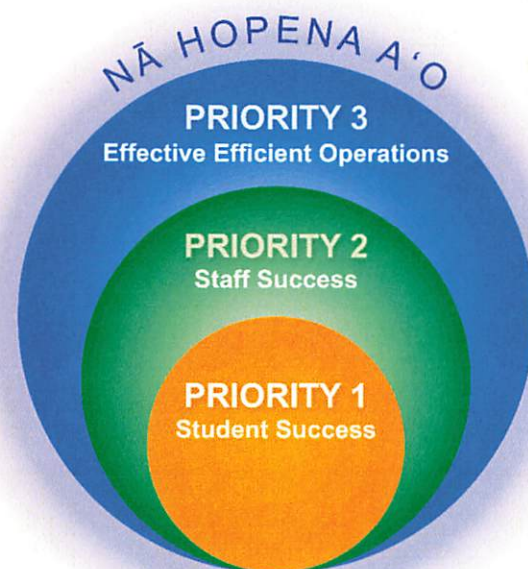


2024

One-Year Academic Plan SY 2024-2025



30%



Waikoloa Elementary & Middle School

Academic Plan

SY 2024-2025

68-1730 Hooko St, Waikoloa Village, HI 96738
(808) 883-6808

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

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

Submitted by Principal Michelle Barber	
<i>Michelle Barber</i>	April 10, 2024

Approved by Complex Area Superintendent Janette Snelling	
<i>Janette Snelling</i>	APR 12 2024



Comprehensive Instructional RESOURCES/MATERIALS to support your Guaranteed and Viable Curriculum (GVC)

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-1	UFLI Reading Wonders	HMH: Into Math	Mystery Science	
2-5	Sonday Essentials Reading Wonders	HMH: Into Math	Mystery Science	
6-8	Savvas: MyPerspectives	HMH: Into Math	Amplify	

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.



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Grade Level / Course Name	English Language Arts	Mathematics
K-8	iReady ▾	iReady ▾
K-3	DIBELS ▾	Select One ▾
K	Other: ▾ KEA	Other: ▾ KEA
	Select One ▾	Select One ▾
	Select One ▾	Select One ▾
	Select One ▾	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: 2021,, Next Full Self-Study: 2027] (Can check this box only if WASC completed SY 2022-2023)

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> For the past three years, achievement and growth has been more than 10 % below the state average in math in every grade level except 8th.</p> <p><u>Root/Contributing cause(s):</u> Need for increased systems of support for teachers new to Waikoloa School; Inconsistent practice of intervention strategies and dedicated time for RTI; Limited progress monitoring of interventions, and adjusting instruction/strategies based on the data</p> |
| 2 | <p><u>Student Need:</u> For the past three years, achievement and growth has been below the state average in ELA in all grade levels, with the largest gap being in 3rd, 5th, and 6th grades.</p> <p><u>Root/Contributing cause(s):</u> Need for increased systems of support for teachers new to Waikoloa School; Inconsistent practice of intervention strategies and dedicated time for RTI; Limited progress monitoring of interventions, and adjusting instruction/strategies based on the data</p> |
| 3 | <p><u>Student Need:</u> Disadvantaged; Special Education; and Pacific Islander, Native Hawaiian, and Hispanic racial populations have significant achievement gaps in both ELA and Math.</p> <p><u>Root/Contributing cause(s):</u> Lack of system to track attendance concern reasons, Lower family engagement/connection to school in these subgroups, Inconsistent practice for intervention strategies and dedicated time for RTI; limited progress monitoring of interventions;</p> |



Need for professional development on small group instruction, differentiation, evidence based instructional practices, the components of the PLC process, instructional materials, etc;

