



# Waihee Elementary School Academic Plan SY 2024-2025

2125 Kahekili Highway  
Wailuku, HI 96793  
(808) 727-5300  
[Waihee Website](#)



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

Submitted by Principal Paula Inouye	
<b>[Insert signature]</b> <i>Paula Inouye</i>	<b>[Insert date]</b> 03/28/24

Approved by Complex Area Superintendent Desiree Sides	
<b>[Insert signature]</b> <i>Desiree Sides</i>	<b>[Insert date]</b> 4/15/2024



### 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-5	Wonders 2023	Ready Common Core Math		

### SCREENING ASSESSMENTS

This section highlights school-administered universal screeners designed to quickly identify the needs of students in **Kindergarten through Grade 9** who may require additional academic support.

Please utilize the dropdown list to identify the **universal screener(s)** used for English Language Arts and Mathematics and specify the grade level or course name. If “Other” is selected, please manually identify the universal screener.

*To add additional information, please insert a new row and/or duplicate the dropdown list as needed.*

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



**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: [SY 2021-22], Next Full Self-Study: [SY 2027-2028]

**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.*

<b>1</b>	<p><b><u>Student Need:</u></b> Increase student achievement in English Language Arts, Math, and Science</p> <p><b><u>Root/Contributing cause(s):</u></b>          1A) Varying levels of implementation of ELA/Math/Science standards-based curriculum, instruction, assessment and grading practices          1B) Varying skill level of implementation of managing instructional time to meet the needs of all students          1C) No system in place for academic vertical articulation          1D) Increase stakeholder involvement in school systems and reports</p>
<b>2</b>	<p><b><u>Student Need:</u></b> Increase student attendance rates by continuing to utilize established school wide attendance system.</p> <p><b><u>Root/Contributing cause(s):</u></b>          2A) Stakeholders do not understand the threshold for absenteeism          2B) Students desire to attend school          2C) Increase in transient population</p>
<b>3</b>	<p><b><u>Student Need:</u></b> Develop coping strategies and skills to work through everyday situations</p> <p><b><u>Root/Contributing cause(s):</u></b>          3A) Recovery from lost instructional/school days due to pandemic          3B) Trauma caused by circumstances</p>



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:** High Needs students

**Identified Student Need(s):** Increase student proficiency of high need students (IDEA, ELL, Low SES) in English Language Arts (ELA), Math, and Science.

IDEA	2021-2022 IDEA	2022-2023 IDEA
ELA Proficiency	0%	0%
Math Proficiency	0%	10%
Science Proficiency	0%	0%

Source: Lei Kūlia Profile Report pulled 1/24/24

ELL	2021-2022 ELL	2022-2023 ELL
ELA Proficiency	14.29%	12.5%
Math Proficiency	5%	29.17%
Science Proficiency	0%	14.29%

Source: Lei Kūlia Profile Report pulled 1/24/24



<b>SES</b>	2021-2022 SES	2022-2023 SES
ELA Proficiency	29.34%	26.35%
Math Proficiency	26.51%	30.41%
Science Proficiency	20.63%	30.91%

Source: Lei Kūlia Profile Report pulled 1/24/24

**2** Targeted Subgroup: Native Hawaiian Students

Identified Student Need(s): Increase student proficiency of Native Hawaiian students in English Language Arts (ELA), Math, and Science.

<b>Native Hawaiian</b>	2021-2022 Native Hawaiian	2022-2023 Native Hawaiian
ELA Proficiency	23.13%	29.13%
Math Proficiency	23.88%	29.13%
Science Proficiency	13.73%	31.82%

Source: Lei Kūlia Profile Report pulled 1/24/24



# 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.**

<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>
1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and provided necessary and timely support to develop foundational skills for learning.	1 and State mandated	EA 1.1.1 (1) Provide Kindergarten Summer Transition Program and a Kindergarten parent information session  [Malia Draper - Curriculum Coordinator]  EA 1.1.1 (2) Assess all entering kindergarten students A. Professional training day(s) B. Provide materials and supplies for test administration  [Melanie Teraoka - ECRI Coach/Reading Rtl Coordinator, Malia Draper - Curriculum Coordinator]	Kindergarten Readiness Assessment (KRA) administered as students enter kindergarten; quarterly kindergarten assessments measure progress made over time	<input checked="" type="checkbox"/> WSF, \$7,378 (10 PTT-A + Fringe for 1 week) <input checked="" type="checkbox"/> Title I, \$2,717 (PD days (2)) <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: __, \$



