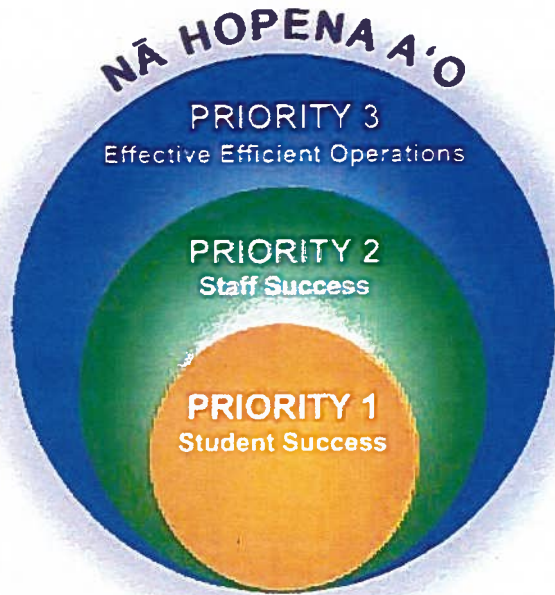




Waiākea Elementary Academic Plan SY 2024-2025

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waiakeaelementary.org



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

Submitted by Principal Ken K. Watanabe

Approved by Complex Area Superintendent Esther Kanehailua

[Insert signature]

Ken K. Watanabe

[Insert date]

03/20/24

[Signature]

4/12/24



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 (SY 28-29 required)	Social Studies (SY 28-29 required)
K-5	Reading Wonders	Stepping Stones		

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.

Grade Level / Course Name	English Language Arts	Mathematics
K-5	iReady	iReady
K-2	DIBELS	



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: **2023** Next Full Self-Study: **2029**
- Other current accreditation self-study

Please identify critical student learning needs (CSLN) 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.

CSLN 1 Student Need: WES administration needs to create a Professional Development (PD) plan and measure the effectiveness of PD with a focus on differentiated strategies to address the varied needs of all students with consistency across all grade levels.

Root/Contributing cause(s): There is a lack of understanding in content standards for computer science, science, and social studies.

CSLN 2 Student Need: WES administration and leadership team need to re-evaluate the structure and use of PLCs to ensure data-driven decision making, planning, and clear outcomes and expectations with a focus on expanding beyond just grade level teams to ensure vertical articulation.

Root/Contributing cause(s): There is a lack of consistency in implementation of PLC structure across each grade level.

CSLN 3 Student Need: WES administration and leadership team need to strengthen and more clearly design a school-wide model for the RTI program that is student-centered and identifies individual student needs and employs targeted differentiated instructional strategies to support the diverse and complex needs of each individual student, including English Learners.

Root/Contributing cause(s): There is a lack of understanding of the RTI focus and EL program.



CSLN 4 Student Need: The principal needs to lead the staff in adhering to the Academic/Financial Plan in a process that is inclusive of all stakeholders including parents, classified staff, teachers, and students; and follow through to ensure that school wide initiatives are sustained.

Root/Contributing cause(s): There is a lack of understanding of the process in creating and monitoring the Academic and Financial plans.

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: Students with Disabilities (SPED)
Identified Student Need(s): Increase academic proficiency in ELA, math, and science.

2 Targeted Subgroup: English Learners (EL)
Identified Student Need(s): Increase English language proficiency.

3 Targeted Subgroup:
Identified Student Need(s):



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.**

Strat Plan Measures:

% of Kinders who are assessed for K Readiness (1.1.1)

% of Kinder Ss assessed as not ready who receive additional personalized supports (1.1.1)

% of 3rd Graders demonstrating grade level proficiency in reading (1.1.2)

% of Ss who are not proficient in reading by the end of third grade who receive additional personalized support (1.1.2)

% of 8th graders demonstrating grade-level proficiency in mathematics. (1.1.3)

% of Ss who are not proficient in mathematics by the end of 8th grade who receive additional personalized support (1.1.3)

Add for ES % of 5th or 6th grade...

