




Waikīkī School


FKK Elementary School Academic Plan SY 2025-2026

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

Submitted by Principal Ryan Kusuda	
	3/21/25

Approved by FKK Complex Area Superintendent: Rochelle Mahoe, Ph.D.	
	04/10/2025

[Rochelle Mahoe \(Apr 10, 2025 17:28 HST\)](#)



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. OR, group as grade bands if appropriate.

Grade Level / Course Name	English Language Arts	Mathematics	Science	Social Studies
Kindergarten	HMH Into Reading	HMH Into Math		
Grade 1	HMH Into Reading	HMH Into Math		
Grade 2	HMH Into Reading	HMH Into Math		
Grade 3	HMH Into Reading	HMH Into Math		
Grade 4	HMH Into Reading	HMH Into Math		
Grade 5	HMH Into Reading	HMH Into 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. OR, group as grade bands if appropriate.



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Grade Level / Course Name	English Language Arts	Mathematics
Kindergarten	iReady ▾	iReady ▾
Grade 1	iReady ▾	iReady ▾
Grade 2	iReady ▾	iReady ▾
Grade 3	iReady ▾	iReady ▾
Grade 4	iReady ▾	iReady ▾
Grade 5	iReady ▾	iReady ▾



IDENTIFIED SCHOOL NEEDS

This section highlights the critical student learning needs that require immediate attention for improvement, student subgroup(s) achievement gaps, and 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: February 27-March 2, 2023, Next Full Self-Study: 2028-2029 SY
- ☐ Other current accreditation self-study

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

“What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?”

To identify additional critical student needs, please insert a new row and duplicate the “Student Need” and “Root/Contributing cause(s)” text as needed. Please number the student need and root/contributing cause(s) for ease of cross-referencing.

1 **Student Need:** Writing

Based on the last WASC self-study report, the first critical area of follow-up states:

*The Leadership Team, faculty, and support staff need to design a plan to intentionally support, promote and monitor horizontal and vertical articulation, alignment, and tiered supports to promote student success (ie: **writing instruction** and Professional Development for teachers).*

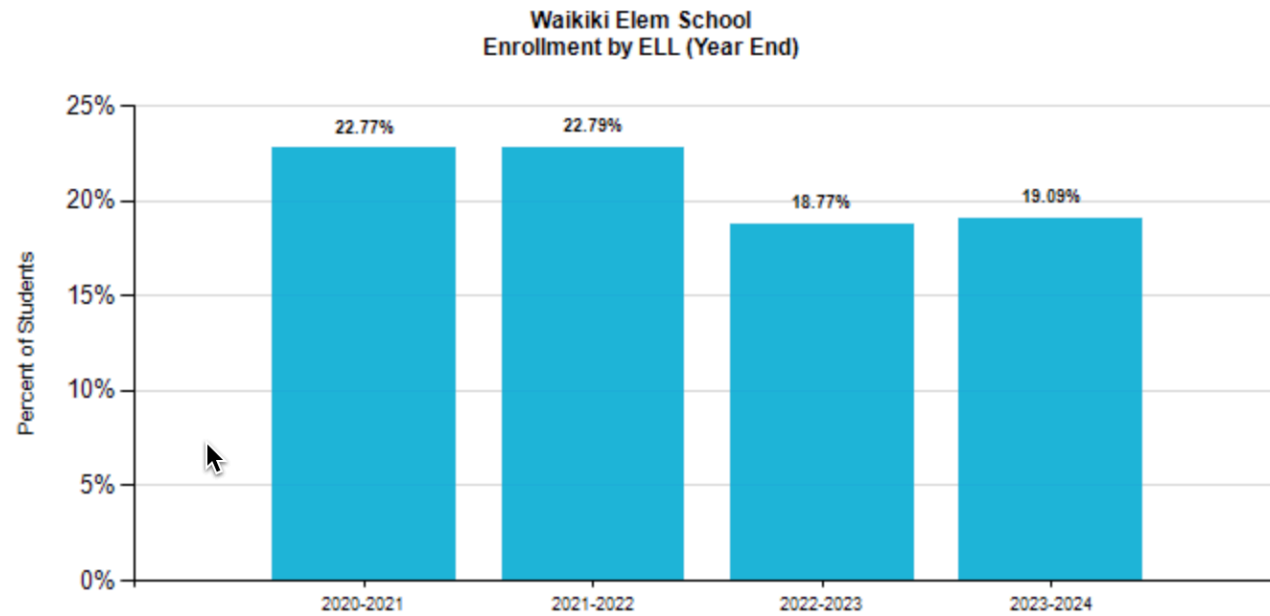
Report card data shows that writing has the highest percentage of ELA DPs and WBs for students K-5.

2 **Student Need:** Ensuring a school culture rooted in Mindfulness.

(From the WASC Visiting Committee Area of Strength)

Waikī School’s unique, vibrant identity as “The Mindful School” integrates the Habits of Mind in collaboration with General Learner Outcomes and Philosophy 4 Children into structures which support the whole child and contribute to student success.

3 **Student Need:** English Learners make up a considerable portion of the overall school enrollment.



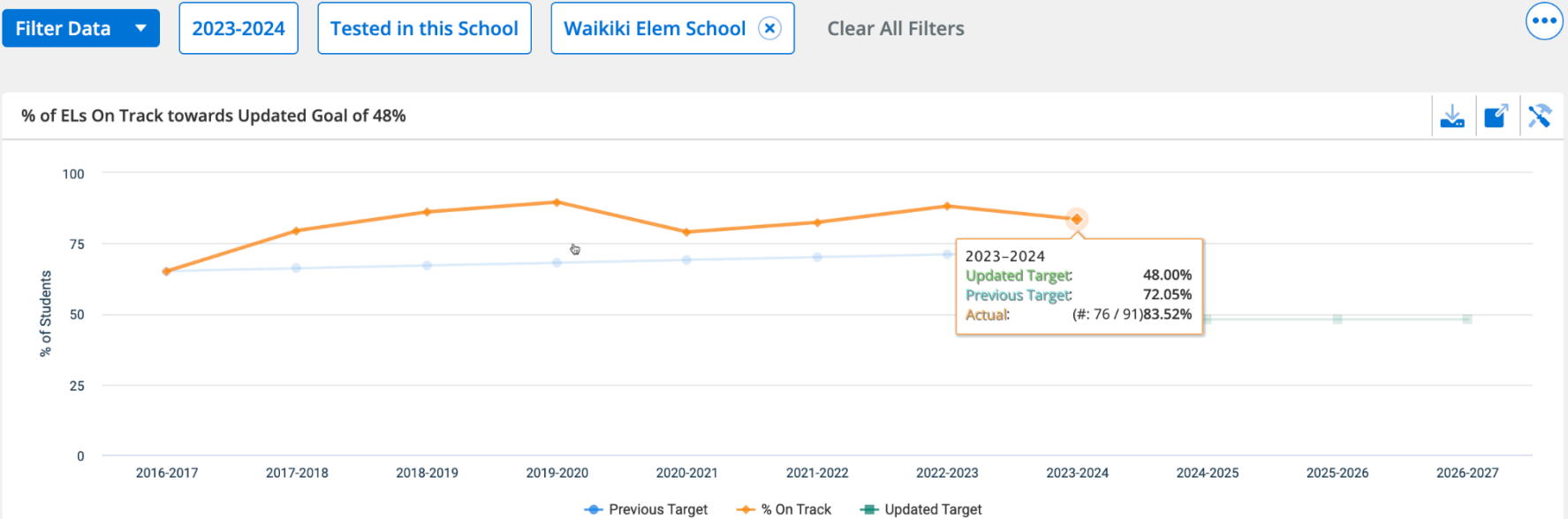
	2020-2021		2021-2022		2022-2023		2023-2024	
Waikiki Elem School	125	22.77%	124	22.79%	104	18.77%	109	19.09%

