





Hickam Elementary School Academic Plan SY 2025-2026

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- ☒ Non-Title 1 School ☐ Title 1 School ☐ Kaiapuni School (Self Contained) ☐ Kaiapuni School (Shared School Site)

Submitted by Principal - Patrick Wetzel		Approved by Complex Area Superintendent [John Erickson]	
		 <small>John Erickson (Apr 9, 2025 11:07 HST)</small>	



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

VIABLE QUALITY CURRICULUM

This section highlights the comprehensive instructional programs and supplementary instructional materials used by each core subject area.

Please utilize the dropdown list to select the comprehensive instructional program(s) being used, and specify the grade level(s) or course name. If “Other” is selected, please manually identify the program. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
K-6	'23 Wonders ▾	HMH Into Math ▾		
5th	Select One ▾	Select One ▾	STEMscopes	
K-4, 6	Select One ▾	Select One ▾	Mystery Science/Generation Genius	

Please list all supplementary instructional materials used to enrich or extend the comprehensive instructional programs identified above, and specify the grade level(s) or course name. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
K-6	iReady <ul style="list-style-type: none">Tools for instructionPersonalized instruction	iReady <ul style="list-style-type: none">Tools for instructionPersonalized instruction		

HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

The Department is committed to ensuring that every student receives the support necessary for success. This commitment includes providing personalized support to meet individual student needs, documenting student interventions and monitoring progress.

How does your school document HMTSS student interventions? Please select all that apply. If “Other” is selected, please explain.

☒ Panorama ☐ School-created template ☐ Other:

UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

This section highlights school-administered screening, and/or other progress monitoring assessments designed to quickly identify the needs of students in **Kindergarten through Grade 9** who may require additional support.

Please utilize the dropdown list to identify the screening and/or progress monitoring assessments used, and specify the grade level(s) or course name. If “Other” is selected, please manually identify the assessment. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics
Kindergarten	KEA ▾	Select One ▾
K-6	I-Ready ▾	I-Ready ▾
	Select One ▾	Select One ▾

This section highlights the critical student learning needs that require immediate attention for improvement, student subgroup(s) achievement gaps, and root/contributing cause for those needs and gaps, as identified in one or more of the following:

- Type of Next Action: Mid-Cycle Report (No Visit) -

Please number the student need and root/contributing cause for ease of cross-referencing.

1A. Insufficient support systems or lack of professional development for teachers to effectively address the diverse learning needs of special education students and other high-needs subgroups.

1B. The school has only recently transitioned to an inclusion model and the school is having a difficult time finding and retaining qualified special education teachers.

1C. Continuity of inclusion partners. Six of the seven grade levels have already gone through a change in inclusion partners.

1D. Lack of a school-wide comprehensive RtI system in ELA and Math. Hickam is currently revising its RtI process where we are focusing on priority standards and formative assessment practices.



	SY 21-22	SY 22-23	SY 23-24
Non-High Needs	78.9%	77.9%	82%
High Needs	60%	55.8%	49%
Achievement Gap	23.3%	26.7%	33%

2 Low Classroom Engagement scores on Panorama:

Student Classroom Survey Grades 3-5

	SY 22-23	SY 23-24	SY 24-25
Classroom Rigorous Expectations	73%	78%	N/A
Pedagogical Effectiveness	80%	78%	83%
Classroom Teacher-Student Relationships	76%	74%	80%
Classroom Climate	78%	72%	N/A
Classroom Engagement	69%	65%	58%

Student Need: There is a decreasing trend between classroom engagement in both upper-grade level bands on the Panorama survey. Classroom engagement is the lowest domain in both grade bands (Grades 3-5, and Grade 6) and has consistently decreased over the past three years.

Root/Contributing Cause:

2A. Lack of exposure to an outdated, rigorous and relevant curriculum has led to decreased classroom engagement.

2B. There has been a high turnover rate of teachers in grades 3-6 significantly contributing to this.

2C. A combination of school-wide initiatives such as PBL, Design Thinking, and a new math curriculum has led teachers feeling overburdened at times inhibiting a teacher's ability to make day-to-day instructional changes.