Data disaggregated by student group (Sped, EL) (1.1.4)

% of EL's who are meeting or on track to meet EL proficiency (1.1.4)

% of ES with transition activities for newly entering Ss (1.1.5)

% of MS with transition activities for Ss entering from ES to 9th grade (1.1.5)

HWCA Focus Measures

Indicator 3: *% of Ss w/IEP's that participate in state assessment*

% of Ss w/IEP's that are proficient on state assessment progress **Monitoring Measurement:** *iReady/Star*

Indicator 5: *% of Ss with IEP's enrolled and where they are served a) Inside the regular class 80% or more of the day, and b) Inside the regular class less than 40% of day* **Measurement:** *Child Count Report Goal: 80% or more of SWDs spending 80% or more of their day in Gen ed (start of school day until the end of the school day is considered school day)*



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>
<p>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.</p> <p><i>Required for all HW ES</i></p>		<p>EA 1.1.1 Administer KEA (KRA) to all entering Kindergarten students.</p> <ul style="list-style-type: none"> a. Identify students who are not socially/emotionally & academically ready b. Provide all assessed as not ready with timely support (describe) c. Monitor progress (how) <p>[Accountable lead(s): School-wide Coordinator, Kindergarten Teachers]</p>	<p>KEA participation rate</p> <p>KEA results</p> <p>Support Log</p> <p>eCSSS</p>	<p>WSF</p>



Reading Proficiency

WASC 1, 5

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 HW ES

EA 1.1.2 (1) Administer reading universal screener to all students at least 3x a year

- a. Identify students who are not on grade level
- b. Provide all assessed as not on grade level with timely support (describe)
- c. Monitor progress (how)

[Accountable lead(s): School-wide Coordinator]

EA 1.1.2 (2) Promote school-wide literacy

- a. Use data to measure the effectiveness of school wide differentiated instructional practices
- b. Students will be exposed to differentiated reading and writing instructional practices and strategies to improve comprehension
- c. Provide opportunities for parents to learn literacy strategies to support their child’s learning

[Accountable lead(s): GLCs]

ELA Universal screener participation rate WSF Title I

Disag. Universal screener proficiency levels

Support Log

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.

Required for all HW ES

EA 1.1.3 Administer math universal screener to all students at least 3x a year

- a. Identify students who are not on grade level
- b. Provide all assessed as not on grade level with timely support (describe)
- c. Monitor progress (how)

[Accountable lead(s): School-wide Coordinator]

Math Universal screener participation rate WSF Title I

Disag. Universal screener proficiency levels

Support Log



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

Required for all schools.

CSLN 2
WASC 1, 2, 4, 5

EA 1.1.4 (1) Administer universal screener to all students at least 3x a year

- a. Identify students who are not meeting typical growth
- b. Provide all assessed as not making typical growth with timely support (describe)
- c. Monitor progress (how)

[Accountable lead(s): School-wide Coordinator]

Universal screener participation rate

Disag. Universal screener % meeting typical growth

WSF

Title I

Title III

IDEA

EA 1.1.4 (2) EL specific activities - Promote quality interactions and reciprocal discussions in all classes in order to develop oral language in conjunction with building content knowledge. (EL Strategic Goal 1, HLS C)

[Accountable lead(s): EL Coordinator]

Support Log

Activity Surveys

EA 1.1.4 (3) SPED specific activities (e.g. EBP's)

- a. Implement curriculum based measures to appropriately progress monitor implementation of academic SDI (specially designed instruction)
- b. Calculate and develop high quality measurable goals and objectives with continuous data collection through progress monitoring
- a. Identify and implement strategies that are evidence based practices to align to student needs

[Accountable lead(s): Special Education Teachers]

EA 1.1.4 (4) Family & Community Engagement activities - Build community and trust between schools and families (EL Strategic Goal 3, HLS A.)

[Accountable lead(s): School-Wide Coordinator]

EA 1.1.4 (5) Professional Learning Communities

- a. Support data teams cycles (1/quarter) for reading, writing, math, and science



- b. Grade level CFAs will be completed for reading, writing, math, and science
- c. Analyze trends in the areas of weakness for reading and math for grades K-5 and adjust instructions to meet the needs of all students to close the achievement gap
- d. Revisit ELA, math, and science grade level programs to meet the rigor of content standards and meet the needs of the learner
- e. Refine instructional strategies and assessments that align to the rigor of the standards

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

EA 1.1.5 Provide transition activities for newly entering students.