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				<input checked="" type="checkbox"/> Other:Kinder Summer Start, \$20,000
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<p><b>Reading Proficiency</b></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>1A-C</p>	<p>EA 1.1.2 (1) Continue implementation of Common Core ELA Standards through the Wonders Reading program, ECRI, and integrated PBL units in grades K-5</p> <ul style="list-style-type: none"> <li>A. ELA will have a designated and uninterrupted block in grades K-5</li> <li>B. ECRI (Enhanced Core Reading Instruction) to be used with the Wonders program to improve fluency in grades K-2 (to include PD, follow-up, and coaching), grades 2-5 to enhance instruction of vocabulary and fluency with multisyllabic words. Provide support to teachers in grades K-2 who are trained in ECRI Foundational Skills and K-5 Vocabulary and Comprehension</li> </ul> <p>EA 1.1.2 (2) ELA will have a designated Rtl block</p> <ul style="list-style-type: none"> <li>A. Implement 30 minutes of small group instruction according to student needs during the literacy block (all Tier 1 and Tier 2 students)</li> <li>B. PTTs will be used to address students' needs (push-in/pull-out, within or outside of ELA block as identified by each grade level team)</li> <li>C. Provide necessary tools and materials for PTT Rtl groups</li> </ul> <p>EA 1.1.2 (3) Teachers will be provided with professional development and time for planning and will incorporate evidence based practices to meet the needs of all students. (i.e. Foundational Writing Skills Training)</p> <p>EA 1.1.2 (4) MTSS-R team continues to implement schoolwide multi-tiered systems of support in reading</p> <ul style="list-style-type: none"> <li>A. Administration and MTSS-R Team will conduct semesterly classroom walkthroughs.</li> </ul> <p>[Melanie Teraoka - ECRI Coach/Reading Rtl Coordinator]</p>	<p>DIBELS Benchmark and Progress Monitoring (K-5)</p> <p>i-Ready Reading Diagnostic (K-5)</p> <p>Wonders Assessments (K-5)</p> <p>SBA IABs (3-5)</p> <p>ECRI Project Data (K-2)</p> <p>Implementation (Walkthrough) Data (K-5)</p> <p>SBA ELA (3-5)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> WSF, \$</li> <li><input checked="" type="checkbox"/> Title I, \$68,165</li> <li><input checked="" type="checkbox"/> Title II, \$2,020 (10 subs for wtg trg)</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>
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<p><b>Mathematics Proficiency</b></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>1A-C</p>	<p>EA 1.1.3 (1) Continue implementation of Ready Classroom Mathematics with common summative assessments for all math Common Core State Standards</p> <p>EA 1.1.3 (2) Teachers will be provided professional development and/or coaching for Common Core Math Standards and SMPs as identified to meet the needs of all students</p> <p>[Malia Draper - Curriculum Coordinator]</p>	<p>Ready Math Assessments (K-5)</p> <p>i-Ready Math Diagnostic (K-5)</p> <p>SBA IABs (3-5)</p> <p>SBA Math (3-5)</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$9,148</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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<p><b>Addressing the needs of all students</b></p> <p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p>	<p>1A-C</p>	<p>EA 