2D. Students' limited capacity to apply 21st-century skills, including digital literacy, through technology integration



Student Classroom Survey Grade 6			
	SY 22-23	SY 23-24	SY 24-25
Classroom Rigorous Expectations	69%	73%	N/A
Pedagogical Effectiveness	71%	70%	76%
Classroom Teacher-Student Relationships	63%	64%	72%
Classroom Climate	63%	63%	N/A
Classroom Engagement	50%	43%	46%

3 Supporting Transient Student Population Grades 3-5

Sense of Belonging	68%	-6	79%	-3	57%	+8
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In Spring 21-22 and 22-23, Sense of Belonging Scores were six percent and 3 percent below the state average.

Grade 6

Sense of Belonging	57%	+12	60%	+12	62%	-10
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In Spring 23-24, Sense of Belonging was 10% below the state average.

Student Need: The transient nature of the student population, due to the school's military connections impacts students' sense of belonging and relationships. Panorama scores in Sense of Belonging are ranked at par with the state average. Complicating matters is only 86.5% of students enrolled for the full academic year, impacting school stability and learning continuity.

Root/Contributing Cause:

- 3A. Despite having the Aloha Transition Center to help students transition to Hickam, the school needs to examine ways to conduct frequent check-ins with students while they are here to increase students' Social-Emotional well-being and sense of belonging.
- 3B. Students transitioning to the school in the middle of the year cannot join a club if they come after club sign-ups.
- 3C. Military-connected student transience hinders belonging and relationship building.
- 3D. The school needs to have a comprehensive system to acknowledge and recognize students exhibiting positive behaviors. I.E. PBIS



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

1 **Targeted Subgroup:** Students with Individualized Education Plans
ELA

Percent Proficient in ELA By Subgroups:

ELA	SY 21-22	SY 22-23	SY 23-24
All	80.6%	80.5%	81.1%
Special Education	41.6%	31%	28.5%
Disadvantaged (Free/Reduced)	84.6%	70%	81.8%
English Learners	33.6%	44.7%	85.7%

Source: StriveHI Report

Percent Proficient in Math by Subgroups

Math	SY 21-22	SY 22-23	SY 23-24
All	78.9%	77.9%	76.5%
Special Education	56%	43.3%	42.8%
Disadvantaged (Free/Reduced)	69.2%	70%	54.5%
English Learners	50%	77.7%	77.7%

**Identified Student Need(s):**

- Increase student achievement and growth on standardized assessments, diagnostic screeners, and classroom assessments.
- The percentage of students with IEPs passing the SBA in Reading has declined from 41.6% in SY 21-22 to 28.5% in SY 23-24.
- The percentage of students with IEPs passing the SBA in Math has declined from 56% in SY 21-22 to 42.8% in SY 23-24.

2

Targeted Subgroup: Disadvantaged Students**Identified Student Need(s):****Percent Proficient in Math by Subgroups**

Math	SY 21-22	SY 22-23	SY 23-24
All	78.9%	77.9%	76.5%
Special Education	56%	43.3%	42.8%
Disadvantaged (Free/Reduced)	69.2%	70%	54.5%
English Learners	50%	77.7%	77.7%

- The percentage of disadvantaged students passing Math proficiency decreased from 70% in SY 22-23 to 54.5% in SY 23-24.

3

Targeted Subgroup: EL



Percent Proficient in ELA By Subgroups:

ELA	SY 21-22	SY 22-23	SY 23-24
All	80.6%	80.5%	81.1%
Special Education	41.6%	31%	28.5%
Disadvantaged (Free/Reduced)	84.6%	70%	81.8%
English Learners	33.6%	44.7%	85.7%

Source: StriveHI Report

Identified Student Need(s):

- Although EL scores increased exponentially in SY 23-24, EL scores were 34% in SY 21-22 and 45% in SY 22-23.