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> Special Education</p> <p><u>Identified Student Need(s):</u> Significant achievement gaps in both ELA and Math.
TSI (Elementary) - Lack of proficiency and growth in ELA and Math. Lowest 10% in the state in this subgroup for 2 years.</p> |
| 2 | <p><u>Targeted Subgroup:</u> English Language Learners</p> <p><u>Identified Student Need(s):</u> Significant achievement gaps in both ELA and Math.</p> |
| 3 | <p><u>Targeted Subgroup:</u> Disadvantaged</p> <p><u>Identified Student Need(s):</u> Significant achievement gaps in both ELA and Math.</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 <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>
1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and provided necessary and timely support to develop foundational skills for learning.	In order to help teachers plan for the incoming kindergarten-ers, we need to have a baseline of where they stand in this critical transition.	Administer Kindergarten Entry Assessment to all Kindergarten students within 30 days of their enrollment. Using results of the KEA and other data, the kindergarten PLT will provide necessary and timely support to students who need it. Accountable lead(s): Mari Souza, Kindergarten Teachers, PSAP EA	100% of kindergarten students will be assessed using the KEA within the first 30 days of enrollment. (KEA Portal) <ul style="list-style-type: none"> • TACA Forms • PSAP Logs • Grade Level CFAs • Universal Screener Data 	<input 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:__, \$



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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>Inconsistent practice of intervention strategies and dedicated time for RTI; Limited progress monitoring of interventions, and adjusting instruction/strategies based on the data</p>	<p>Implement evidence-based Practices backed by Science of Reading research used to increase student literacy achievement.</p> <p>Phonemic Awareness & Phonics - (30/day grades K-2nd)</p> <p>Phonics - Sonday Essentials (30 min/day grades 3rd-5th)</p> <p>Fluency</p> <p>Vocabulary - Explicit Instruction</p> <p>Comprehension</p> <p>Writing</p> <p>Accountable lead(s): Literacy Coordinator/Coach - Cassandra Lambert</p>	<p>By the end of the 2024-25 school year, 80% of our 3rd grade students will be reading near, at, or above grade level as measured by SBA ELA assessments.</p> <ul style="list-style-type: none"> • IReady • SBA • Grade Level CFAs • DIBELS 	<p><input type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$80,000</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: CLSD, \$</p> <p><input type="checkbox"/> Other:__, \$</p>
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One-Year Academic Plan SY 2024-2025

<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>Inconsistent practice of intervention strategies and dedicated time for RTI; Limited progress monitoring of interventions, and adjusting instruction/ strategies based on the data</p>	<p>Implement high-impact math strategies to improve student achievement in math.</p> <ul style="list-style-type: none"> • HMH Into Math K-8 • Math Agreements including common math agreements & fluency • Using Building Thinking Classroom strategies • Examples: <ul style="list-style-type: none"> ○ Middle School <ul style="list-style-type: none"> ■ Math Workshop Class for students that are far behind (meets everyday) - Remediation and Intervention ■ Office hours - twice a week afterschool for students that need extra help (teachers can identify and ask students to come in) ■ Using different techniques (games and songs) to help with understanding ○ Elementary <ul style="list-style-type: none"> ■ Games and Kinesthetic/movement (ie: acting out the different properties) ■ Movement with Math mats ■ Thinking Classroom (mild, medium, spicy) ■ Manipulatives (ie: abacus, base ten blocks) and numberlines (utilize at the boards in Thinking Classroom) and helps to include all learners and make the problems accessible ■ Collaborative groups ■ Utilize visuals / models (ie: arrays) ■ Differentiate (utilize the pre-test; divide and work with certain groups more and let others work independently) <p>Accountable lead(s): Math Coordinator/Coach - Mari Souza</p>	<p>By the end of the 2024/25 school year, students will increase Math proficiency to 39% as measured by SBA Math Assessment.</p> <ul style="list-style-type: none"> • IReady • SBA • Grade Level CFAs 	<ul style="list-style-type: none"> <input type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$50,000 <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:__,
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One-Year Academic Plan SY 2024-2025