Waikiki Elem School

Longitudinal Data System -2/18/2025 7:33:43 AM



One-Year ES Academic Plan SY 2025-2026



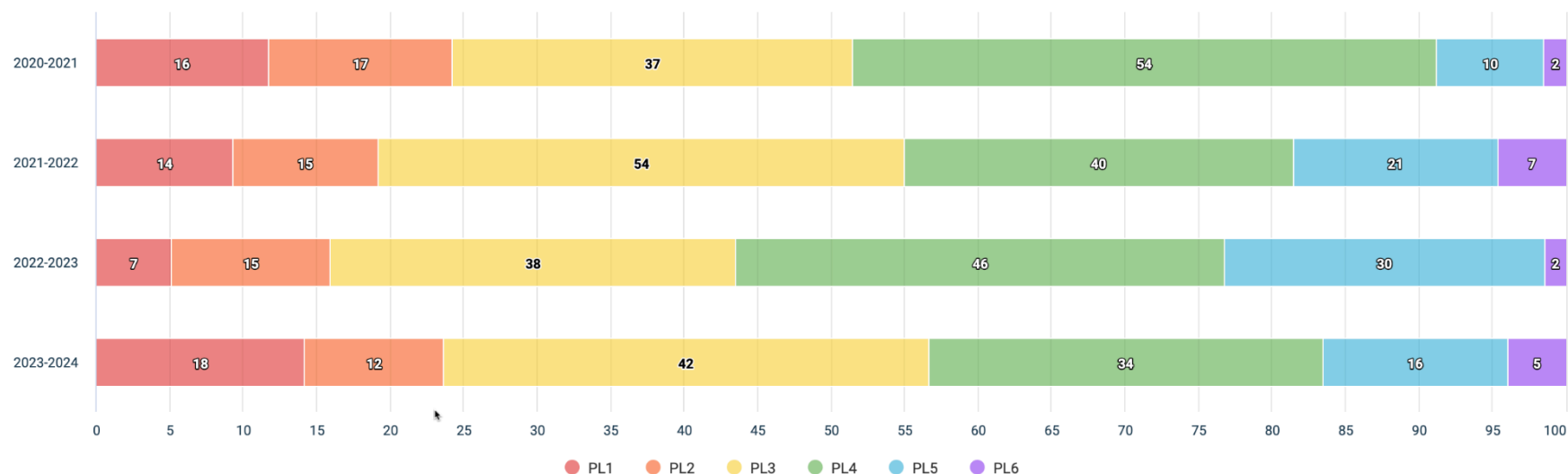


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% of Students ACCESS Composite Proficiency



Numbers shown are counts; hover over bars to see percents.



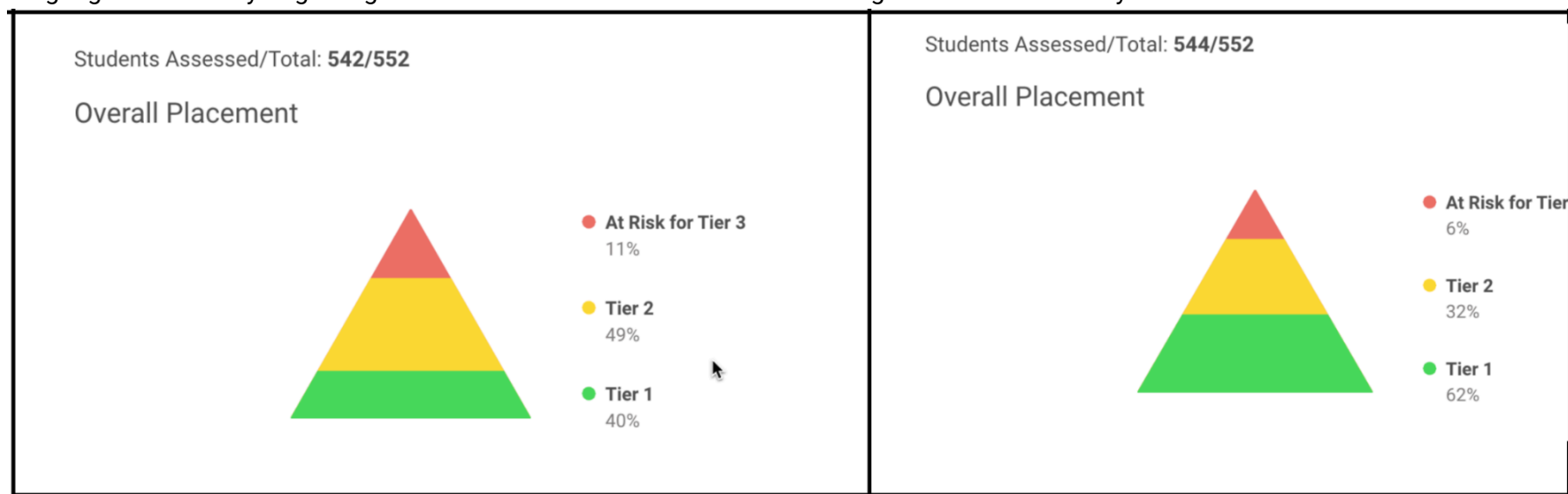
Root/Contributing cause(s): English learners comprise 19.09% of the student population, a slight increase from the previous year. EL students continue to make up a significant portion of the school's high needs population on the Smarter Balanced Assessment (SBA). On the Reading portion of the SBA, 19 EL students (45%) met or exceeded proficiency. This proficiency percentage is less than the overall high



needs group proficiency which stands at 66%. Comprehensive NEP and LEP services through a push in/pull out model have been added. Waikīkī School has 2.5 full-time certificated teachers and three part-time teachers serving the EL population. Extended Learning such as Summer Hub, Tutoring, Lunch Bunch, SEL activities, double-dosing and GT are offered to EL students. Students continue to make consistent progress on improving their SBA scores. EL students who exited by earning a 5 or 6 in the 2022-23 WIDA ACCESS assessment decreased from 23.19% to 16.54%.