- a. Beginning of year kindergarten transition days
- b. New student tours

[Accountable lead(s): Kindergarten Teachers, Counselors]

Panorama Surveys

WSF

Off Track indicators for students in transition grades

Required for all schools.



1.1.6 All students receive the academic and emotional support they need.

CSLN 3
WASC 1, 2, 5

EA 1.1.6 (1) Revise and continue to implement WES’ tiered support system to meet current student academic and emotional needs.

- Adjust tier 1, 2, and 3 supports
- Implement progress monitoring tool
- Identify student intervention tools/strategies and address student needs

[Accountable lead(s): Admin, Counselors]

EA 1.1.6 (2) Continue to provide dedicated time for students to receive targeted and differentiated instruction, academically and behaviorally.

[Accountable lead(s): Grade level teachers]

WSF



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

Strat Plan

- % of Ss attending 90% or more days of instruction
- % of Ss, parents/guardians and staff agreeing the school encourages positive behaviors
- # of schools, state and complex area offices that have completed the Hā orientation and/or training

HWCA Focus Measures

Indicator 5: LRE: Appropriate transition between and within schools for SWDs **Measurement:** Number of transition meetings held for SWDs: a) between grade levels, b) change in setting (e.g., Gen Ed to SPED or SPED to Gen Ed), c) between schools (e.g., elementary -> middle -> high).
Indicator 4: Suspension: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs.
Progress Monitoring Measurement: a) % of SWDs suspended, b) Mean days of suspension for SWDs c) % of SWDs who have in-school suspension, d) Mean days of in-school suspension for SWDs, e)% of SWDs who have had an Manifestation Determination Meeting within 8-11 days of suspension, f) % of SWDs who have had an IEP and/or BSP revision meeting after issuance of in-school suspension or suspension.

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.		EA 1.2.1 (1) Attendance proactive strategies. a. School-wide WES ROYAL challenge b. School-to-school challenge [Accountable lead(s): Vice-Principal]	Panorama SEL Survey - Sense of Belonging SQS	WSF
<i>Required for all schools.</i>		EA 1.2.1 (2) Attendance intervention strategies a. Student counseling/parent contact b. Heads-Up meetings c. Home visits	Daily attendance rate	



1.2.2 All students demonstrate positive behaviors at school.

Required for all schools.

[Accountable lead(s): Vice-Principal]

- EA 1.2.2 (1)** PBIS Program/Activities, schoolwide expectations.
 - a. Incentives: Points and school store
 - b. GLO recognition
 - c. Mid-quarter and end of quarter activities

[Accountable lead(s): Vice-Principal]

- EA 1.2.2 (2)** Behavior Intervention strategies.
 - a. Student counseling/parent contact
 - b. Heads-Up meetings

[Accountable lead(s): Vice-Principal]

EA 1.2.2 (3) Continue to implement WES' SEL program, adjusting the lessons as necessary to meet the needs of students.

[Accountable lead(s): Vice Principal]

Chronic absenteeism rate

PBIS data WSF

LEI Kulia MMSS Behavior Risk

Disaggregated suspension rates (Indicator 4)



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

Required for all schools.

EA 1.2.3 (1) Nā Hopena A'ō Activities

- a. Monthly student general learner outcomes
- b. Wellness/SEL activities
- c. Activities that promote inclusivity and celebrate diversity

[Accountable lead(s): Vice Principal]

EA 1.2.3 (2) Culture-based learning opportunities/activities

- a. Grade level field trips

[Accountable lead(s): Grade Level teachers]

EA 1.2.3 (3) `Āina Aloha programs/activities

- a. Monthly cultural values

[Accountable lead(s): Vice Principal]

WSF



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

Strat Plan

% of schools offering career exploration and development activities for students
 % of schools offering opportunities to participate in civic learning and active civic engagement

Complex-specific

CTE K-5 Career Connected Learning

K-5 Computer Science-Foundational

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>
1.3.1 All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.		EA 1.3.1 Elementary <ul style="list-style-type: none"> • Career Exploration (career days, field trips, guest speakers, etc.) • College awareness • Journey Through the Universe CTE Road Map [Accountable lead(s): Principal]	Participation	WSF
<i>Required for all schools.</i>				



Priority 2 High-Quality Educator Workforce in All Schools

- ★ Goal 2.1 All students are taught by effective teachers.
- ★ Goal 2.2 All schools are staffed by effective support staff.
- ★ Goal 2.3 All schools are led by effective school administrators.

