


# Ewa Beach Elementary Academic Plan SY 2024-2025

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808-307-2300  
Ewabeachelementary.org



<b>Vision</b>	Our Ewa Beach Elementary School Community will be successful lifelong learners
<b>Mission</b>	Our Ewa Beach Elementary School Community will practice the best teaching and learning strategies to ensure lifelong learning.
<b>Belief</b>	All Ewa Beach Elementary School students will be successful.

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

Submitted by Principal Jay S. Lin	
	04/01/2024

Ewa Beach Elementary Academic Plan, Version 1, March 27, 2024

Approved by Complex Area Superintendent Sean Tajima	
	APR 12 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
Grades K-5	McGraw Hill Reading Wonders	Origo Stepping Stones	PLTW and Discovery Ed	

## 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.*



One-Year Academic Plan SY 2024-2025

Grade Level / Course Name	English Language Arts	Mathematics
Grades K-5	iReady ▾	iReady ▾
Grade K	Other: ▾ Kindergarten Readiness Assessment	Other: ▾ Kindergarten Readiness Assessment
Grade K-Grade 3	Other: ▾ Developmental Reading Assessment (Kinder-3rd Grade)	Select One ▾
Grade 4-Grade 5	Other: ▾ Wonders Reading Diagnostic	Select One ▾





## 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: [2017-2018], Next Full Self-Study: [2023-2024]
- ☐ 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 **Student Need:** To increase EBES student learning transition from grade to grade and middle school. (WASC and CNA)  
**Root/Contributing cause(s):** Need a school-wide vertical articulation process that aligns curriculum, instruction, assessment, and GLOs to create a sequential academic program. This will help alignment across grade levels including Special Education students and English Language Learners. The collaboration amongst the teachers will increase student learning across grade levels horizontally as well as vertically. We developed a partnership with Ewa Makai Middle School so we can better transition our students for future endeavors within the middle school and beyond.
- 2 **Student Need:** To increase the proficiency rate of high-needs students in areas of ELA and Math and narrow the achievement gap. (WASC and CNA)  
**Root/Contributing cause(s):** Differences in culture, socioeconomic status, language, gender identity, and more bring challenges to students as individuals and as a larger demographic group. Based on our achievement gap 2022-2023, for Language Arts we were at 19 points and for math we were at 20 points. Based on our universal screener - iReady, our pre Fall data for reading we have students performing at 20.25% (average over four years 2020-2024) and 22% (SY23-24) two or more grade levels below. For math, we have students performing at 23.5% (average over four years 2020-2024) and 24% (SY23-24) two or more grade levels below. To meet the needs of all our learners we need to differentiate instruction in all grade levels, which includes small group instruction during core academic areas. Further



support in differentiation will enhance our Tier 1 instruction and our Tier 2 and 3 RTI implementation for student achievement and success.

**3** **Student Need:** To increase growth proficiency in the core subject areas - writing, reading, math, and science. (WASC and CNA)

**Root/Contributing cause(s):** We need to increase schoolwide consistency by monitoring programs and processes (e.g., DDIC - Data Driven Instructional Cycled & RTI - Response to Intervention) with greater fidelity through Professional Learning Communities/Data Teams. Alignment and in depth study of the standards, common formative assessments and analysis of the data to determine instructional best practices, and horizontally aligned rubrics to ensure rigor. Given we are in year 4 of DDIC implementation, we are ready to fine-tune our data analysis practices in order to increase proficiency in core subject areas.





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

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

**1** Targeted Subgroup: IDEA students (in an inclusion setting)

Identified Student Need(s): IDEA students struggle in inclusion classrooms due to a lack of differentiated instruction that meets the needs of diverse learners. Inclusion classrooms aim to provide an inclusive learning environment for students with diverse abilities, including those with special needs. However, without proper differentiation, IDEA inclusion students may face challenges in accessing and comprehending the curriculum, participating in class activities, and demonstrating their understanding. To address this need, it is crucial to provide teachers with training and support in implementing effective differentiation strategies. This includes adapting instructional materials, providing individualized support, co-teaching/team-teaching, and utilizing assistive technologies to ensure that IDEA inclusion students can fully engage in the learning process and achieve their academic goals. By meeting the diverse needs of IDEA inclusion students, we can create an inclusive classroom environment that promotes their academic success and overall well-being.