4 **Student Need:** Tier 2 and Tier 3 Support in both Language Arts and Mathematics

Language Arts i-Ready Beginning of Year and Mid Year for students K-5 during the 2024-25 school year.



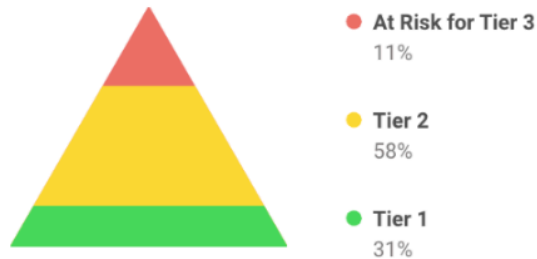
A preponderance of students start off the school year either 1 grade level behind (49%) or 2 or more grade levels behind (11%). Our system of intervention support (for grades K-5) has demonstrated that we are able to make significant gains based on mid-year diagnostic.

Math i-Ready Beginning of Year and Mid Year for students K-5 during the 2024-25 school year.



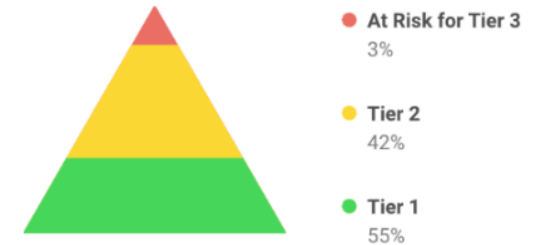
Students Assessed/Total: 539/552

Overall Placement



Students Assessed/Total: 546/552

Overall Placement



A preponderance of students start off the school year either 1 grade level behind (58%) or 2 or more grade levels behind (11%). Our system of math intervention support (for grades 3-5) has demonstrated that we are able to make significant gains based on the mid-year diagnostic.

Root/Contributing cause(s):

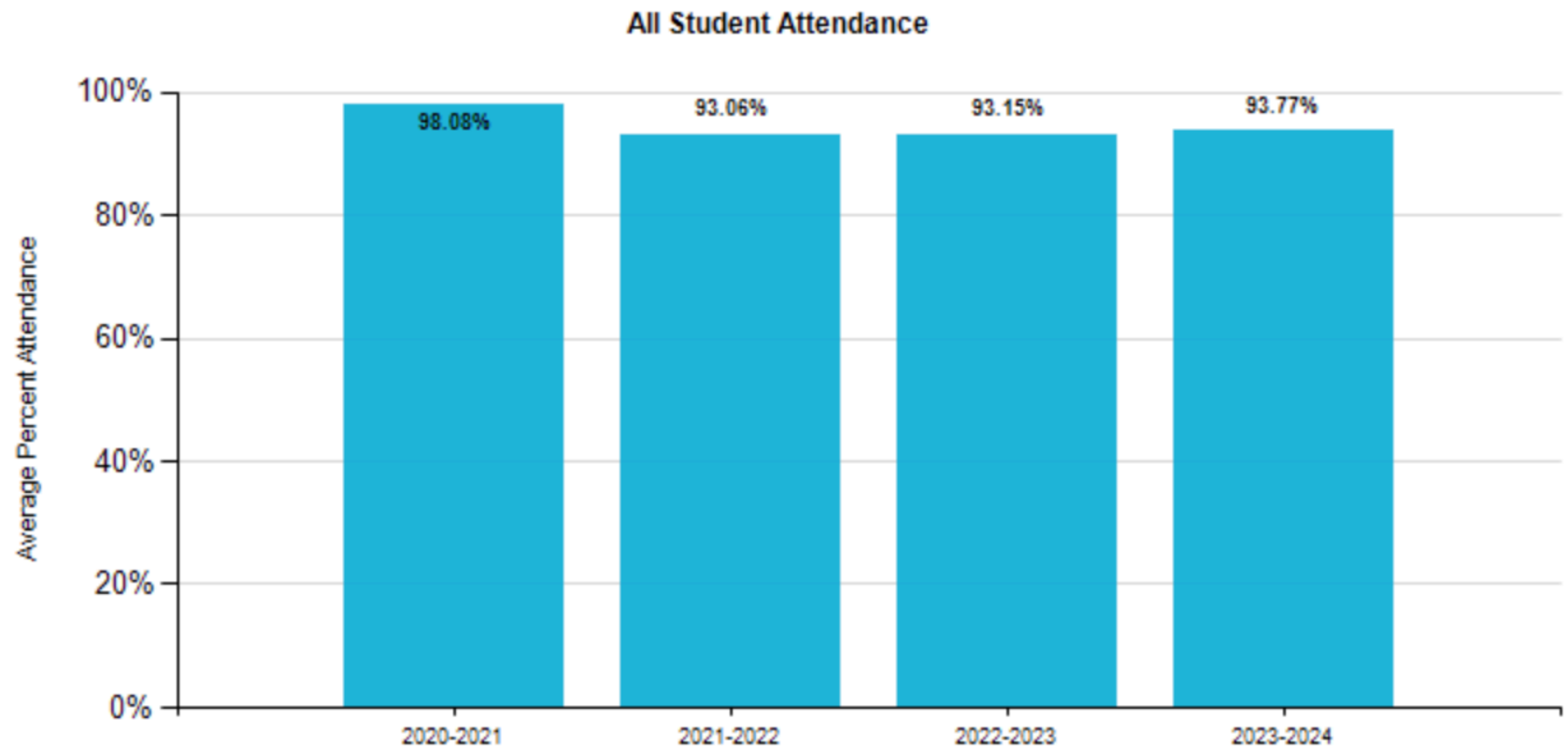
Number of students who started the year in Tier 2 for ELA was 49%. Targeted intervention for students who need additional support is provided in all grade levels. [Level of support is based on both data and teacher input.](#) For the 2023-24 school year, the school was able to reduce the number of Tier 2 students from 48% to 18% by end-of-year due to a combination of effective Tier 1 instruction utilizing small groups and intervention support.

5 Student Need: Student Attendance

Goal is to increase the percentage of students attending school regularly (absent 17 or fewer days).



