twice a year) and the Student Connectedness survey (once a year). Determine counseling groups and health supports based on the results of these surveys. [Counselors, Teachers]	Professional Development opportunities (i.e. AVID, Differentiation, Inclusive Practices, etc) Data Trackers during Learning Team Time Panorama Survey Student Connectedness Survey	<input checked="" type="checkbox"/> WSF, \$20,000 <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: __, \$	



5. Students will receive weekly SEL Lessons [Counselors, Teachers]

6. Reinforce school-wide behavior expectations and core values with students [Administration, Counselors, Teachers]



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

Total student instructional hours per year (Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours) 1 080

Did your school submit a SCC Waiver Request Form? Please explain. Yes, to provide additional professional development to the faculty and staff.

Bell Schedule: [Hickam SY 2024-25 Bell Schedule](#)



Hickam Academic Plan Template, SY24-25 (1)

Final Audit Report

2024-04-10

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