**2** Targeted Subgroup: Multilingual Learners (Formerly ELs)

Identified Student Need(s): ML (Multilingual) students struggle with literacy and English acquisition, which significantly impacts their performance in all classes. Due to limited English proficiency, these students face challenges in comprehending and expressing themselves effectively in written and spoken English. As a result, they may struggle to understand content across various subjects, leading to difficulties in completing assignments, participating in class discussions, and demonstrating their knowledge and skills. To support ML students, it is crucial to provide targeted language instruction, vocabulary development activities, and opportunities for meaningful language practice. In addition, by providing training to teachers on how to utilize the WIDA results and "Can Do Descriptors" to scaffold instruction. Lastly, support the Sheltered Instruction Qualification (SIQ) of all teachers at our school. By addressing their literacy and English acquisition needs, we can empower ML students to succeed academically and fully engage in all aspects of their education.



## 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>  <b>and Name of Accountable Lead(s)</b> <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.	Students entering kindergarten may not have received formal preschool education. To diagnose and determine students' current SEL and academic needs.	EBES will: <ul style="list-style-type: none"> <li>• Kinder social, emotional, and academic readiness: <ul style="list-style-type: none"> <li>○ Kinder Kick Start Summer Program</li> <li>○ Kinder Parent Orientation</li> <li>○ Modified 1st week schedule to support transition into the school setting</li> <li>○ 1st quarter development of rituals and routines</li> </ul> </li> <li>• Participates in PBIS-SEL Team's implementation of our school wide initiatives <ul style="list-style-type: none"> <li>○ Explicit teaching of Social Emotional Learning (SEL) <ul style="list-style-type: none"> <li>■ Choose Love Rah-Rah-Rally</li> </ul> </li> </ul> </li> </ul>	Students will demonstrate growth toward social, emotional, and academic readiness: <ul style="list-style-type: none"> <li>• KEA</li> <li>• Kinder Team Assessment</li> <li>• DRA 3</li> <li>• iReady</li> <li>• Panorama SEL survey</li> </ul>	<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"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input checked="" type="checkbox"/> Other:__, \$





## One-Year Academic Plan SY 2024-2025

- Wellness Wednesdays - Choose Love Lessons
- Quarterly Book of the Month on four Choose Love Pillars - Courage, Gratitude, Forgiveness, Compassion in Action
  - Quarterly parent partnership to showcase movies that align with Choose Love pillars
- Administer KEA at the beginning of the year
- Administer the Kinder Team created an assessment at the beginning of the year and quarterly
  - Letter recognition (uppercase and lowercase)
  - Letter sounds
  - Sight words
  - Number sense (writing and counting)
  - Writing of name
- Administer iReady and DRA assessments in the fall, winter, and spring
- Analyze diagnostic data from iReady to identify students who are not demonstrating ELA & math proficiency
  - Offer targeted RTI during and after school to students based on their iReady data analysis
  - Develop additional supports and monitor via EBES RTI data tracking sheet on Panorama

### Accountable Leads:

- Jadene Wong, Curriculum & RTI Coordinator
- Cassandra Koja, Academic Coach K-2
- Nicole Samuel, Vice Principal K-2





## One-Year Academic Plan SY 2024-2025

### Reading Proficiency

1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently receive necessary and timely support to become proficient.

Students not reading on grade level lack foundational reading skills. To ensure students are reading on grade level by the end of 3rd grade, it is necessary for targeted interventions and a comprehensive Multi-Tiered System of Supports (MTSS) process to address these issues effectively.