Waikiki Elem School Attendance





Chronic Absenteeism (Missed 15 Or More Days Of School)

SUBGROUP	SCHOOL YEAR		
	2020-21	2021-22	2022-23
All Students	3.2%	25.1%	20.9%
Disadvantaged	5.3%	28.3%	20.6%
Special Education	9.0%	31.5%	35.8%
English Learner + Exits	0.7%	22.2%	14.0%
Female	3.0%	27.6%	19.9%
Male	3.4%	22.4%	21.9%
Asian (Excluding Filipino)	0.7%	18.2%	16.3%
Filipino	4.4%	22.8%	20.6%
Pacific Islander	0.0%	33.3%	0.0%
Native Hawaiian	8.1%	25.0%	23.0%
Black	0.0%	44.4%	28.5%
White	6.2%	34.7%	26.6%
Hispanic	0.0%	60.0%	33.3%



CHRONIC ABSENTEEISM BY GRADE

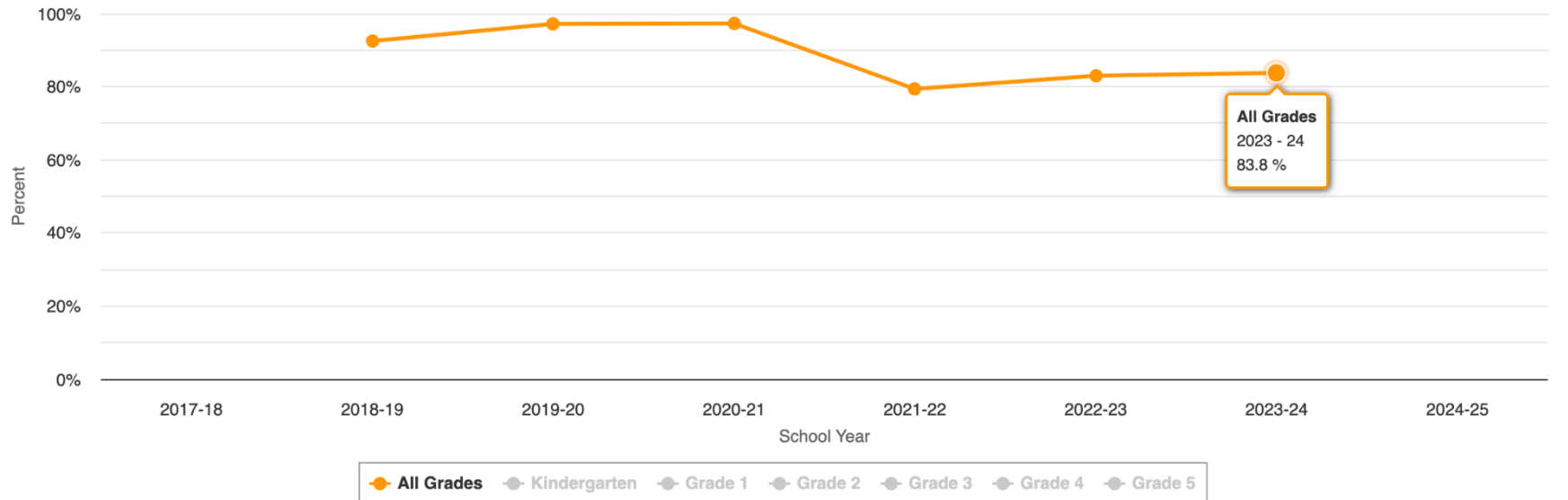
SCHOOL YEAR	K	1	2	3	4	5	TOTAL
2020-21	5.0%	3.4%	1.0%	6.9%	2.3%	1.0%	3.2%
2021-22	28.7%	30.6%	21.2%	15.0%	29.7%	26.9%	25.1%
2022-23	28.7%	28.4%	15.9%	14.8%	19.6%	16.8%	20.9%

Regular Attendance

By Grade & Year for FSY LDI

Waikiki EI

Table





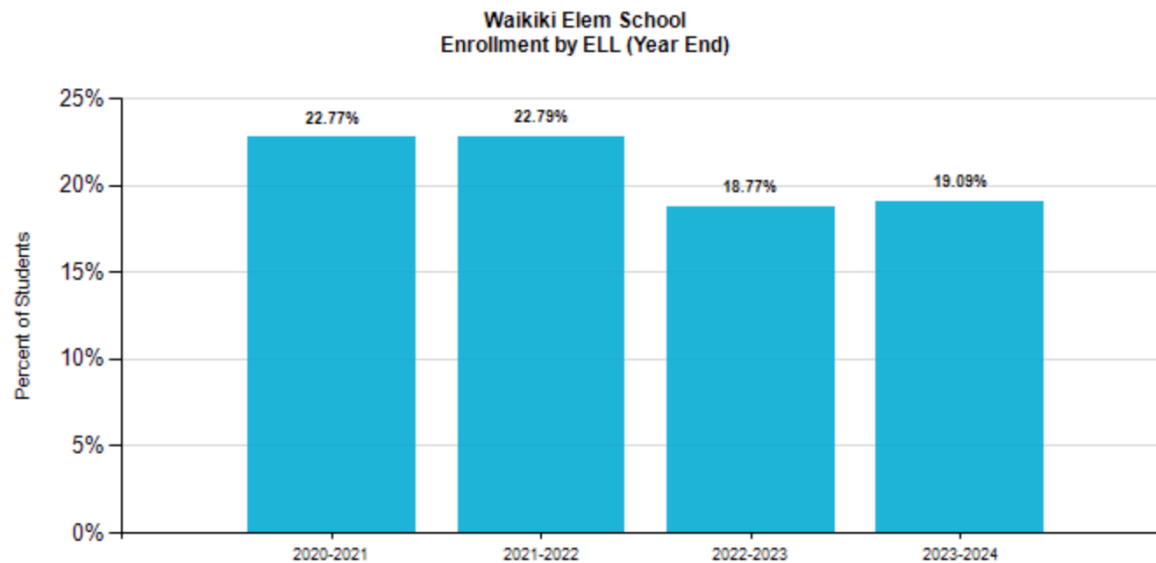
In order to address student equity, please list the **targeted subgroup(s)** and their **identified needs**. Enabling activities should address identified subgroup(s) and their needs.