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 Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this? Reference the Identified School Needs section.</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>Estimate the additional amount needed to execute the enabling activity.</i>	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2026. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 12, 2025	AMR Semester 2 Check May 15, 2026
1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and <u>provided necessary and timely support</u> to develop foundational skills for learning. <i>Required for all schools.</i>	N/A	EA 1.1.1(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. [Kindergarten Teachers] EA 1.1.1(2) Teachers will review data during Learning Team Time to determine [Curriculum Coach] a. Discuss student overall needs/trends. b. Identification of specific student learning needs to be addressed during small group instruction. c. Scheduling small group instruction. [Kindergarten Teachers, Curriculum Coach]	Readiness Levels on the KEA Dashboard Formative Assessment Data	<input checked="" type="checkbox"/> WSF, \$ 0 <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>Reading Proficiency 1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently <u>receive necessary and timely support</u> to become proficient.</p>	<p>1D, 2A</p>	<p>EA 1.1.2(1) All students in grades K-6 will receive instruction in a research-based reading curriculum that is aligned with state reading standards, addresses the components of (phonemic awareness, phonics, fluency, vocabulary, comprehension), and demonstrates evidence of student achievement and growth [Curriculum Coach]</p> <p>EA 1.1.2(2) Assess all K-6 students in reading at least three times per year using our i-Ready Universal screener. [Classroom Teachers]</p> <p>EA 1.1.2(3) All students who are not making adequate growth will be discussed during Learning Team Time (LTT) through progress monitoring to determine:</p> <ol style="list-style-type: none"> 1) Analyze student data from common formative assessments, essential standards, state standardized test results, and i-Ready assessments that show students demonstrating mastery of standards and recognize students who need additional support. 2) Identify areas of concern for students and provide targeted support based on reading needs. 3) Design fluid instructional groupings that respond to student needs and/or enhance learning opportunities for students. 4) Provide interventions and extensions for students who have not demonstrated mastery or demonstrated mastery of grade-level standards. 	<p>Wonders Assessments</p> <p>i-Ready Universal Screener Data</p> <p>Wonder Oral Reading Fluency Assessment</p> <p>Rtl Data- Progress Monitoring</p> <p>SBA Data</p>	<p><input checked="" type="checkbox"/> WSF, \$ 100,000</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>5) Analyze RtI efforts (Tier 2 and Tier 3). [Curriculum Coach/Grade Level Teachers]</p> <p>EA 1.1.2(4) For students who need Tier 3 support, Response to Intervention (RtI) services will be provided by either the classroom teacher or Reading Intervention Specialist to address any foundational gaps in reading. [RTI Specialist/Classroom Teacher]</p> <p>EA 1.1.2 (5) Vertical Articulation: Administration will provide teachers time and training to support vertical articulation among grade levels. The curriculum coach will support the teachers in identifying essential standards and end-of-year learning targets for reading, writing, and math. These activities will build teachers' understanding of grade-level standards, learning targets, and age-appropriate academic milestones. [Curriculum Coach/Grade Level Teachers]</p>				
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<p>Mathematics Proficiency 1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient.</p>	<p>1D</p>	<p>EA 1.1.3(1) All students will receive instruction in a high-quality mathematics curriculum that is aligned with the state's mathematics standards, and demonstrates evidence of student achievement and growth [Curriculum Coach]</p> <p>EA 1.1.3(2) Assess all students in math at least three times per year using our i-Ready Universal screener. [Classroom Teacher]</p> <p>EA 1.1.3(3) All students who are not making adequate growth will be discussed during Learning Team Time (LTT) through progress monitoring to determine:</p> <ol style="list-style-type: none"> 1) Analyze student data from common formative assessments, essential standards, state standardized test results, and i-Ready assessments that show students demonstrating mastery of standards and recognize students who need additional support. 2) Identify areas of concern for students and provide targeted support based on reading needs. 3) Design fluid instructional groupings that respond to student needs and/or enhance learning opportunities for students. 4) Provide interventions and extensions for students who have not demonstrated mastery or demonstrated mastery of grade-level standards. 5) Analyze Rtl efforts (Tier 2 and Tier 3). 	<p>Into Math Curriculum-Based Assessments</p> <p>i-Ready Universal Screener Data</p> <p>SBA Data</p>	<p><input checked="" type="checkbox"/> WSF, \$ 20,000</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>[Curriculum Coach/Grade Level Teachers]</p> <p>EA 1.1.3(4) Response to Intervention (Rtl) services will be provided by the classroom teacher to address any lack of requisite math skills. [Classroom Teacher]</p> <p>EA 1.1.3 (5) Vertical Articulation: Administration will provide teachers time and training to support vertical articulation among grade levels. The curriculum coach will support the teachers in identifying essential standards and end-of-year learning targets for reading, writing, and math. These activities will build teachers' understanding of grade-level standards, learning targets, and age-appropriate academic milestones. [Curriculum Coach/Grade Level Teachers]</p>				