#### EBES will:

- Clarify and sequence the grade level Priority Standards and Success Criteria.
  - Quarterly revision of curriculum maps and pacing guides.
  - Collaborate in grade level data team processes - Data Driven Instructional Cycles (DDIC)
  - Align formative and summative assessments.
- Utilize common curriculum, standards, assessments, and rubrics to ensure guaranteed viable curriculum for all students
- Consistently implement all Tiers of MTSS instructional strategies to improve reading/ELA proficiency.
  - Implementation of inclusive practices at Tier 1 & 2 level by classroom teachers.
  - a. Utilization of Response to Intervention blocks and personnel for students needing Tier 2 & 3 support.
  - b. Clearly articulate learning targets and success criteria
- Administer KEA and the Kinder Team created an assessments
- Administer iReady and DRA assessments in the fall, winter, and spring
- Analyze diagnostic data from iReady and common formative assessments to identify students who are not demonstrating ELA proficiency
  - Offer targeted RTI during and after school to students based on their iReady data analysis
  - Develop additional supports and monitor via EBES RTI data tracking sheet on Panorama

Students will demonstrate growth toward reading through:

- DRA 3
- iReady
- Common Formative Assessment
- EBES Data tracking sheet
- ELA SBA increase of 2.09%

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



**Accountable Leads:**

- Jadene Wong, Curriculum & RTI Coordinator
- Cassandra Koja, Academic Coach (AC) K-2
- Ashlee Nagamine, Academic Coach (AC) 3-5
- Nicole Samuel-Connors, Vice Principal (VP) K-2
- Bridget Moniz, Vice-Principal (VP) 3-5





## One-Year Academic Plan SY 2024-2025

### Mathematics Proficiency

1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient receive necessary and timely support to become proficient.

Students not on math grade level and lack foundational math skills. To ensure students are on math grade level by the end of 5th grade, it is necessary for targeted interventions and a comprehensive Multi-Tiered System of Supports (MTSS) process to address these issues effectively.

#### EBES will:

- Clarify and sequence the grade level Priority Standards and success criteria.
  - Quarterly revision of curriculum maps and pacing guides.
  - Collaborate in grade level data team processes - Data Driven Instructional Cycles (DDIC)
  - Align formative and summative assessments.
- Consistently implement All Tiers of MTSS instructional strategies to improve Math proficiency.
  - Implementation of inclusive practices at Tier 1 & 2 level by classroom teachers.
  - Utilization of Response to Intervention blocks and personnel for students needing Tier 2 & 3 support.
  - Clearly articulate learning targets and success criteria.
  - On-going math Professional Development and on-line math tools will be provided to all teachers (DoDEA grant).
- Utilize common curriculum, standards, assessments, and rubrics to ensure guaranteed viable curriculum for all students

#### Accountable Leads:

- Jadene Wong, Curriculum & RTI Coordinator
- Cassandra Koja, Academic Coach (AC) K-2
- Ashlee Nagamine, Academic Coach (AC) 3-5
- Nicole Samuel-Connors, Vice Principal (VP) K-2
- Bridget Moniz, Vice Principal (VP) 3-5

Students will demonstrate growth toward reading through:

- iReady
- Common Formative Assessment
- EBES Data tracking sheet
- Math SBA increase of 1.38%

- ☒ WSF, \$
- ☐ Title I, \$
- ☐ Title II, \$
- ☐ Title III, \$
- ☐ Title IV-A, \$
- ☐ Title IV-B, \$
- ☐ IDEA, \$
- ☐ SPPA, \$
- ☐ Homeless, \$
- ☒ Grant: DoDEA, \$
- ☐ Other: \_\_, \$



## One-Year Academic Plan SY 2024-2025

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

*Required for all schools.*

Students not performing on grade level lack foundational skills. To ensure students are performing on grade level it is necessary for targeted interventions and a comprehensive MTSS process to address these issues effectively.