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

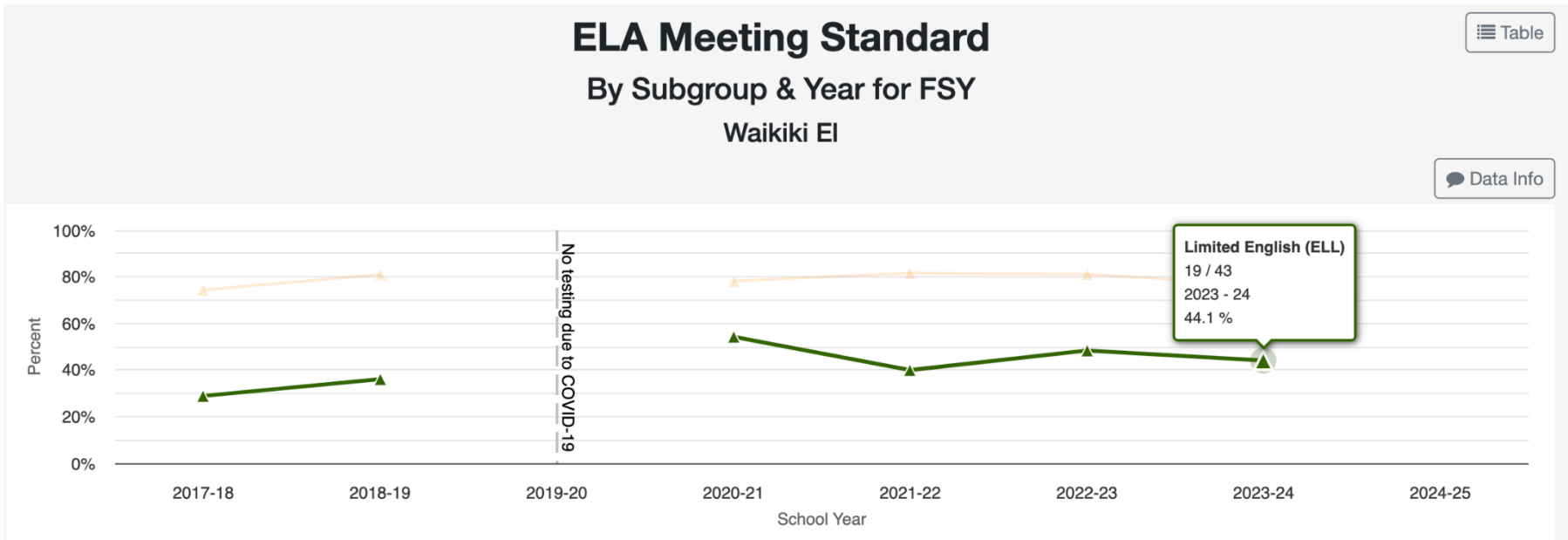
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Targeted Subgroup: English Learners (EL)

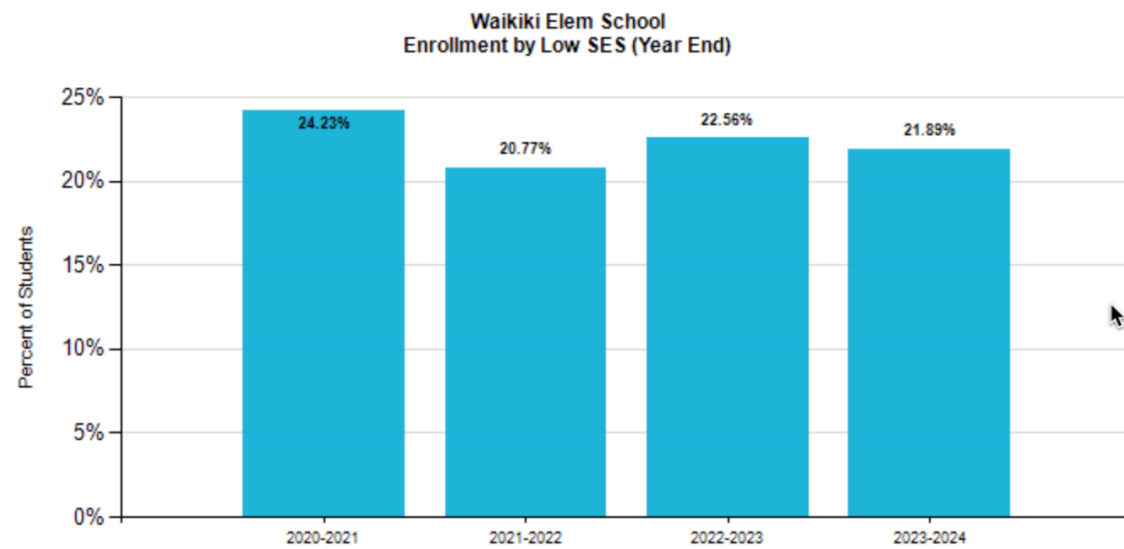
Identified Student Need(s):



	2020-2021		2021-2022		2022-2023		2023-2024	
Waikiki Elem School	125	22.77%	124	22.79%	104	18.77%	109	19.09%



- 2** **Targeted Subgroup:** Economically Disadvantaged
- Identified Student Need(s):** Improved academic performance for this sub-population.



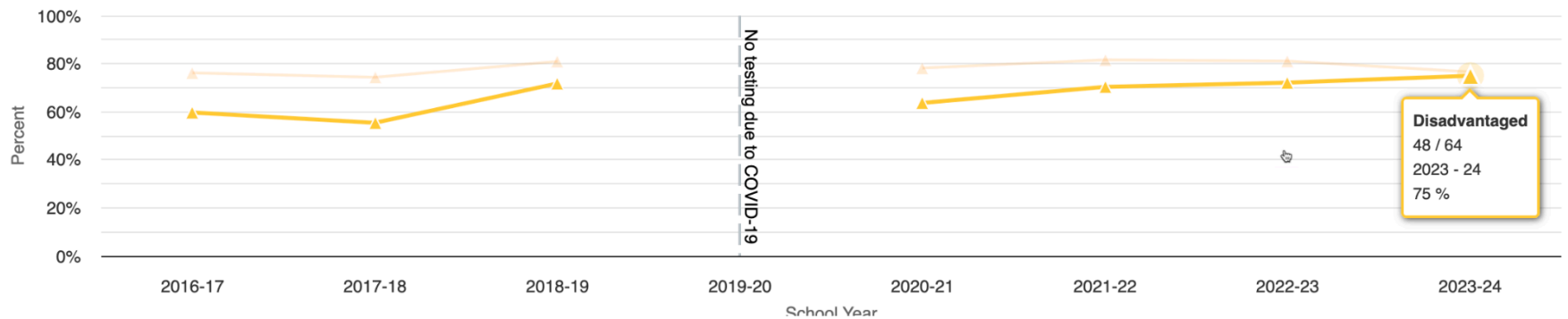
	2020-2021		2021-2022		2022-2023		2023-2024	
Waikiki Elem School	133	24.23%	113	20.77%	125	22.56%	125	21.89%