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<p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p> <p><i>Required for all schools.</i></p>	<p>1A 1B 1C 1D</p>	<p>EA 1.1.4 (1) K-6 students will be provided individual/small group instruction to meet their student needs.</p> <p>EA 1.1.3 (2) Academic Review Team (ART) will meet quarterly to review/analyze student data to ensure the school's academic plan and implementation are met.</p> <p>EA 1.1.4 (3) Have students with IEPs in the Least Restrictive Environment to the greatest extent possible with the appropriate support to excel in the general education setting.</p>	<p>Formative Assessment Data</p> <p>Progress Monitoring Data Trackers</p> <p>iReady and State Standardized Assessment Results</p>	<p><input checked="" type="checkbox"/> WSF, \$ 0</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 checked="" 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 elementary to middle school and from middle to high school.</p> <p><i>Required for all schools.</i></p>	<p>3A</p>	<p>EA 1.1.5 (1) Transition Center: HES Transition center supports newly arriving and departing families to ensure successful student transitions. The transition center has student-led transition services provided by Anchored 4 Life student leaders, supports parents in addressing educational transition challenges, and has effective parent, community, and military partnerships and programs.</p> <p>EA 1.1.5 (2) Host a parent night for prospective Aliamanu Middle School (AMS) students and families on our campus. [Administration]</p> <p>EA 1.1.5 (3) Coordinate with AMS school staff opportunities to engage with prospective AMS students. [Administration, Curriculum Coach]</p> <p>EA 1.1.6 (4) Hold transition meetings with Aliamanu Middle School for students with Individualized Education Plans (IEPs). [Student Services Coordinator]</p> <p>EA 1.1.6 (5) Share important transition data with Aliamanu Middle School (I.E. 6th grade math recommendations, GT Data, Cumulative Folders, etc...) [Curriculum Coach, GT Coordinator]</p> <p>EA 1.1.6 (6) Transition meetings and class exposure for students going from PreK to Kindergarten.</p>	<p>Participation Numbers in both the parent night and student tour.</p> <p>Transition Meeting Minutes</p> <p>Transition Middle School transition visit</p>	<p><input checked="" type="checkbox"/> WSF, \$ 0</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>HES.1 Increase student learning engagement and ability to transfer learning to real-world learning situations.</p>	<p>2C</p>	<p>HES.1(1) All students participate in one Project Based Learning Activity per school year. All students will demonstrate their learning through the school's curriculum fair/grade level day. [Administration, Curriculum Coach]</p> <p>HES.1(2) All students will participate in one design thinking activity per school year. [Administration, Curriculum Coach]</p> <p>HES.1(3) Annual AVID STEM Expo Event, which focuses on students learning about various STEM (Science, Technology, Engineering, Mathematics) fields, will help students to broaden their view on possible opportunities for a brighter future. [Curriculum Coach]</p> <p>HES.1(4) Host an Amazing Shake school-wide competition that puts our students through different critical thinking scenarios that focus on teaching our students soft skills. [Curriculum Coach]</p> <p>HES.1(5) Through AVID strategies, students will actively develop the critical thinking skills necessary for independence and future success.</p>	<p>Annual Curriculum Event</p> <p>Student Survey Feedback from the Curriculum Fair</p> <p>Panorama Student Engagement Report (Grades 3-6)</p> <p>AVID STEM Expo Event</p> <p>Hickam Amazing Shake Event, Radford Complex Amazing Shake, Amazing Global Shake Competition</p>	<p><input checked="" type="checkbox"/> WSF, \$ 10,000</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>HES.2 Increase student digital literacy to be globally competitive.