



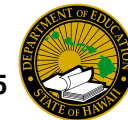
He'eia Elementary Academic Plan SY 2024-2025

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<https://www.heeiahawks.org/>

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

Submitted by Principal Danny Garcia	
	4/5/24

Approved by Interim Complex Area Superintendent Matt Ho	
	04/15/2024



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	2020 Wonders	i-Ready Classroom Mathematics		

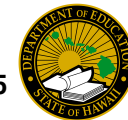
SCREENING ASSESSMENTS

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
Grades K-6 English	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 contributing cause(s) for those needs and gaps, as identified in one or more of the following:

- Current Western Association of Schools and Colleges (WASC) Schoolwide Growth Areas for Continuous Improvement

Last Full Self-Study: **March 2018**, Next Full Self-Study: **February 2024**

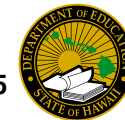
Please identify critical student learning needs and the contributing cause(s) why these needs have been prioritized.

“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’s needs and contributing cause(s) for ease of cross-referencing.

Problem-Solving Cycle Evidence: [2024 WASC Report](#)

1	<p><u>Student Need: Social Emotional Learning (SEL)</u></p> <p><u>Contributing cause(s):</u></p> <ul style="list-style-type: none"> • Our strongest areas of strength are in curriculum with all grade levels implementing GLOs to help with SEL needs. In addition, teachers are utilizing real world experiences in lessons connecting student’s learning to the standards and implementing concepts from recent school-wide professional development. • An area of growth for our school is continuing our development and implementation of consistent procedures for student discipline to address various degrees of behaviors. • As a school we are addressing classroom climate and student well-being. Starting with training for creating trauma-informed classrooms utilizing inclusive practices, resources to continue to build a sense of belonging at our school and address student’s feeling safe at our school.
2	<p><u>Student Need: Response to Intervention (RTI)</u></p> <p><u>Contributing cause(s):</u></p> <ul style="list-style-type: none"> • Administrators and instructional staff continue to use PLC and Curriculum Committees meetings to better collaborate when analyzing and discussing academic and behavior data interventions and instructional practices to support all student needs. • We are continuing to refine the efficiency of the RTI process to ensure that we support all students in the areas of English Language Arts and Math. • As a school, our next steps are to improve a system for data collection in which data can be better recorded, analyzed, and evaluated.
3	<p><u>Student Need: Inclusive Practices</u></p>



Contributing cause(s):

- Continued equity of access for all special populations (SPED, 504, EL)
- Continued growth in allowing student voice and choice regarding all school wide activities, both academic and extracurricular, to promote further inclusivity.
- Students need support in goal-setting, self assessment and peer assessment.

4 Student Need: Core Instruction

Contributing cause(s):

- Teachers collaborate in Professional Learning Communities to discuss student concerns, differentiate our instruction and adjust curriculum based on student needs determined by common assessments.
- During Curriculum Committee meetings, where each grade level is represented, members have discussions to ensure instruction focuses on identified priority standards/targets and how each grade can support the next grade level.
- Opportunities for students to continue to make connections to real world experiences and concepts to enhance student learning and encourage future college and career experiences.
- As a school, our next steps for core instructions will be within the following areas: revisit curriculum maps and realign instruction to Social Studies and Science Standards, more consistent walkthroughs to help improve instruction and teaching practices. Analyzing walkthrough data with teachers, and development of a system that will evaluate effectiveness of school-wide professional development.

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.

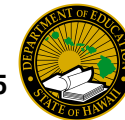
To add additional subgroups, please insert a new row and duplicate "Targeted Subgroup" and "Identified Student Need(s)" text as needed.

1	<p>Targeted Subgroup: Disadvantaged students</p> <p>Identified Student Need(s): Reading and Math proficiency, behavior, and attendance</p>
2	<p>Targeted Subgroup: Special Education students</p> <p>Identified Student Need(s): Reading and Math proficiency, behavior, and attendance</p>
3	<p>Targeted Subgroup: Pacific Islander students</p> <p>Identified Student Need(s): Reading and Math proficiency, behavior, and attendance</p>

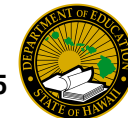


Priority 1 High-Quality Learning For All

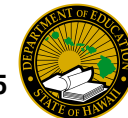
★ GOAL 1.1 All students experience rigorous, high-quality learning that results in equitable outcomes for all learners.				
Desired Outcomes <i>"What do we plan to accomplish?"</i>	Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> 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>	Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the 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.	State of Hawai'i Act 210 (§302A-A)	All kindergarten students are assessed for social, emotional, and academic readiness. Accountable lead: CCs	KEA assessment data (LEI Kūlia)	No additional cost