1.1.4 (1) Continue systematic way of identifying students for the CSSS referral process through RtI</p> <p>EA 1.1.4 (2) Provide additional tools to support student achievement (i.e. technology programs and apps)</p> <p>EA 1.1.4 (3) Use Action Plans from data teams to implement specific interventions based on student needs. (i.e. WonderWorks, Soday System, REWARDS, Phonics for Reading, LTL-math, etc.) (K-5)</p> <ul style="list-style-type: none"> <li>A. SPED and EL teachers – pull-out/push-in</li> <li>B. Provide teacher/PTT/EA coaching and/or PD as needed</li> <li>C. Warrior Review 3x/year</li> </ul> <p>EA 1.1.4 (4) All grade levels will have common assessments that are aligned with the Common Core State Standards which will be used as data points during the data team process to drive instruction and provide access to all students. These assessments will include:</p> <ul style="list-style-type: none"> <li>A. i-Ready Diagnostic Assessments (K-5)</li> <li>B. DIBELS Benchmark (K-5) and Progress Monitoring (K-5)</li> <li>C. Ready Math Assessments (K-5)</li> <li>D. Wonders Reading Assessments (K-5)</li> <li>E. Writing Assessments in Narrative, Information, and Opinion Writing</li> <li>F. Administration will conduct quarterly classroom walkthroughs.</li> <li>G. Vertical Articulation to align assessments</li> </ul> <p>EA 1.1.4 (5) All teachers will work with students to create an academic goal. Students in grades 2-5 will utilize a goal-setting folder. Classes in grades K-1 will set quarterly class goals.</p> <ul style="list-style-type: none"> <li>a. Students will use i-Ready Reading for 45 minutes a week and i-Ready Math for 45 minutes a week</li> <li>b. Student growth and attainment of goals will be celebrated</li> </ul>	<p>Data on Teacher Action Plans and RtI Groups and Monitoring Tabs</p> <p>MTSS-R Team Meetings/Agendas</p> <p>DIBELS and i-Ready Diagnostic Assessments</p> <p><b>EL Comp Plan ← insert link here</b></p> <p>Student Data Folders</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> WSF, \$</li> <li><input checked="" type="checkbox"/> Title I, \$9,147</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>
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		<p>EA 1.1.4 (6) Provide before/after school enrichment and summer school (summer extended learning opportunity) to improve proficiency in ELA and math for targeted students</p> <p>EA 1.1.4 (7) Provide SPED team with one training day a semester to monitor student growth, placement, and supports</p> <p>EA 1.1.4 (8) Provide substitutes for peer/school visits</p> <p>EA 1.1.4(9) State, Complex and outside services will be used to support improvements in student achievement</p> <p>[Malia Draper - Curriculum Coordinator]</p>		
<p><b>Successful transitions</b></p> <p>1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.</p>	2B	<p>EA 1.1.5 (1) Transition Day to `lao School Bus funding</p> <p>[Kristel Pigao, Grade 5 GLC, SY23-24]</p> <p>EA 1.1.5 (2) Transition/communication for students receiving supports (i.e. reading Rtl, math, EL, SPED, 504)</p> <p>[Malia Draper - Curriculum Coordinator]</p>	<p>Schedule/Agenda for the day</p> <p>Listed on school's Plan For Calendar</p> <p>Shared (Gr. 5) data with Iao School</p>	<p><input checked="" type="checkbox"/> WSF, \$1,200</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:PTA</p>