</p>	<p>2D</p>	<p>HES.2(1) Students will use the program Common Sense Media and learning.com to improve their digital literacy and computer fundamental skills. [Technology Coach]</p> <p>HES.2(2) Students will show safe and ethical practices while using online tools and learn to protect themselves against cyberbullying and identity theft. [Technology Coach]</p> <p>HES.2 (3) Students in grades K-6 will create a grade-level project to demonstrate their understanding of the CSTA Standards and tech integration utilizing Cospaces/ Google Workspace applications. [Technology Coach]</p> <p>HES.2(4) Student projects will be shared on the school website. www.hickam.k12.hi.us [Technology Coach]</p> <p>HES.2(5) Student projects will also be shared during Digital Literacy Day organized by the HES Tech. Squad Students. [Technology Coach]</p>	<p>Hickam Technology Scope and Sequence</p> <p>Hickam Easy Tech Pacing Guide</p> <p>Student grade level projects</p> <p>Digital Literacy Day</p>	<p><input checked="" type="checkbox"/> WSF, \$ 6,000</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>HES.3 HES School Specific Outcome #3- Provide learning opportunities for students to develop into well-rounded students.</p>	<p>2C, 2D</p>	<p>HES.3(1) Students will attend wheel classes (Music, SEL, PE, and Technology) on a weekly/biweekly rotation to ensure students receive a well-rounded educational program that adheres to the developmental needs of the whole child. [IRAs]</p> <p>HES.3(2) Students will receive Choose Love grade-level lessons weekly in grades pre-kindergarten through grade 6. [Counselors, Teachers]</p> <p>HES.3(3) Host an Amazing Shake school-wide competition that puts our students through different critical thinking scenarios that focus on teaching our students soft skills. [Curriculum Coach]</p> <p>HES.(4) All students will participate in a Project Based Learning and Design Thinking Activity</p> <p>HES (5) Host a schoolwide Curriculum Fair or Spring Program annually.</p> <p>HES (6)- Offer after school clubs geared towards students' possible interests in various career pathways.</p>	<p>Digital Literacy Day</p> <p>Student Work Samples</p> <p>Hickam Amazing Shake Event, Radford Complex Amazing Shake, Amazing Global Shake Competition</p>	<p><input checked="" type="checkbox"/> WSF, \$ 4,000</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 Outcome "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?" Reference the Identified School Needs section.	Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress (Initial & Intermediate Outcomes) "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed to execute the enabling activity.	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2026. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 12, 2025	AMR Semester 2 Check May 15, 2026
1.2.1. All students desire to and attend school regularly. <i>Required for all schools.</i>	NA	EA 1.2.1(1) Student support to attend school regularly: <ul style="list-style-type: none"> Beginning of the year relationship-building (inclusion, get to know you activities, daily greeting at the door) Weekly Social Emotional Learning (SEL) activities both at wheel and in the classroom. Participation in extracurricular school groups EA 1.2.1(2) Systems to monitor student attendance: <ul style="list-style-type: none"> Bi-monthly attendance meetings in which counselors, school health aide, registrar, and school administration meet to discuss students who are "at-risk" for being chronically absent. Communicate with HES teachers any follow-up actions. [Administration, Counselors] 	Improvement in lower chronic absenteeism rates on both Strive HI and Lei Kulia reports. Attendance Letters/ Attendance Tracker Parent Phone Calls	<input checked="" type="checkbox"/> WSF, \$ 0 <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>1.2.2. All students demonstrate positive behaviors at school.</p> <p><i>Required for all schools.</i></p>	<p>3D</p>	<p>EA 1.2.2(1) Ensure every student takes the Panorama Social Emotional Survey and the Student Connectedness survey. [Administration, Counselors]</p> <p>EA 1.2.2 (2) Determine counseling groups and health supports based on the results of these surveys. [Counselors]</p> <p>EA 1.2.2 (3) Students will receive weekly SEL Lessons [Counselors, Teachers]</p> <p>EA 1.2.2 (4) Schoolwide implementation of a Positive Behavior Intervention Support System (PBIS) which includes teaching/practicing school wide behavior expectations, appropriate responses for misbehavior, positive verbal reinforcement, and effective classroom management strategies. [Administration, Counselors, Teachers]</p>	<p>Improved Panorama SEL and Student Connected survey scores</p> <p>School Discipline Data</p>	<p><input checked="" type="checkbox"/> WSF, \$ 10,000</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><i>Required for all schools.</i></p>	<p>NA</p>	<p>EA 1.2.3(1) Provide Hawaiiana instruction to our students through our Kumu [Administration]</p> <p>EA 1.2.3(2) Incorporate Project Based Learning during the school day to help teach our students sustainability and how to preserve our environment. [Curriculum Coach, Counselors]</p> <p>EA 1.2.3(3) (Extended Learning Opportunities): The school creates extended learning opportunities to encourage whole child development and college/career readiness for all students. Extended learning opportunities can include but are not limited to: Project-Based Learning, Gifted and Talented programming, Student Council, Specials Rotations (PE, SEL, Music, Tech), Hawaiiana, Athletics, Broadcast, Tech squad, Chorus, After school arts, robotics, and 3D printing clubs</p> <p>EA 1.2.3(4) Family & Community Engagement: Create opportunities for families and community partners to:</p> <ol style="list-style-type: none"> 1) deepen their connections to their child(ren)'s education; 2) build college/career awareness; 3) promote total well-being; 4) strengthen a sense of belonging to our school community and the culture of Hawaii. 	