<p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p>	<p>Inconsistent practice of intervention strategies and dedicated time for RTI; Limited progress monitoring of interventions, and adjusting instruction/st strategies based on the data</p>	<p>Plan for Tier 1 & 2 Instruction and Interventions for literacy and math.</p> <ul style="list-style-type: none"> Meet regularly in PLTs to plan instruction for all students based on data from Common Formative Assessments. Create and implement instruction based around the 4 PLC Guiding Questions: <i>What do we want our students to know? How do we know our students are learning it? What will we do if they are not learning it? What will we do for students who already know it?</i> <p>Implement inclusive practices to support students in identified subgroups (ie. IDEA, EL, Disadvantaged)</p> <ul style="list-style-type: none"> Sheltered instruction (i.e. GLAD) Differentiated small group instruction Scheduling for dedicated intervention time <p>Accountable lead(s): Mari Souza, Cassandra Lambert, Jacque Barsetti, Kelly Iokepa</p>	<p>By the end of the 2024/25 school year, all students will meet their typical growth goal in ELA as measured by Iread Diagnostic test results</p> <p>By the end of the 2024/25 school year, all students will meet their typical growth goal in Math as measured by Iread Diagnostic test results.</p> <ul style="list-style-type: none"> Universal Screener Data TACA Forms Grade Level CFAs WIDA SBA Intervention & Progress Monitoring data <p>Data Reports by</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$80,000 <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:__, \$
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One-Year Academic Plan SY 2024-2025

Sub-Groups:

- Language arts proficiency
- Mathematics proficiency
- Science proficiency
- Growth in academic proficiency
- Regular attendance
- Percent of English Learners who are meeting or on track to meet English language proficiency.



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<p>1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.</p>	<p>In order to be proactive and help students to transition smoothly between critical points.</p>	<p><i>Kindergarten:</i> Kindergarten Summer-Start First Day of School - meet the teacher and parent orientation 2nd day - ½ day for all kindergarteners 3rd day - full day for all kindergarteners PSAP - support for students in Grades K-3 who are struggling with transitions.</p> <p><i>Elementary to Middle:</i> IDEA Transition Meetings Teacher Collaboration between grades 5 and Middle School</p> <p><i>Middle to High School:</i> Assembly presented by High School staff and students Kealakehe Academy Parent Night for 8th grade parents 8th Grade visit to Kealakehe High School EL/IDEA/504 Transition meetings Summer Bridge Program</p> <p>Accountable lead: PCNC, Meredith Osborne, Haley Spencer, Diana Morales, Kelly Iokepa, Amy Carson</p>	<p>In the 2024/25 School year, opportunities for successful transitions from preschool to Kindergarten, Elementary to middle school, and middle school to high school will be offered to all students as measured by participation documentation and feedback surveys.</p>	<p><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:__, \$</p>
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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.	A lack of systems to track attendance concern reasons has prevented targeted response to attendance.	Implement Character Strong Evidence Based Program schoolwide Implement Hale System in Middle School Attendance focused Professional Learning Team meets and creates a systematic response to attendance concerns. Accountable lead(s): Meredith Osborne, Haley Spencer, new counselor, Julie Reed	Decrease our percentage of chronically absent students to not more than 36%.	<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: __, \$