ELA Meeting Standard By Subgroup & Year for FSY Waikiki EI

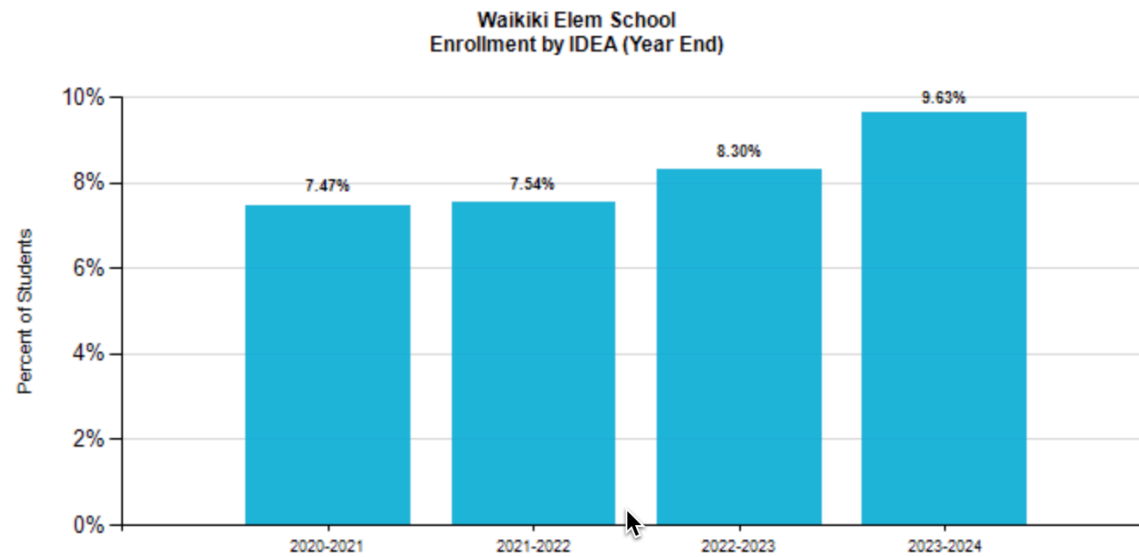
Table

Data Info



3 Targeted Subgroup: Special Education

Identified Student Need(s):



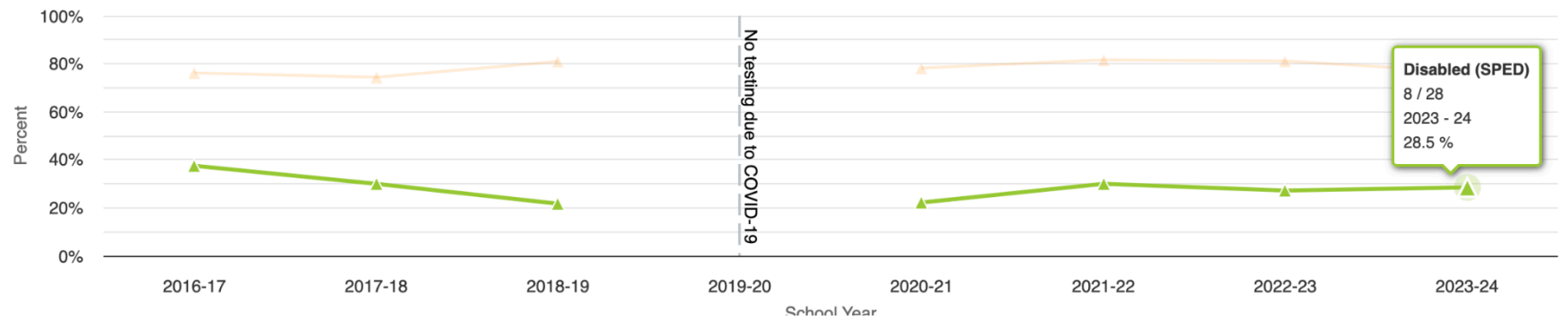
	2020-2021		2021-2022		2022-2023		2023-2024	
Waikiki Elem School	41	7.47%	41	7.54%	46	8.30%	55	9.63%



ELA Meeting Standard By Subgroup & Year for FSY Waikiki EI

Table

Data Info





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 Position of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Student 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.	From 12/3/23 Executive Summary. The first five years of students' lives are times of profound linguistic, social, emotional,	All Kindergarten students will complete the Kindergarten Entry Assessment by their 30th day in school. Entering Kindergarten students offered the opportunity to participate in a "Jump-Start" program during the summer. Kindergarten students at Emerging Readiness who do not receive either EL or sped services will be identified as individuals potentially needing tiered support. Those receiving tiered support will be progressed monitored at regular intervals. <u>Accountable Lead(s)</u> Kindergarten teachers, Kindergarten sped teacher	i-Ready screener at mid-year and end-of-year	<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 checked="" type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$



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	physical, and cognitive development.			



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<p>Reading Proficiency</p> <p>1.1.2. All students read proficiently by the <u>end of third grade</u>. All students (K-5) who do not read proficiently receive necessary and timely support to become proficient.</p>	<p>If we utilize push-in, pull-out, small group models for intervention and support, then students will learn in environments that will accelerate their learning. Level of support is based on data.</p>	<p>Implement YEAR 2 of a new K-5 Language Arts curriculum for Tier 1, EL, and SPED.</p> <p>Start the process of in-servicing staff on new Hawaii ELA Common Core Standards.</p> <p>Look at the revised Writing Foundations Hawaii Common Core Standards and use them to modify, as needed, our school's Writing Continuum.</p> <p>Examination of student data through grade level teams to provide appropriate intervention and support.</p> <p>Even though Waikiki School is NOT participating in the CLSD II grant, the school will work with grade level, special education, EL and school intervention teams to refine its HMTSS-R best practices based on 3 tiers of support (p 28-33).</p> <p>Fund with WSF floating teachers for grade level intervention support who will provide effective targeted student support in a fluid fashion. (tier 2 progress monitoring)</p> <p>Fund teacher aide positions for lower-grade K-2 classrooms to assist with Tier 1 small group instruction.</p> <p>School funding for 2.5 full-time English Learner teachers and 3 casual hire EL support.</p>	<p>Implementation of school created walkthrough protocol by both peers and administration.</p> <p>Number of students receiving Tier 2 intervention support by grade level (roughly 15% of each grade level).</p> <p>Number of students receiving NEP pull-out EL support.</p> <p>Number of students receiving LEP push-in EL support.</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input checked="" type="checkbox"/> Title III, \$213,219</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 checked="" type="checkbox"/> SPPA, \$784,333</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: __, \$</p> <p><input type="checkbox"/> Other: __, \$</p>
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★ GOAL 1.1 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 Position of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Student 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>
		SPPA funding for 5 full-time special education teachers,.4.75 FTE EA positions, and any paraprofessional support as needed. Closely monitor disaggregated student progress via i-Ready universal screener for students made eligible under the categories of SLD, OHD, and SoL. Goal to increase the amount of students in these eligibility categories meeting their stretch growth.	Number of special education students receiving services in both resource and fully self-contained settings. i-Ready scores	



★ **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 Position of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Student 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>
Mathematics Proficiency 1.1.3. All students are proficient in mathematics by the <u>end of fifth grade</u> . All students (K-5) who are not proficient receive necessary and timely support to become proficient.		<p>Implement YEAR 2 of the new K-5 math curriculum for Tier 1, EL, and SPED.</p> <p>Examination of student data through grade level teams to provide appropriate intervention and support.</p> <p>Implement professional development with common FKK elementary mathematical practices. Building Thinking Classrooms Grades 4-5 and Math Reasoning with Yeap Ban Har Grades K-3.</p> <p>Fund with WSF floating part-time teacher for upper grade level math intervention support who will provide effective targeted student support in a fluid fashion.</p>	<p>Implementation of school created walkthrough protocol by both peers and administration.</p> <p>Number of students receiving Tier 2 math support in grades 3-5.</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:__, \$