EBES will:

- Continue EBES MTSS Process:
  - Tier 1 RTI - DDIC process to:
    - Utilize common curriculum, standards, assessments, and rubrics to ensure guaranteed viable curriculum for all students
    - Align learning targets and success criteria for all core subject areas
    - Review and revise pacing guides across grade levels to ensure a common rigorous experience for all students
  - Tier 2 RTI - iReady and teacher data to identify students who are not demonstrating ELA & math proficiency:
    - Offer targeted RTI during and after school to students based on their iReady data analysis
    - Develop additional supports and monitor via EBES RTI data tracking sheet on Panorama
    - Academic Coaches are deployed to support both teachers and students
  - Tier 3 RTI - Collaboration to take Action and Reach Each student (CARE) Process:
    - CARE committee convened to discuss student's data and needs to determine next steps (e.g. additional interventions or SST)
    - Members: School Psych, Admin, SSC, Teacher, Counselor, Coach.
- Increase IDEA student proficiency:

Students will demonstrate growth toward writing, reading, math, and science through:

- DRA 3
- iReady
- Common Formative Assessment
- Interim Assessment Blocks
- SBA scores
- EBES Data tracking sheet
- MTSS process (CARE forms)
- ML- Plans
- Flashlight360
- Science SBA increase of 1.63%

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





- Establish a co-teaching/team-teaching model with inclusion teacher
- Increase ML student proficiency:
  - Develop ML-Plans to monitor student growth on reading, speaking, listening, and writing
  - Utilize Flashlight360 to help progress monitor and accelerate the growth of English language proficiency
  - EL Summer Academy to continue English language development

Accountable Leads:

- Nicole Samuel-Connors, PreK-2nd VP, SPED Admin Liaison
- Jennifer Padayhag, SSC & ML Coordinator
- Jadene Wong, Curriculum & RTI Coordinator
- Cassandra Koja & Ashlee Nagamine, AC DDIC
- Bridget Moniz, 3rd-5th VP, RTI



## One-Year Academic Plan SY 2024-2025

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

*Required for all schools.*

The need for a greater focus on elementary school development for all students. These factors have highlighted the necessity to address students' cognitive, physical, and social needs during these transitional periods, from elementary to middle school.

### EBES will:

- Provide transition meetings throughout the year, including an end-of-year meeting discussing high-need students (IDEA and 504), behavior & academic for all grade levels to include the transition to middle school and beyond
  - Coordinate a yearly field trip to EMMS to acclimate students to their intended feeder school. Currently, EBES hosts students (5th grade) from EMMS, showcasing various electives
- Provide Kinder Kickstart to introduce kindergarten students to the school setting and give them a head start in routines and procedures, reading, writing, and math
- Provide Transition Center services that respond to the educational and social-emotional challenges faced by all new students during their transition to our school. The student-led transition services are for incoming and outgoing students, addressing key educational transition issues encountered by children.
- Continue EBES MTSS Process:
  - RTI data tracking is inputted on the DOE K-12 Panorama platform to support middle and high school data for each student.
- Continue AVID College Readiness System and supports to close the opportunity gap by preparing all students for college readiness and success in a global society.
  - Teaching and reinforcing academic behaviors and higher-level thinking

Students will demonstrate transition successfully through:

- EBES Data tracking sheet
- AVID note taking
- Classroom observations

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





- Students develop the academic habits they will need to be successful in middle school, high school, and college, in an age-appropriate and challenging way.
- Learn about organization, study skills, communication, and self-advocacy. AVID Elementary students take structured notes and answer and ask high-level questions that go beyond routine answers.
- EBES to continue to partner with EMMS and hold quarterly meetings regarding AVID alignment and powerful instructional practices in order for student success.