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<p>1.2.2. All students demonstrate positive behaviors at school.</p>	<p>Negative behaviors impede on the productivity of instructional time, student attendance, and overall school culture.</p>	<p>Behavior: All teachers will implement Tier 1 behavioral strategies:</p> <ul style="list-style-type: none"> • Implement Character Strong Evidence Based Program schoolwide • Implement PBIS Rewards Management System schoolwide • Implement Hale TeaSystem in Middle School • Scaffold implementation of 17 Proactive Classroom Management strategies • Classroom management plans submitted by all teachers. <p>Schoolwide Strategies:</p> <ul style="list-style-type: none"> • Schoolwide expectations tours for all students. • Location specific schoolwide expectations posted throughout school. • Schoolwide behavior flow chart is followed <p>Accountable lead(s): Meredith Osborne, Haley Spencer, new counselor</p>	<p>Student reporting of self management will increase to 75% as measured in the winter Panorama SEL survey.</p> <ul style="list-style-type: none"> • Panorama School Survey • PBIS Rewards Data and Reports 	<ul style="list-style-type: none"> <input type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$5000 <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: __, SAF \$Private Donation
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1.2.3. All students experience a Nā Hopena A'o environment for learning.	Positive environments for learning increase engagement, attendance, and overall school culture and therefore student achievement.	<p>All teachers will participate in HĀ Orientation</p> <ul style="list-style-type: none">• Implement Character Strong Evidence Based Program schoolwide support the Na Hopena A'o framework.• Implement Hale System in Middle School to support the Na Hopena A'o framework.• Students in grade K-5 participate in weekly Hawaiian Studies class. <p>Accountable lead(s): Meredith Osborne , Haley Spencer, New Counselor, Michelle Barber, Sarah Uehara</p>	<p>Students will report an increased sense of belonging to 75% for elementary students and 65% for Middle School students as measured in the winter Panorama SEL survey.</p> <p>By the end of the 2024/25 school year, 90% of teachers will complete a Hā orientation and/ training as measured by orientation/ training sign-in sheets.</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>
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★ **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> 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>
<p>1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.</p>	<p>Providing students with experience in career, community, and civic opportunities will increase student graduation rates and probability of them entering the workforce.</p>	<p>Ridge to Reef Grant (5th and 7th) visiting and working with community partners (Malama Kai Foundation, Mauna Lani Auberge Resort, One Coral Reef, Big Island Invasive Species Committee, Waikoloa Dry Forest)</p> <p>STEM Night - bring in community science members to share activities (Gear-UP)</p> <p>Science Symposium - community sharing about stewardship projects</p> <p>Hawaii State Science Fair - mentoring and support of students in STEM Club (Gear-UP)</p> <p>Marine Science trips to Ke Kai Ola and use of curriculum to engage in cultural and science lessons</p> <p>Continue to host Amazing Shake competition to test students' poise under pressure, how they think on their feet, use etiquette, and show professional skills (Grades 4th-8th)</p> <p>After school clubs contain a career component.</p> <p>Elective and resource classes provide exposure to college, careers and pathways aligned to that elective class.</p> <p>Accountable lead(s): Mari Souza, Community Coordinator</p>	<p>Throughout the 2024/25 school year, all students will have opportunities to participate in civic learning and active civic engagement as measured by student participation records.</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$2000</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input checked="" type="checkbox"/> Grant: Ridge to Reef, \$5000</p> <p><input checked="" type="checkbox"/> Grant: GEAR UP, \$6000</p> <p><input type="checkbox"/> Other: __, \$</p>



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 will engage in the PLC process to ensure high-quality instruction using the four critical questions as the road map for student success.	Inconsistent practice of intervention strategies and dedicated time for RTI; Limited progress monitoring of interventions, and adjusting	All teacher teams will develop: <ul style="list-style-type: none"> Quarterly Unit plans, Identifying and agreements of priority standards Proficiency scales Pacing of Priority Standards Success criteria Learning targets 	Throughout the entire 2024/25 school year, all teachers will participate in a professional learning team focusing on the four critical areas of success as measured by:	<input checked="" type="checkbox"/> WSE, \$ <input checked="" type="checkbox"/> Title I, \$50,000 <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: __, \$



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	<p>instruction/st rategies based on the data</p> <p>Need for professional development on small group instruction, differentiatio n, evidence based instructional practices, the components of the PLC process, instructional materials, etc;</p>	<p>Name of accountable lead(s): Mari Souza, Cassandra Lambert, Jacque Barsetti, Michelle Barber, Tonya Duncan</p>	<p>TACA Forms, Unit Plans, Pacing Guides, and meeting minutes.</p>	
<p>All staff will be prepared to apply effective instructional strategies.</p>	<p>Need for increased systems of support for teachers new to Waikoloa School;</p> <p>Inconsistent practice of intervention strategies</p>	<p>Provide training coaching and support for school leaders, teachers, staff, and families to better identify and address the needs of our students, staff, and school community at large:</p> <ul style="list-style-type: none"> • Intentional scheduling for teacher and team collaboration • New to Waikoloa teacher onboarding and designated PD opportunities • Induction and Mentoring for new teachers • Professional Development <ul style="list-style-type: none"> ◦ Building Thinking Classrooms PD ◦ PLC Coaching ◦ PLC and Specific Component Training 	<p>Throughout the entire 2024/25 school year, all teachers will participate in a professional learning team and participate professional development that supports student learning</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$ 50,000</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: __, \$</p>



