



Waialua Elementary School Academic Plan SY 2024-2025

67-020 Waialua Beach Road, Waialua HI 96791
808 307-2600
www.waialuae.k12.hi.us



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

Submitted by Principal Varissa Pata	
<u>Varissa Pata</u> Varissa Pata (Apr 12, 2024 13:44 HST)	Apr 12, 2024

Approved by Complex Area Superintendent Bob Davis	
<u>Robert Davis</u> Robert Davis (Apr 13, 2024 09:34 HST)	Apr 13, 2024



VIABLE QUALITY CURRICULUM

This section highlights the school’s comprehensive instructional programs used by each core subject area. *For SY 2024-2025, identifying Science and Social Studies instructional programs in the Academic Plan is optional.*

Please identify the comprehensive instructional program(s) used by each core subject area. Schools may indicate specific demographic subgroup(s) as appropriate.

To add additional information, please insert a new row as needed.

Grade Level / Course Name	English Language Arts	Mathematics	Science	Social Studies
K-6		enVision		
K-4, 6	Wonders			
5	Wit and Wisdom			

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



1-6	DIBELS	Select One
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IDENTIFIED SCHOOL NEEDS

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

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

Please identify critical student learning needs and the root/contributing cause(s) why these needs have been prioritized.
“What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?”

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

1	<p><u>Student Need:</u> All students must receive high-quality instruction.</p> <p><u>Root/Contributing cause(s):</u> According to 22-23 SBA data, student proficiency in ELA, Math and Science was less than 75%</p>
2	<p><u>Student Need:</u> All students not yet proficient in reading and math will receive targeted instruction</p> <p><u>Root/Contributing cause(s):</u> Staff needs continued professional development and planning time to appropriately meet student needs.</p>
3	<p><u>Student Need:</u> All students need to attend school regularly</p> <p><u>Root/Contributing cause(s):</u> Parents and families are not connected personally to classrooms</p>
4	<p><u>Student Need:</u> All students must be instructed weekly in Leader in Me (LIM)</p>



Root/Contributing cause(s): Inconsistent implementation and understanding of LIM; lack of consistent walkthroughs to gather data

5 **Student Need:** All staff receive the necessary professional development to meet student needs

Root/Contributing cause(s): Research-based updates/changes need to be explicitly shared with staff through PD opportunities.

WASC Critical Areas for Follow-Up 2022

- 1** Leadership, teacher, and support staff continue to reduce learning (achievement) gaps through delivery of quality Tier 1 instruction plus the use of learning targets and success criteria, effective and systematic formative assessments, and ample interventions, as reflected in academic growth and achievement.
- 2** Teachers implement Explicit Instruction Strategies, using a staggered approach exemplified as follows: SY 21-22 teachers focused on learning targets, with vocabulary instruction and ECRI (Enhanced Core Reading and Strategies) targeted in SY22-23.
- 3** Teachers and support staff continue to refine Tier 1 instruction, plus Tier 2 and 3 interventions using the iReady assessment tool and a variety of targeted and effective intervention strategies in reading, expanding to include mathematics.
- 4** All staff continue the schoolwide Leader in Me social emotional learning program (SEL) based on The 7 Habits of Highly Effective People, and the mixed age (when feasible) Academies for students in grades 4-6.
- 5** Leadership, teachers, and support staff continue to develop and revise grade level curriculum maps in all core subject areas to guide the components and pacing of instruction, and enhance grade level collaboration, vertical articulation, and consistency.



- 6 Teachers create designated blocks of time on daily/weekly schedules for instruction focused solely on New Generation Science and C3 Social Studies standards.



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

To add additional subgroups, please insert a new row and duplicate "Targeted Subgroup" and "Identified Student Need(s)" text as needed.