Accountable Leads:

- Jennifer Padayhag, SSC, Transition
- Jadene Wong, Curriculum & RTI Coordinator, Transition
- Gregory Char, Counselor, Middle School Transition
- Bridget Moniz, VP, AVID



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

<b>Desired Outcomes</b> <i>"What do we plan to accomplish?"</i>	<b>Root/ Contributing Cause</b> <i>"Why are we doing this?"</i>	<b>Enabling Activities</b> <i>"How will we achieve the desired outcome?"</i>  <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress (Initial &amp; Intermediate Outcomes)</b> <i>"How will we know progress is being made?"</i>	<b>Anticipated Source of Funds</b> <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>	Current chronic truancy rate is at 26%. If children don't show up for school regularly, they will miss out on core curriculum instruction. We want students to build a habit of good attendance that will carry them into college and careers.	EBES will: <ul style="list-style-type: none"> <li>Support the desire to attend school regularly through our PBIS-SEL Team, which consists of a teacher from each grade level, a counselor, and administrator <ul style="list-style-type: none"> <li>Explicit teaching of Ewa Beach Way "BEEhaviors" <ul style="list-style-type: none"> <li>By teacher in each classroom</li> <li>School Culture Assemblies</li> <li>Class competitions for Ice Pop Party based on expected behaviors</li> <li>BeeBucks, BeeBucks store, Book vending machine</li> </ul> </li> <li>Explicit teaching of Social Emotional Learning (SEL) <ul style="list-style-type: none"> <li>Choose Love Rah-Rah-Rally</li> <li>Wellness Wednesdays - Choose Love Lessons</li> <li>Quarterly Book of the Month on four Choose Love Pillars - Courage, Gratitude, Forgiveness, Compassion in Action</li> <li>Quarterly parent partnership to showcase movies that align with Choose Love pillars</li> </ul> </li> </ul> </li> </ul>	Students will demonstrate transition successfully through: <ul style="list-style-type: none"> <li>Attendance data</li> <li>Panorama SEL/Student Perception surveys</li> </ul>	<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"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input checked="" type="checkbox"/> Grant:UHM/CD C, \$ <input type="checkbox"/> Other:__, \$





- Establish a Wellness Committee to promote nutrition and physical activity (UHM/CDC)
  - Intramural Sports - Basketball, Volleyball, Track & Field
  - Fitnessgram - partnering w/Marines Corp to enhance physical health
- Continue Attendance Incentive Program
  - Student perfect attendance:
    - Each month students will be rewarded with attendance stickers if they come to school everyday and on time for that month.
    - Perfect attendance students will also earn a free dress day on the first Friday of the following month.
  - On-going classroom perfect attendance
    - Each classroom will receive letters that spell out ATTENDANCE
    - Teachers will put up a letter each day that every student is present and on time
    - Once a class spells out ATTENDANCE they will be rewarded with ice pops!
    - This is on-going. When a class spells out ATTENDANCE they can take the letters down and start all over again
  - Quarterly classroom attendance
    - At the end of each quarter one class from each grade level with the most perfect attendance days will receive a perfect attendance certificate that they can display in their classroom.
- Continue Truancy Abatement Program
  - Three tiered levels of support:
    - 1) Teachers monitor daily attendance and contact home. Counselors pull weekly



attendance on Infinite Campus (IC) to send letter 1 at 5 unexcused absences.

- 2) Teacher calls the parent/guardian about absences and documents on Panorama. Counselors pull weekly attendance on IC to send letter 2 at 10 unexcused absences. Counselors will contact parents/guardians.
- 3) Teacher calls the parent/guardian about absences and documents on Panorama. Counselors pull weekly attendance on IC to send letter 3 at 15 unexcused absences. Counselors will contact parents/guardians to set up a meeting with a Probation Officer from Family Court and a school administrator.

Accountable Leads:

- Doris Yanagi-Balidoy, Counselor, PreK-2nd, Attendance
- Gregory Char, Counselor, 3rd-5th, Attendance
- Susan Nakasone, Librarian, PBIS-SEL
- Nicole Samuel-Connors, VP, PBIS-SEL



## One-Year Academic Plan SY 2024-2025

1.2.2. All students demonstrate positive behaviors at school.

*Required for all schools.*

There are a high number of Chapter 19 incidents each year. In the school year 2022-2023, there were 302 incidents.