<p>Reading Proficiency</p> <p>1.1.2. All students read proficiently by the end of <i>third grade</i>, and those who do not read proficiently receive necessary and timely support to become proficient.</p>	<p>WASC Growth Area: Although the school has established a RTI schedule per each grade level, there are still inconsistencies with the efficiency of both Language Arts and Math. Specifically, ensuring that all students receive support in both Language Arts and Math as needed.</p>	<p>Carries out core instructional activities that are engaging, rigorous, differentiated data-driven and developed collaboratively by teacher PLCs focusing on real-world, community-based, college and career readiness.</p> <p>Accountable lead: CCs</p>	<ul style="list-style-type: none"> • iReady Reading data 	<p>iReady assessment and curriculum</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$25,000 <input checked="" type="checkbox"/> Title I, \$100,000 <input checked="" type="checkbox"/> ESSER, \$49,000
		<p>Implement effective, targeted and data-driven behavior and academic interventions to close identified gaps (RTI).</p> <p>Accountable lead: CCs</p>	<ul style="list-style-type: none"> • iReady Reading data • Common Formative Assessments 	
<p>Mathematics Proficiency</p> <p>1.1.3. All students are proficient in mathematics by the end of <i>5th grade</i>, and those who are not proficient receive necessary and timely support to become proficient.</p>	<p>WASC Growth Area: Although the school has established a RTI schedule per each grade level, there are still inconsistencies with the efficiency of both Language Arts and Math. Specifically, ensuring that all students receive support in both Language Arts and Math as needed.</p>	<p>Carries out core instructional activities that are engaging, rigorous, differentiated data-driven and developed collaboratively by teacher PLCs focusing on real-world, community-based, college and career readiness.</p> <p>Accountable lead: CCs</p>	<ul style="list-style-type: none"> • iReady Math data 	<p>iReady assessment and curriculum</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$25,000 (repeat cost) <input checked="" type="checkbox"/> Title I, \$100,000 (repeat cost) <input checked="" type="checkbox"/> ESSER, \$49,000 (repeat cost)
		<p>Implement effective, targeted and data-driven behavior and academic interventions to close identified gaps (RTI).</p> <p>Accountable lead: CCs</p>	<ul style="list-style-type: none"> • iReady Math data • Common Formative Assessments 	



<p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p>	<p>WASC Growth Area: Although the school has established a RTI schedule per each grade level, there are still inconsistencies with the efficiency of both Language Arts and Math. Specifically, ensuring that all students receive support in both Language Arts and Math as needed.</p>	<p>Implement effective, targeted and data-driven behavior and academic interventions to close identified gaps (RTI).</p> <p>Accountable lead: CCs</p>	<ul style="list-style-type: none"> • iReady Math data • Common Formative Assessments 	<p>Tutors</p> <p><input checked="" type="checkbox"/> Title I, \$160,000</p>
<p>1.1.5. All students transition successfully at critical points, from elementary to intermediate school and from intermediate to high school.</p>	<p>WASC Growth Area: Need to follow up with progress of students who have moved on to new grade levels and on to intermediate school.</p> <p>There is a need for clear transitions between and across schools.</p>	<p>A Graduate Profile will align and shape a common vision for graduates through a clearly articulated K-12 continuum.</p> <p>Castle Graduate Profile</p> <ul style="list-style-type: none"> • Culturally & Community Minded • College Ready • Career Ready • Life Ready <p>Accountable lead: Principal</p>	<ul style="list-style-type: none"> • He'eia Grad Profile 	<p>No additional cost</p>



★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment				
Desired Outcomes <i>"What do we plan to accomplish?"</i>	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>	Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the amount needed to execute the enabling activity.</i>
<p>1.2.1. All students desire to and attend school regularly.</p> <p>1.2.2. All students demonstrate positive behaviors at school.</p> <p>1.2.3. All students experience a Nā Hopena A'o environment for learning.</p>	<p>WASC Growth Area: Following the COVID pandemic, there has been an increase in students who are chronically absent. Since the lifting of many COVID restrictions, our attendance is still a concern that we would like to address. We have started the Walking School Bus biweekly program with a community partner to chaperone students who are walking or bike riding, but this only impacts a small portion of our student population. Our state is also currently looking at changes in laws to be able to pursue action in truancy cases, but at the moment there is nothing in place legally. As a school we should explore further attendance improvement measures or incentive programs.</p>	<p>Implement a Schoolwide SEL program that develops character, culture, behavior and strong sense of belonging to self, school and community.</p> <p>Accountable lead: Principal</p>	<ul style="list-style-type: none"> • Behavior Data • Learning Walk data 	<p>No additional cost</p>

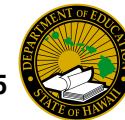
★ GOAL 1.3 All students' graduate high school prepared for college and career success and community and civic engagement				
Desired Outcomes <i>"What do we plan to accomplish?"</i>	Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> 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>	Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the amount needed to execute the enabling activity.</i>
<p>1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.</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>WASC Growth Area: Need to follow up with progress of students who have moved on to new grade levels and on to intermediate school.</p> <p>There is a need for clear transitions between and across schools.</p>	<p>A Graduate Profile will align and shape a common vision for graduates through a clearly articulated K-12 continuum.</p> <p>Castle Graduate Profile</p> <ul style="list-style-type: none"> ● Culturally & Community Minded ● College Ready ● Career Ready ● Life Ready <p>Accountable lead: Principal</p>	<p>He'eia Grad Profile</p>	<p>No additional cost</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>	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>	Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the 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.	Hawai'i Revised Statutes Section §302A-1124 Mandate to initiate school community councils	Our school has a full-membership SCC that meets at least quarterly. Accountable lead: Principal	SCC agenda and minutes	No additional cost



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 He'eia Elementary's current bell schedule(s) and total student instructional hours per year. To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided bell schedule tool .	
Total student instructional hours per year <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>	1,078
Did your school submit a SCC Waiver Request Form?	Yes We submitted two SCC requests: one for four (4) Waiver Days and another request for two (2) consecutive Parent-Teacher Conference Days.
Bell Schedule: He'eia Bell Schedule	