1	<p><u>Targeted Subgroup:</u> IDEA</p> <p><u>Identified Student Need(s):</u> Targeted instruction to close the achievement gap between IDEA and all students</p>
2	<p><u>Targeted Subgroup:</u> Disadvantaged</p> <p><u>Identified Student Need(s):</u> Targeted instruction to close the achievement gap between low SES students and all students</p>
3	<p><u>Targeted Subgroup:</u> EL</p> <p><u>Identified Student Need(s):</u> Targeted instruction to close the achievement gap between English learners and all students</p>



Priority 1 High-Quality Learning For All

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

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities and Name of Accountable Lead(s) <i>"How will we achieve the desired outcome?"</i> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and provided necessary and timely support to develop foundational skills for learning.	Required for all HIDOE schools	All Kindergarten students will be administered the Kindergarten Entry Assessment within 30 days of beginning kindergarten. Summer Yonamine, Curriculum Coach	KRA/KEA	WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant:__, \$ Other:__, \$



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<p>Reading Proficiency</p> <p>1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently receive necessary and timely support to become proficient.</p>	<p>1</p>	<p>All students receive high-quality Tier 1 instruction. All students not yet proficient in reading will receive Tier 2/Tier 3 instruction</p> <p>Summer Yonamine, Curriculum Coach Britney Malhotra, Interventions Coordinator Varissa Pata, Principal</p>	<p>iReady Diagnostic 3x/year DIBELS quarterly</p> <p>Analysis of data through PLC</p>	<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant:CLSD, \$ Other:__, \$</p>
<p>Mathematics Proficiency</p> <p>1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient receive necessary and timely support to become proficient.</p>	<p>1 2</p>	<p>All students receive high-quality Tier 1 instruction. All students not yet proficient in math will receive Tier 2/Tier 3 instruction</p> <p>Summer Yonamine, Curriculum Coach Britney Malhotra, Interventions Coordinator Varissa Pata, Principal</p>	<p>iReady Diagnostic</p> <p>enVision Assessment</p> <p>Promotion Matrix</p>	<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant:CLSD, \$ Other:__, \$</p>



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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.</p> <p><i>Required for all schools.</i></p>	<p>2</p>	<p>Teachers will provide Tier 2 interventions to students below proficient within the classroom setting. Tier 2 students may include EL, IDEA and disadvantaged.</p> <p>Britney Malhotra, Interventions Coordinator Sasha Sivan, Programs Coordinator</p>	<p>iReady Progress Monitoring</p> <p>Intervention Logs</p> <p>iReady Diagnostic</p> <p>Promotion Matrix</p>	<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant:CLSD, \$ Other:__, \$</p>
<p>1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.</p> <p><i>Required for all schools.</i></p>	<p>Required for all HIDOE schools</p>	<p>All grade 6 staff will coordinate with Waialua High and Intermediate School to successfully transition to seventh grade.</p> <p>Grade 6 students will participate in transition activities as available.</p> <p>Brittney Driggs, Vice Principal</p>	<p>Meeting Notes</p> <p>Student survey results</p>	<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant:__, \$ Other:__, \$</p>



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LMW KPI CAI 1	Pilot Year SY2324	All students will participate in computer science lessons. Dani Tokuda, Technology Coordinator	Quarterly Report Card Grades	WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant:__, \$ Other:__, \$
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★ 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>
1.2.1. All students desire to and attend school regularly. <i>Required for all schools.</i>	3	All students with perfect weekly attendance will be given the opportunity to be recognized in front of their peers. All students with less than 3 absences/quarter will be recognized at end of quarter assemblies. Brittney Driggs, Vice Principal Heather Toguchi, Counselor Dustin Pacleb, Counselor	Percent of students with Regular Daily Attendance	WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant: __, \$ Other: __, \$
1.2.2. All students demonstrate positive behaviors at school. <i>Required for all schools.</i>	Required for all students	Continued implementation of schoolwide Universal Behavior Screener (quarterly) and behavior cadre meetings to support students. Brittney Driggs, Vice Principal Heather Toguchi, Counselor Dustin Pacleb, Counselor	Quarterly UBS scores Weekly WIG scores	WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant: __, \$ Other: __, \$



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<p>1.2.3. All students experience a Nā Hopena A’o (HĀ) environment for learning.</p> <p><i>Required for all schools.</i></p>	<p>4</p>	<p>Students will receive instruction at least one time weekly in the Leader in Me/HĀ.</p> <p>Catherine Upton, LIM Coordinator Brittney Driggs, Vice Principal</p>	<p>Weekly WIG scores</p> <p>Annual MRA data</p>	<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant:__, \$ Other:__, \$</p>
<p>Students participation in academy</p>	<p>4</p>	<p>All students in grades 4-6 will participate in a mixed-grade academy of their choice.</p> <p>Catherine Upton, LIM Coordinator</p>	<p>Academy Preference Applications</p> <p>Quarter 2 and 3 Academy Report Cards</p>	<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant:__, \$ Other:__, \$</p>