EBES will:

- Support the positive BEEhaviors and Social Emotional Learning (SEL) through our PBIS-SEL Team, which consists of a teacher from each grade level, a counselor, and administrator
  - Explicit teaching and modeling of Ewa Beach Way "Beehaviors"
    - The teacher in each classroom consistently utilizes our EBES behavior matrix and behavior flow chart
      - MTSS behavior supports and interventions Tier 1 through Tier 3
    - School Culture Assembly
    - Class competitions for Ice Pop Party based on expected behaviors
    - BeeBucks, BeeBucks store, Book vending machine
  - Explicit teaching of Social Emotional Learning (SEL)
    - Choose Love Rah-Rah-Rally
    - Wellness Wednesdays - Choose Love Lessons
    - Quarterly Book of the Month on four Choose Love Pillars - Courage, Gratitude, Forgiveness, Compassion in Action
    - Quarterly parent partnership to showcase movies that align with Choose Love pillars

Accountable Leads:

- Doris Yanagi-Balidoy, Counselor, PreK-2nd, PBIS-SEL
- Gregory Char, Counselor, 3rd-5th, PBIS-SEL
- Nicole Samuel-Connors, VP, PBIS-SEL

Students will demonstrate transition successfully through:

- Panorama SEL/Student Perception surveys
- Student Referrals
- School Quality Survey

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





## One-Year Academic Plan SY 2024-2025

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

*Required for all schools.*

We value working together as a system that includes everyone in the broader community to develop the competencies that strengthen a sense of belonging, responsibility, excellence, aloha, total-well-being and Hawaii ("BREATH") in ourselves, students and others.

EBES will:

- Support BREATH through our:
  - Hawaiian Studies Program
    - Provides curriculum support and resources in the instruction and learning of Hawaiian culture, history, and language
  - Ewa Beach Way "BeeHaviors" Matrix
  - Wellness Committee
  - Student Activities Team (SAT), which consists of a teacher from each grade level, a counselor, and administrator
    - EBES Carnival
    - Ewa Beach Way Awards
    - Song Fest
  - School Events:
    - Beginning of the year Meet & Greet
    - Curriculum Night
    - School Assemblies
    - Parent Academy Workshop
    - Unity Day
    - Choose Aloha Rallies
    - Book Fairs
    - Holiday Parades
    - Faculty vs. Student Sports Exhibitions
    - EBES Talent Show
  - Student Council
    - Various Spirit Weeks
  - Transition Center (TC) / Parent Community Network Coordinator (PCNC)
    - New student transition services for families and students
    - Monthly Parent Ohana Coffee Hour
    - Purple Up Week

Students will demonstrate experiences successfully through:

- Hawaiian Studies Enrichment
- Panorama SEL/Student Perception surveys
- School Quality Survey

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



■ Holiday Fun Fest

Accountable Leads:

- Gregory Char, Counselor, 3rd-5th, Student Council
- Jay Lin, Principal, PCNC/TC, SAT
- Bridget Moniz, VP, Hawaiian Studies



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

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i>  <b>and Name of Accountable Lead(s)</b> <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>
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.  <i>Required for all schools.</i>	To serve our students by learning and exploring college and careers, as well as to ensure equity of access, and increase participation rates and successful outcomes.	EBES will: <ul style="list-style-type: none"> <li>Support the K-12 experience, engage in a variety of career, community, and civic opportunities through our AVID Team, which consists of a teacher from each grade level, a counselor, and administrator. <ul style="list-style-type: none"> <li>Explicit teaching of Growth Mindset and strategies to support students with "How to do school"</li> <li>Career Day &amp; Guest Speaker Events</li> <li>AVID Night</li> </ul> </li> <li>Create opportunities for teachers to articulate with Ewa Makai Middle School. In addition, activities and opportunities for EBES students to participate in future endeavors within the middle school and beyond shall be increased (James Campbell High School). The administrative team is looking into integrating academy pathways into their school design, preparing students for college, careers, and community with explorative learning experiences that spark and shape student passion. This would be in alignment with our feeder High School, JCHS.</li> <li>Encourage student involvement in community and civic activities: Promote student participation in community</li> </ul>	Students will demonstrate experiences successfully through: <ul style="list-style-type: none"> <li>AVID Certification</li> <li>NEHS Certification</li> </ul>	<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"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$





service projects, volunteer opportunities, and civic engagement activities. This can help students develop a sense of social responsibility and contribute to their personal and professional growth.