★ **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 Position of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Student 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>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p>		<p>From State Strategic Plan: Offer English language acquisition classes, in coordination with the Community School for Adults, in locations that are accessible to families of English Learners.</p> <p>Provide guidance and prioritize funding opportunities for schools to offer more co-curricular and extracurricular activities that are inclusive of all students – including those who are high-needs as well as all races/ethnicities.</p>	<p>Number of parents participating in English Acquisition Class</p> <p>Complex Intramural participation</p> <p>EL Tutoring</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>



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<p>1.1.5. All students transition successfully at critical points, from preschool to elementary, AND from elementary to middle school, AND during non-traditional times (e.g., new students mid quarter).</p>		<p>All current pre-k students will have access to our jump-start to Kindergarten program.</p> <p>Grade 5 students will participate in offered middle school tours for both Kaimuki Middle and Washington Middle.</p> <p>New students, including English Learner (EL) students, who enroll mid-year will receive induction into our school's mindful culture. Our school team, comprising counselors, administration, and receiving classroom teachers, will facilitate this process.</p>	<p>Number of transition meetings for sped pre-K students moving up to Kindergarten.</p> <p>Number of students participating in Middle School tours at feeder schools (i.e. Kaimuki Middle and Washington Middle)</p> <p>Number of transition meetings for 5th grade sped students moving up to 6th grade.</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>
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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 Position of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Student 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.	<p>Student Need #3</p> <p>From State Strategic Plan</p> <p>Communicating with students and families about the benefits of attending school regularly, encouraging attendance, and re-engaging</p>	<p>Communicate to families the school's attendance policy through not only the school parent handbook but also through the school's parent bulletin.</p> <p>Phone calls will be made to parents if a student's absence has not been reported to the school.</p> <p>When a child reaches 3 unexcused absences, an attendance letter will be generated and sent home to families.</p> <p>When a child reaches 6 unexcused absences, a second unexcused absence letter will be generated and a phone call from either the school counselor or administration will take place.</p> <p>A child is considered chronically absent when he or she reaches 17 absences (cumulative excused and unexcused). At this threshold, a face-to-face meeting will be scheduled with school administration and may include involvement of the school social worker.</p> <p><u>Accountable Leads</u></p> <p>Administration, Counselors</p>	Reduce the percentage of students designated chronically absent (<20.9%) through monthly progress checks by the attendance clerk.	<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>



One-Year ES Academic Plan SY 2025-2026

	students who are frequently absent will improve student attendance.			
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One-Year ES Academic Plan SY 2025-2026

<p>1.2.2. All students demonstrate positive behaviors at school.</p>	<p>Student Need #2</p>	<p><u>Habits of Mind</u></p> <p>The Habits of Mind (HOM) is a research-based initiative focused on applying mindful behaviors to classroom learning and life. The HOM includes the behavioral dispositions of flexibility in thinking, listening with empathy, problem solving, persistence, and more. Their practice establishes standards of behavior, a common set of values, and unites stakeholders into a cohesive learning community. They are at the heart of the Waikiki School culture. Through their practice, the school stays intellectually alive and forward thinking.</p> <p><u>p4c</u></p> <p>p4c is an internationally recognized approach to developing critical thinking and social emotional learning. p4c creates intellectually safe communities of inquiry where student voices are heard and students are taught “how” to think not “what” to think.</p> <p>Students will participate in p4c circles with their class on a weekly basis with the freedom to select and change circle topics based on their input. Teachers will facilitate the discussions using the Good Thinker’s Toolkit</p> <p>Continue to expand the partnership with University of Hawaii Uehiro Academy for Philosophy and Ethics in Education to provide resident philosophers and student teachers to further support students’ thinking around issues such as exploration of social justice, global warming, racial tolerance, and more</p>	<p>Number of participating classes/students</p> <p>Number of visiting philosopher in residents</p> <p>Number of visiting teachers interested in learning about p4c</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>
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<p>1.2.3. All students experience a Nā Hopena A'o environment for learning.</p>	<p>Expanding current programs on Nā Hopena A'o (HĀ) to more students and stakeholders will strengthen the depth and breadth of its implementation.</p>	<p>HĀ - BREATH Outcomes Framework with Habits of Mind and Waikīkī School Initiatives</p> <ul style="list-style-type: none"> ● B - Belonging <ul style="list-style-type: none"> ○ He pili wehena 'ole (A relationship that cannot be undone) ○ HOM - Caring and Cooperation. All classrooms have a (C&C partner) ○ HOM - Thinking Interdependently. (Especially evident in p4c circles) ● R - Responsibility <ul style="list-style-type: none"> ○ Ma ka hana ka 'ike, ma ka 'imi ka loa'a (In working one learns, through initiative one acquires) ○ HOM - Questioning and Problem Posing ○ HOM - Taking Responsible Risks ○ HOM - Managing Impulsivity ● E - Excellence <ul style="list-style-type: none"> ○ 'A'ohe 'ulu loa'a i ka pōkole o ka lou (There is no success without preparation) ○ HOM - Creating, Imagining and Innovating ○ HOM - Remaining Open to Continuous Learning ● A - Aloha <ul style="list-style-type: none"> ○ E 'Ōpū ali'i (Have the heart of a chief) ○ HOM - Listening with Empathy ○ HOM - Thinking Flexibly ○ HOM - Finding Humor and Joy ● T - Total Well-Being <ul style="list-style-type: none"> ○ Ua ola loko i ke aloha (Love is imperative to one's mental and physical welfare) ○ Promote wellness in others ○ Waikīkī School scored 97% on the 2021-22 Wellness Survey ● H - Sense of Hawai'i <ul style="list-style-type: none"> ○ 'O Hawai'i ku'u 'āina kilohana (Hawai'i is my prized place) ○ Honua - He ali'i ka 'āina; he kauwā ke kanaka. 	<p>Annual staff Aina Aloha Pathway presentation by Office of Hawaiian Education</p> <p>Number of students engaged in sustainability/garden classes</p> <p>Number of students engaged in Hawaiian Studies and Sustainability/Garden</p>	<ul style="list-style-type: none"> <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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		<ul style="list-style-type: none">○ The land is the chief; man its servant.○ Place-based activities at Diamond Head State Monument, Waikiki Aquarium, and Honolulu Zoo○ Waikīkī School is an ‘Āina Aloha Pathway School where students participate in both Hawaiian Studies and Sustainability resource classes.		
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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 Position of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Student 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-5 experience, engage in a variety of career, community, and civic opportunities.</p>	<p>Students will be better prepared for post-high school success by having intentional and age-appropriate experiences to explore and engage in careers and in community and civic responsibility</p>	<p>All students in all grade levels have access to Project/Place-Based Learning</p> <p>Waikiki School will continue our move to provide authentic learning experiences via partnerships with the school community (Aquarium, Zoo, Diamond Head Monument, etc.), honoring student voice in the process, culminating in student selected final projects delivered to authentic audiences.</p> <p>School funding of a position to expand community based outreach, establishing authentic learning projects and promoting purposeful community involvement throughout the school</p> <p>Accountable Lead Community-based Project Coordinator</p>	<p>Number of students/classrooms participating</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>