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<p><b>Science Proficiency</b></p> <p>1.1.6 All students are proficient in science by the end of fifth grade.</p>	<p>1A-C</p>	<p>EA 1.1.6 (1) Teachers will use NGSS to teach science and use various platforms to apply the Scientific and Engineering Design Processes.</p> <p>A. Teachers will be provided with the essential materials to deliver meaningful NGSS and PBL-aligned lessons.</p> <p>EA 1.1.6 (2) Gardening program provided by a gardener <b>WSF</b></p> <p>[Kariane Park-Toyama, Leimana Kane, PBL Coaches]</p>	<p>NGSS State Assessment</p>	<p><input checked="" type="checkbox"/> <b>WSF, \$26,000 (Grow Some Good &amp; PTT-B)</b></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 1.2 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 and Name of Accountable Lead(s)</b> <i>"How will we achieve the desired outcome?" "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?" Please estimate the additional amount needed to execute the enabling activity.</i>
<b>Improved Attendance</b> 1.2.1. All students desire to attend school regularly.	2B	EA 1.2.1 (1) Attendance clerk to monitor student attendance - protocol to be revised as needed and included in the Staff Google Classroom for teachers to reference  EA 1.2.1 (2) Inform families of the importance and benefits of attending school daily <ul style="list-style-type: none"> <li>• Provide strategies to support and motivate</li> <li>• Materials and supplies to promote/improve student attendance</li> </ul> [Maile Viela - Counselor]	Attendance Referrals (beginning at 5) and follow ups  Chronic Absenteeism on Strive HI Report	<input checked="" type="checkbox"/> <b>WSF, \$17,917 (PPE rate + Fringe) 36 weeks</b>  <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><b>Positive Behaviors</b></p> <p>1.2.2. All students demonstrate positive behaviors at school.</p>	<p>3A-B</p>	<p>EA 1.2.2 (1) MTSS for behavior strategies and interventions including maintaining and refining our Positive Behavior Support system</p> <ul style="list-style-type: none"> <li>A. Provide annual training and support to the staff on the referral process</li> <li>B. Peer Review Meetings quarterly and Weekly Meetings quarterly and Weekly MTSS meetings to address high-need behavior students</li> </ul> <p>EA 1.2.2 (2) Create Warrior Buddy Pairings</p> <p>[Maile Viela, Counselor]</p>	<p>Student Conduct Report (Discipline tab of CNA)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> WSF, \$</li> <li><input checked="" type="checkbox"/> Title I, \$1,646</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>
<p><b>Nā Hopena A’o</b></p> <p>1.2.3. All students experience a Nā Hopena A’o environment for learning.</p>	<p>1A-C</p>	<p>EA 1.2.3 (1) Aina Aloha/Hawaiian Studies: Grades K-5 - PBL projects are rooted in Hawaiian Culture through the ‘Aina Aloha Pathways Program</p> <ul style="list-style-type: none"> <li>A. Create and fund a PBL rollout plan which includes community involvement (school level, greater community) and Project Based Learning Professional Development for admin and teachers using the coaching model</li> </ul> <p>[Kariane Park-Toyama, Leimana Kane, PBL Coaches]</p> <p>EA 1.2.3 (2) Schoolwide implementation of Second Step SEL program along with GLOs and HĀ.</p> <ul style="list-style-type: none"> <li>A. Monitor the progress of:             <ul style="list-style-type: none"> <li>a. GLOs on the Warrior of the Month criteria</li> <li>b. Post GLOs along with learning targets</li> <li>c. GLO reflections (One per quarter)</li> <li>d. Use GLO vocabulary on morning broadcast</li> </ul> </li> </ul> <p>[Maile Viela, Counselor]</p>	<p>Increased proficiency levels as measured by disaggregated data from the SBA</p> <p>GLO School Report</p> <p>WOTM listing on monthly school newsletter</p> <p>Second Step program usage reports</p>	<ul style="list-style-type: none"> <li><input 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 checked="" type="checkbox"/> Other: Aina Aloha, \$</li> <li><input checked="" type="checkbox"/> Other: PTA. \$</li> </ul>