- Student Council
- National Elementary Honor Society (NEHS)

**Accountable Leads:**

- Bridget Moniz, VP, AVID
- Jay Lin, Principal, Student Council, NEHS



## 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>  <b>and Name of Accountable Lead(s)</b> <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 students are taught by effective teachers, supported by effective support staff, and led by effective school administrators.	The need for consistent implementation and monitoring of research-based instructional strategies, professional development opportunities	EBES will: <ul style="list-style-type: none"> <li>• Increase the leadership capacity of teachers and amplify the impact of teacher leaders through our school teams: <ul style="list-style-type: none"> <li>○ Operation Leadership Team (OLT)</li> <li>○ Instructional Leadership Team (ILT)</li> <li>○ PBIS-SEL Team</li> <li>○ Academic Review Team (ART)</li> <li>○ Student Activities Team (SAT)</li> <li>○ AVID Team</li> </ul> </li> <li>• Provide on-going and targeted professional development from Academic Coaches and district support personnel.</li> </ul>	Students will demonstrate growth toward reading through: <ul style="list-style-type: none"> <li>• iReady</li> <li>• Common Formative Assessment</li> <li>• EBES Data tracking sheet</li> </ul>	<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"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$



## One-Year Academic Plan SY 2024-2025

This outcome encompasses several key goals:

1. High-Quality Instruction: Ensuring high levels of teaching and learning for all students to promote academic growth and foster lifelong learners.

2. Comprehensive MTSS Support: Ensuring all students receive the necessary support to overcome challenges, develop social-emotional skills, and thrive academically.

3. Strong Leadership: Ensure all stakeholders have shared leadership,

for teachers, and accountability measures to ensure the application of effective teaching practices. As a result, students will consistently receive high-quality instruction tailored to their individual needs, nurture academic growth, and strengthen their enthusiasm for learning.

- Mentor and induct new teachers through probationary period
- Receive professional development and utilize the Data Driven Instructional Cycle (DDIC) process to study & deepen our understanding of the standards, create common formative and summative assessments, and use the data to collaborate & implement research based best instructional strategies.
  - Consistently implement all Tiers of MTSS instructional strategies to improve reading/ELA proficiency.
    - Implementation of inclusive practices at Tier 1 & 2 level by classroom teachers.
    - Utilization of Response to Intervention blocks and personnel for students needing Tier 2 & 3 support.
    - Clearly articulate learning targets and success criteria
- Collaborate whole-school through the Instructional Leadership Team (ILT), which consists of a teacher from each grade level, academic coaches and administrator.
  - Determine a Powerful Instruction Practices (PIP) that will support Tier 1 instructional strategies horizontally and vertically
  - Leveraging expertise of teachers to build capacity school-wide of best teaching and learning practices
- Receive professional development and utilize Multi-Tiered Systems of Supports (MTSS) to support students both academically and socially-emotionally.
  - Collaborate whole-school through the PBIS-SEL Team, which consists of a teacher from each grade level, counselor, and administrator.
  - Collaboration to take Action and Reach Each student (CARE) Process:

- MTSS process (CARE forms)
- School Quality Survey Data
- Panorama Student Perception Survey
- Panorama Employee Staff Well-Being Survey

☐ Other: \_\_, \$





collaborative  
decision making,  
and collective  
action.