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

<p>Desired Outcomes <i>"What do we plan to accomplish?"</i></p>	<p>Root/Contributing Cause <i>"Why are we doing this?"</i></p>	<p>Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i></p>	<p>Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i></p>	<p>Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i></p>
<p>1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.</p> <p><i>Required for all schools.</i></p>	<p>4</p>	<p>All students will participate in a career day.</p> <p>Catherine Upton, LIM Coordinator Dani Tokuda, Technology Coordinator Varissa Pata, Principal Brittney Driggs, Vice Principal</p>	<p>Career Day Surveys</p>	<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant: __, \$ Other: __, \$</p>



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<p>K-12 Alignment</p> <p>1.3.2. All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.</p>	<p>3 4</p>	<p>All students will be given the opportunity to improve durable skills (IC3 - investigate, collaborate, communicate, create)</p> <p>Opportunities may include: Field trips, Classroom Parent engagement activities, Academies, Āina</p> <p>All classes will feature IC3 experiences on daily broadcast quarterly.</p> <p>Varissa Pata, Principal Brittney Driggs, Vice Principal Catherine Upton, LIM Coordinator</p>	<p>Quarterly Broadcast Log</p> <p>Parent Feedback Survey Results</p> <p>MRA Data</p> <p>Academy Report Card and Survey</p>	<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant:__, \$ Other:__, \$</p>
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Priority 2 High-Quality Educator Workforce In All Schools

- ★ All students are taught by effective teachers.
- ★ All schools are staffed by effective support staff.
- ★ All schools are led by effective school administrators.

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
All staff are equipped with the skills necessary to meet student needs.	5	All staff will be provided with professional development opportunities related to student need including but not limited to: intervention supports, writing, math, Leader in Me and computer science. Brittney Driggs, Vice Principal Summer Yonamine, Curriculum Coach Britney Malhotra, Intervention Coordinator Dani Tokuda, Technology Coordinator	Professional Development Log PD Plus/Delta	WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant: __, \$ Other: __, \$



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		Catherine Upton, LIM Coordinator		
All staff are equipped with the skills necessary to meet student needs.	5	<p>All teachers will participate in facilitated collaboration time focusing on but not limited to: curriculum mapping/pacing, vertical articulation opportunities on school-wide initiatives</p> <p>Brittney Driggs, Vice Principal Summer Yonamine, Curriculum Coach Britney Malhotra, Intervention Coordinator Dani Tokuda, Technology Coordinator Catherine Upton, LIM Coordinator</p>	<p>PLC Agendas and Minutes</p> <p>Curriculum Maps and Pacing Guides</p>	<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant: __, \$ Other: __, \$</p>



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>
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. <i>Required for all schools.</i>	3 Required by HIDOE for all schools	All School Community Council members will be invited to participate in regularly scheduled meetings to engage in school matters. Varissa Pata, Principal	SCC Meetings Notes and Agendas	WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant: __, \$ 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 Outcomes <i>"What do we plan to accomplish?"</i></p>	<p>Root/Contributing Cause <i>"Why are we doing this?"</i></p>	<p>Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i></p>	<p>Monitoring of Progress <i>"How will we know progress is being made?"</i></p>	<p>Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i></p>
<p>Families will have the opportunity to support their child during the school day.</p>	<p>3</p>	<p>All families will be invited to participate in at least one classroom engagement activity during the school year.</p> <p>Varissa Pata, Principal Sasha Sivan, Programs Coordinator</p>	<p>Parent Attendance</p>	<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant:CLSD, \$ Other:___, \$</p>



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 Waialua Elementary School’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](#).

<p>Total student instructional hours per year <i>(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)</i></p>	<p>1080</p>
<p>Did your school submit a SCC Waiver Request Form? Please explain.</p>	<p>Yes - requested two waiver days to continue work focused around our WASC critical areas of follow up.</p>
<p>Bell Schedule: Link</p>	










Waialua ES-231_SY2024-25_AcademicPlan

Final Audit Report

2024-04-13

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