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<p><b>Community Partnerships</b></p> <p>1.2.4. Students are provided additional educational opportunities via community partnerships.</p>	<p>3B</p>	<p>EA 1.2.4. (1) Community partnerships will provide additional educational opportunities. (ie.MPD LEAD Program (Gr. 4 and 5, Puberty Ed (Gr. 5), HILT, Etc.)</p> <p>[Malia Draper, Curriculum Coordinator]</p>	<p>Student Conduct Report (Discipline tab of CNA)</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$1,500</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

<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>
<b>Career, Community and Civic Opportunity</b>  1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.	1A-C 2B	EA 1.3.1 (1) Provide before/after school enrichment and summer school (summer extended learning opportunity) to provide a variety of opportunities for students (band, robotics, Na Mele, Student Council, Na Keiki Broadcast, JPO...)  [Malia Draper, Curriculum Coordinator]	Increased proficiency levels on SBA  Chronic Absenteeism Report  Student Conduct Report (Discipline tab of CNA)	<input type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$64,677 <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"/> Grants:Robotics, \$8,000 <input type="checkbox"/> Other:__, \$





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<p><b>K-12 Alignment</b></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>1A-C</p>	<p>EA 1.3.2 (1) Computers, digital equipment, software, and other technology will be purchased to support digital literacy. Usage reports will be gathered quarterly and be reviewed by GLCs</p> <p>[Gregg Mukai, Tech Coordinator]</p> <p>EA 1.3.2 (2) Materials, supplies, PD, and coaching in 21st-century learning environments will be provided to teachers and staff</p> <p>[Kariane Park-Toyama, Leimana Kane, PBL Coaches]</p>	<p>Usage Reports will be gathered quarterly and reviewed by GLCs</p> <p>Increased proficiency levels on SBA</p>	<p><input type="checkbox"/> <b>WSF, \$</b></p> <p><input checked="" type="checkbox"/> Title I, \$24092</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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## 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.

<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</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>
<b>Effective Instruction</b>  2.1 All students are taught by effective teachers	1A-C	EA 2.1.1 (1) Support all teachers (classroom and non-classroom) with EES  EA 2.1.1 (2) Provide school level and/or District mentors for all probationary teachers, tenured teachers that request for mentor support, and teachers identified as needing mentor support A. Provide new teacher training  [Paula Inouye, Principal]	KIANO Reports	<input type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$2,057 <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: __, \$



## 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.

<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</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>
<b>School Community Council</b>  3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.	1D	EA 3.3.1 (1) All stakeholders will be invited to give feedback on the Academic Plan and School Design. Academic Plan to be revised as needs are justified via grade level chairs (GLC), School Community Council (SCC), ART, etc.  [Malia Draper, Curriculum Coordinator]	Increased proficiency levels on SBA  SQS Survey Participation	<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: __, \$



★ **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.**

<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</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>
<b>Parent and Community Partnerships</b>  3.3.2 Expand outreach/communication within the school and to families and our school community	1D	<p>EA 3.3.2 (1) Provide parents/community with information on family-school community partnerships, achieving academic standards, cultural diversity, support for transitions, community outreach, crisis prevention, and early intervention.</p> <p>(Book Trust Pre K-5)</p> <p>EA 3.3.2 (2) Provide weekly staff bulletins, monthly parent newsletters, monthly School Messenger call-outs to families and staff, Remind app, social media (Instagram) school website. Include PTA and SCC meeting dates and virtual meet links</p> <p>EA 3.3.2 (3) Continue to provide communication with families (parent/student planners. Gr. 3-5)</p> <p>[Paula Inouye, Principal]</p>	Remind App Usage Reports  Monthly School Newsletters	<input checked="" type="checkbox"/> WSF, \$16,250 <input checked="" type="checkbox"/> Title I, \$ 7,747 <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: __, \$



★ 3.3 Other Systems of Support

<p><b>Desired Outcomes</b>  <i>"What do we plan to accomplish?"</i></p>	<p><b>Root/Contributing Cause</b>  <i>"Why are we doing this?"</i></p>	<p><b>Enabling Activities  <i>"How will we achieve the desired outcome?"</i></b>  <b>and Name of Accountable Lead(s)</b>  <i>"Who is responsible to oversee and monitor implementation and progress?"</i></p>	<p><b>Monitoring of Progress</b>  <i>"How will we know progress is being made?"</i></p>	<p><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></p>
<p>[Insert school specific desired outcome]</p> <p><i>(To add additional desired outcomes, duplicate this row, including source of funds checkboxes, as needed)</i></p>	<p>[If applicable, reference the root / contributing cause here]</p>	<p>[Include specific enabling activities or strategic actions being taken to achieve your desired outcome];</p> <p>[Reference name of accountable lead(s) here]</p>	<p>[List the measures and/or evidence that will be used to monitor progress here]</p>	<p><input 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>



**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 Waihe`e Elementary School 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](#).

<b>Total student instructional hours per year</b> <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>	1,098 hours per year
<b>Did your school submit a SCC Waiver Request Form? Please explain.</b>	No
<b>Bell Schedule:</b> <a href="#">[Waihe`e School SY23-24 Bell Schedule]</a>	