- CARE committee convened to discuss student's data and needs to determine next steps (e.g. additional interventions or SST)
- Members: School Psych, Admin, SSC, Teacher, Counselor, Coach.
- Implement co-teaching for IDEA inclusion settings and provide continuous on-site professional development relating to inclusive practices
- Support all teachers to complete Sheltered Instruction Qualification.

\*PD may be local or national

Accountable Leads:

- Jay Lin, Principal
- Nicole Samuel Connors, VP
- Birdget Moniz, VP
- Jadene Wong, Curriculum & RTI Coordinator
- Cassandra Koja, Academic Coach
- Ashlee Nagamine, Academic Coach



## 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>  <b>and Name of Accountable Lead(s)</b> <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>
<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>Increase parent &amp; community engagement after post-COVID. Rebuilding the partnership with all stakeholders in the community to optimize</p>	<p>EBES will:</p> <ul style="list-style-type: none"> <li>Have a full membership with our School Community Council (SCC board) and meet regularly <ul style="list-style-type: none"> <li>Members include principal, two certificated members, a classified member, two parent members, a community member, and a student member</li> <li>SCC will hold monthly meetings to discuss school</li> </ul> </li> <li>Continue Family and Community Engagement <ul style="list-style-type: none"> <li>Quarterly Parent Academy Workshop</li> <li>Monthly Parent Ohana</li> <li>Monthly Volunteer Training</li> </ul> </li> </ul>	<p>EBES will demonstrate SCC meetings successfully through:</p> <ul style="list-style-type: none"> <li>Posted SCC agenda/minutes and invites</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> WSF, \$</li> <li><input type="checkbox"/> Title I, \$</li> <li><input type="checkbox"/> Title II, \$</li> <li><input type="checkbox"/> Title III, \$</li> <li><input type="checkbox"/> Title IV-A, \$</li> <li><input type="checkbox"/> Title IV-B, \$</li> <li><input type="checkbox"/> IDEA, \$</li> <li><input type="checkbox"/> SPPA, \$</li> <li><input type="checkbox"/> Homeless, \$</li> <li><input type="checkbox"/> Grant: __, \$</li> <li><input type="checkbox"/> Other: __, \$</li> </ul>



the academic  
experience  
for all  
students.

- Two Family and Community Engagement Events (1/semester) to gather community feedback towards our academic and financial plans
- Use a variety of communication methods to inform parents and community stakeholders of school activities and events
  - Engaging with families through multiple sources - in-person, social media platforms, text, email, newsletter, etc.

Accountable Leads:

- Jay Lin, Principal

## 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 Ewa Beach Elementary 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) 1,095 student instructional hours

**Did your school submit a SCC Waiver Request Form? Please** Yes, 4 Waiver Days and 2 Professional Collaboration Days.





**explain.**

Ewa Beach Elementary School (EBES) Waiver days and Professional Collaboration days will be used to focus on school-wide Academic Plan goals under Priority 1) Ensuring high-quality learning that is rigorous and equitable for all through horizontal and vertical alignment of reading (1.1.2), writing, math (1.1.3), science standards, success criteria, learning progression, and common formative assessments. In addition, to further develop our school's analysis process to enhance our response to intervention systems (1.1.4) in Tier 1 (teaching strategies/powerful instructional practices), Tier 2 (interventions and data disaggregation), and Tier 3 (intensive intervention and data tracking). Furthermore, a schoolwide horizontal and vertical articulation process that aligns curriculum, instruction, and assessment will create a sequential academic program that enhances the student learning transition from grade to grade and middle school (1.1.5).

EBES believes these Waiver and Professional Collaboration days will strengthen the implementation of Data Driven Instructional Cycles (DDIC) or data analysis and applying appropriate data directly influences the decision-making processes that design and implement school change and student learner outcomes. EBES has determined that data analysis helps teachers understand their students' learning abilities and challenges. Thus, aligning with Priority 2) Ensuring high levels of teaching and learning for all students with high-quality educator workforce.

**Bell Schedule:** [Link to EBES Bell Schedule](#)