One-Year ES Academic Plan SY 2025-2026

	es.			
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One-Year ES Academic Plan SY 2025-2026

<p>K-12 Alignment</p> <p>1.3.2. All students enter middle/high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.</p>		<p>All students K-5 will have opportunities including, but not limited to:</p> <p>Summer Hub,</p> <p>Community-based projects,</p> <p>GT,</p> <p>After-school enrichment class offerings,</p> <p>EL Tutoring,</p> <p>Robotics,</p> <p>HONSEF,</p> <p>Speech Festival.</p>	<p>Number of students who participate in Summer Programming (ie. Summer Hub or Mindful Summer Program)</p> <p>Number of students who participate in an after-school enrichment class.</p> <p>Number of EL students who participate in after-school tutoring.</p> <p>Number of Tier 2 or higher students who participate in after-school tutoring.</p> <p>Number of students that participate in HIKI NO.</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>
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One-Year ES Academic Plan SY 2025-2026

			<p>Number of students that participate in Robotics.</p> <p>Number of students who participate in the elementary division of HONSEF.</p> <p>Number of students who participate in Honolulu District Speech Festival</p>	
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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 Position 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>
2.1.1 All teacher positions are filled with qualified hires that include SIQ hours and/or TESOL certification by 26-27 SY.	Retaining more teachers is the highest impact strategy to fill positions with qualified hires. Among the remaining	Continue to promote SIQ learning opportunities (both in-person and online) to staff when made available. Currently 20 certificated staff have their Sheltered Instruction Qualification. Option 1: 6 college credits in TESOL-related competencies from an accredited college or university Option 2: 6 credits HDOE-sponsored ESL or TESOL PDE courses Option 3: 72 seat hours of TESOL-related HDOE non-credit PDE3 courses	Number of teachers who have the necessary SIQ and/or TESOL certification using one of the 8 available options.	<input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input checked="" 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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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 Position 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>
	vacancies, more positions will be filled through timely hiring and a better fit between the applicants' and schools' needs. Developing and expanding targeted teacher preparation	Option 4: Out-of-State K-12 School District TESOL certification Option 5: TESOL HQ or TESOL licensure status in lieu of 6 credits Option 6: NEA micro-credential in English Language Learner. Option 7: Combination of Options 1 and 2. Option 8: Combination of Option 1 and/or 2 with Option 3. Check one: <input type="checkbox"/> 1 (one) Credit + 60 SIQ seat hours <input type="checkbox"/> 2 (two) Credits + 48 SIQ seat hours <input type="checkbox"/> 3 (three) Credits + 36 SIQ seat hours <input type="checkbox"/> 4 (four) Credits + 24 SIQ seat hours <input type="checkbox"/> 5 (five) Credits + 12 SIQ seat hours		



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- ★ 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 Position 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>
	programs will improve a pipeline of candidates for shortage areas.	Accountable Lead EL Coordinator		
2.1.2 All teachers are effective or receive the necessary support to become effective.	Supporting teachers with opportunities, such as differentiated training and incentives, that are aligned with state, complex	<u>WASC Critical Area of Follow-Up #3</u> <i>Waikīkī School needs to continue strengthening their induction and mentoring program for new faculty members with an intentional focus on the school's unique culture and values to support, develop, and retain effective and caring teachers and professional staff.</i> School funding of a position to ensure that all teachers are trained and supported in implementation strategies of Habits of Mind	100% of teachers will utilize the p4c model to stimulate deeper thinking and promote the practice of the HOM	<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"/> Homeless, \$ <input type="checkbox"/> Grant:____, \$



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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 Position 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>
	area and school priorities will increase their effectiveness.	<p>Coordinate efforts with the other Kalani Complex Elementary Schools to offer Professional Development with Katie Novak (supporting MTSS with effective data-driven tier 1 instruction) during one of the two admin days to start the school year.</p> <p>Utilize Spring PC Day to revitalize commitment to Habits of Mind.</p> <p>Continuation of Professional Development around the topic of Specifically Designed Instruction for Special Education teachers and General Education teachers</p> <p>Accountable Lead School Level Mentor/Mindfulness Coordinator</p>	<p>All Kalani Complex Elementary teachers</p> <p>All Waikiki School teachers</p>	<p><input checked="" type="checkbox"/> Other: Tokioka, \$15,000</p> <p>Habits of Mind activities contingent on awarding of Tokioka principal project.</p>



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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 Position 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>
<p>2.2.2 All schools' support staff are effective or receive the necessary support to become effective.</p>	<p>New targeted recruitment initiatives and the outcome of evaluating classification and compensation will retain current support staff and attract qualified hires to support staff</p>	<p>EAs and casual hires to participate in appropriate PD opportunities</p> <p>Reduce the number of vacant EA and casual hire PPT and PTT positions.</p>	<p>Number of support staff who participate in PD opportunities</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"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$ </p>



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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 Position 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>
	positions.			



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 Position 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.	Benefits Benefits to members of a School Community Council include: Learning about educational research and factors that	Conduct the business of the School Community Council by meeting quorum monthly with stakeholders from every group. Hold two community meetings annually.	School has all required stakeholders represented on SCC. Agendas and minutes posted prior to meeting date. Percent of meetings with all required	<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 3.3 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 Position 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>
	impact student achievement; Being an important partner in the education system, whose views are valued; Contributing to the shared goal of improving student achievement; Having a vehicle through which to		stakeholders represented. Overall rating on SCC self-assessment survey	



★ 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 Position 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>
	express opinions and share ideas; and Being informed about what is happening at the school.			



★ 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>
Family and Community Engagement <i>(To add additional desired outcomes, duplicate this row, including source of funds checkboxes, as needed)</i>		Waikiki School PTO Open House Food Farm Garden Workdays Fun Fair Haunted House Winter Store Winter Fete Tech Fun Run	Participation numbers in each activity	<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: __, \$





★ 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 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 <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>
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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 Waikīkī 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 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.	No
Bell Schedule: https://docs.google.com/spreadsheets/d/1KISi3Zb2B1u7VBF3q6xNSuroo_eoZoKh6QP91ELulnM/edit?usp=sharing	