Strat Plan-% of first year and second year teachers participating in the state approved I&M program
 # of T's participating in PD beyond the 21 hours of teacher's job embedded training required by the CBA

HWCA Focus Measures

Indicator 17: State Systemic Improvement Plan (SSIP): General and Special Education K-4 teachers know and implement evidence-based practices in the Science of Reading for Phonemic Awareness and Phonics **Progress Monitoring:** % of teachers who have participated in training based in the science of reading for phonemic awareness and phonics and/or % of classroom fidelity checks with 80% or better implementation.

Desired Outcomes "What do we plan to accomplish?"	Root/Contributing Cause "Why are we doing this?"	Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Please estimate the additional amount needed to execute the enabling activity.
2.1.1 All teachers are effective or receive the necessary support	CSLN 1 WASC 1, 2, 3, 4, 5	EA 2.1.1 (1) Induction & Mentoring Activities a. Complex Area I & M program b. School level I & M activities [Accountable lead(s): Grade Level Chairs	Participation PD Plan	WSF Title I



to become
effective.

All HW Schools

EA 2.1.1 (2) Provide opportunities for professional development.

- a. 21 Hours PD plan (aligned to root causes/need areas)
- b. Powerful Teaching and Learning (BERC)
- c. EL program/services
- d. Teacher Clarity (learning intentions/success criteria)
- e. Promoting quality interactions and reciprocal discussions (EL Strategic Goal 1, HLS C)
- f. High-quality instruction for EIs in all content areas (EL Strategic Goal 2, HLS A)
- g. Culturally and linguistically responsive teaching (EL Strategic Goal 4, HLS A)
- h. Sharing best practices through data collaboration for core content areas (celebrate successes, technology integration, research-based strategies)

[Accountable lead(s): School-wide Coordinator]



Priority 3

Effective and Efficient Operations at All Levels

★ **GOAL 3.1 Families and staff are informed of and engaged in planning and decision-making processes.**

Strat Plan-% of schools with all required stakeholders represented in SCC membership
 % of schools with overall positive rating on the SCC self-assessment rating

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>		EA 3.3.1 (1) Conduct Orientation/Training Session for new SCC members on roles and responsibilities <ul style="list-style-type: none"> a. Monitor Academic Plan b. Hold two community meetings annually c. Nominate and hold elections for new members d. Complete SCC Self-Assessment & Principal Survey [Accountable lead(s): SCC Chair]	SCC member roster and agendas SCC Self-Assessment Survey Principal Survey	WSF



★ **Goal 3.2 Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.**

HWCA Focus Measures

Indicator 8: Parent Involvement: Goal: 100% of parents are provided the annual survey during the annual IEP meeting.

Progress Monitoring: % of confirmed survey distribution to parents at every annual IEP meeting for all SWDs.

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>
3.3.2 All families and staff can easily learn about and participate in feedback processes that inform decision making at the school, complex area, and state levels	WASC 1	EA 3.3.2 Communicate with the school community through school website and/or messaging application Parent Square. [Accountable lead(s): Principal]	School website Parent Square	WSF

★ **Goal 3.3 Other Systems of Support**

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/	Enabling Activities <i>"How will we achieve the desired outcome?"</i>	Monitoring of Progress	Anticipated Source of Funds
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Contributing Cause <i>"Why are we doing this?"</i>	and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<i>"How will we know progress is being made?"</i>	<i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
3.3.3 All stakeholders understand the Academic Plan process.	CSLN 4 Review the Academic Plan process (development and implementation) with all stakeholders. [Accountable Lead: Principal]	Agendas Surveys	WSF



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 [Insert School Name] 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) [Insert value]

Did your school submit a SCC Waiver Request Form? Please explain. [Insert text]

Bell Schedule: [Please link, embed a table, or insert an image of your school bell schedule here]