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and dedicated time for RTI;	<ul style="list-style-type: none">Technology PDNā Hopena A'o OrientationSmall Group Instruction PDMulti Cultural understanding PDCurriculum Specific PD	as measured by the following: <ul style="list-style-type: none">Feedback surveysSign-in/ Attendance SheetsKiano ReportsMeeting Schedules	<input type="checkbox"/> Other: __, \$
Limited progress monitoring of interventions, and adjusting instruction/st strategies based on the data	Accountable lead(s) here: Mari Souza, Cassandra Lambert, Jacque Barsetti, Kelly Iokepa, Michelle Barber, Tonya Duncan, Sarah Uehara		
Need for professional development on small group instruction, differentiation, evidence based instructional practices, the components of the PLC process, instructional materials, etc;			



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.	Research supports the importance of parental/family involvement to increase student success.	Waikoloa SCC will have full membership, meet regularly, and be engaged with their school membership Accountable lead: Michelle Barber, Community Coordinator, PCNC	Throughout the 2024/25 school year, all School Community Council Meeting Agendas and Minutes will be posted on school website. Throughout the 2024/25 school year, SCC will	<input 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: __, \$



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have full
membership

The SCC will
complete the
SCC survey by
the June 2025
deadline



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

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <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>
Create opportunities for family and community engagement. .	Lower family engagement/ connection to school in our targeted subgroups,	Family Education nights will be held at least quarterly. We will continue to have a Marshallese speaking Bilingual School Home Assistant to increase family engagement with this population. Accountable lead(s): PCNC, Community Coordinator, Mari Souza, Cassandra Lambert	Throughout the 2024/25 school year, families will respond with at least 90% positive feedback in regards to desired event outcome, as measured by event feedback survey forms. Throughout the 2024/25 school year, at least 50% of families and 25% of families in our targeted	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$10,000 <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: GLSD, \$10,000 <input type="checkbox"/> Other: __, \$



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★ Other Systems of Support

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <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>
Waikoloa will continue to offer extra-curricular and after school program offerings.	There is a need for the school to evaluate pre-covid programs and develop a plan and appropriate phase in schedule to reinstate identified extra-curricular and after school programs as soon as feasible and permitted. (WASC Finding 2021)	<p>Elementary & Middle School Clubs available to students 2 days a week to Include: art, robotics, sports, special interests, StuCo, etc.</p> <p>Imagine Learning tutoring available to EL students</p> <p>Amazing Shake Competition available to all students in grades 4-8.</p> <p>Accountable lead(s): Sarah Michaelis, Kelly Iokepa,</p>	Throughout the 2024/25 school year, club attendance will increase as measured by student attendance reports.	<input checked="" type="checkbox"/> WSF , \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input checked="" type="checkbox"/> Title III , \$30,000 <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: GEAR UP , \$30,000 <input type="checkbox"/> Other: __, \$



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 Waikoloa Elementary and Middle 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](#).

Total student instructional <u>hours per year</u> <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>	1080 hours
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Did your school submit a SCC Waiver Request Form? Please explain.

Yes, we submitted one SCC waiver to hold parent conferences on 2 full days instead of 10 early release days.

We also submitted an SCC waiver for 1 additional PD Day for Blue Line Active Shooter Training

Bell Schedule: [Elementary Bell Schedule](#), [Middle School Bell Schedule](#)