<p>Panorama Survey Data</p> <p>Student Work samples</p> <p>Number of participants in the various clubs</p>	<p><input checked="" type="checkbox"/> WSF, \$ 5,000</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 Outcome "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this? Reference the Identified School Needs section.	Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress (Initial & Intermediate Outcomes) "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed to execute the enabling activity.	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2026. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 12, 2025	AMR Semester 2 Check May 15, 2026
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. <i>Required for all schools.</i>	2C, 2D	<p>EA 1.3.1(1) All students will complete a Project Based Learning Unit and Design Thinking task where they engage with community partners in the process. All students will demonstrate their learning through the school's curriculum fair or grade level days. [Administration, Curriculum Coach, Teachers]</p> <p>EA 1.3.1(2) Host an annual AVID STEM Expo fair, bringing in community partners to the school to discuss STEM-related careers. [Curriculum Coach]</p> <p>EA 1.3.1 (3) Students will have the opportunity to be a part of the Student Council, and or an Anchored 4 Life representative.</p> <p>EA 1.3.1 (4) Host a schoolwide Curriculum Fair or Spring Program annually.</p>	<p>Student work samples</p> <p>Completed student surveys from our curriculum and stem fair.</p> <p>AVID STEM Expo</p>	<input checked="" type="checkbox"/> WSF, \$ 5,000 <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>K-12 Alignment 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>NA</p>	<p>EA 1.3.2 (1) Annual AVID STEM Expo Event, which focuses on students learning about various STEM (Science, Technology, Engineering, Mathematics) fields, will help students to broaden their view on possible opportunities for a brighter future.[Curriculum Coach,]</p> <p>EA 1.3.2 (2) Curriculum Fair/Grade Levels Day focusing on Project-Based Learning where students learn from community partners to solve real-world problems. [Administration, Curriculum Coach]</p>	<p>Annual AVID STEM Expo Day</p> <p>Curriculum Fair Entry events (Guest Speakers and/or Field Trips)</p> <p>Curriculum Fair Event</p>	<p><input checked="" type="checkbox"/> WSF, \$ 5,000</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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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 Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</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>Estimate the additional amount needed to execute the enabling activity.</i>	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2026. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 12, 2025	AMR Semester 2 Check May 15, 2026
HES.4 Increase retention rates of highly qualified teachers.	2B	<p>HES.4(1) Ensure consistency in access to induction and mentoring support for all first-year and second-year teachers. [Curriculum Coach]</p> <p>HES.4(2) Monthly meeting for first-year and second-year teachers and new to Hickam. [Curriculum Coach]</p> <p>HES.4(3) Design and build community-based teacher opportunities to share best practices and instructional strategies that impact student learning. [Administration, Curriculum Coach]</p>	<p>Monthly Meetings for Induction and Mentoring</p> <p>BERC Walkthroughs</p> <p>Discussions during Learning Team Time</p>	<input checked="" type="checkbox"/> WSF, \$ 0 <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>HES.4(4) Seek partnerships with local universities to build teacher capacity.</p> <p>HES 4(5) Measure the effectiveness of I&M efforts through EES effectiveness results and I&M mentoring survey.</p>				
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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 Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</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>Estimate the additional amount needed to execute the enabling activity.</i>	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2026. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 12, 2025	AMR Semester 2 Check May 15, 2026
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. <i>Required for all schools.</i>	NA	EA 3.3.1(1) Our School Community Council meets quarterly to share school updates and progress towards the focus areas in the Academic Plan. EA 3.3.1(2) Meeting Agenda and Minutes will be shared with the staff and families and posted on the school's website. EA 3.3.1(3) School updates are shared at least quarterly through the school's newsletter or family nights.	Percent of required stakeholders in SCC membership. Positive SCC ratings on the self-assessment survey.	<input checked="" type="checkbox"/> WSF, \$ 0 <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>EA 3.3.1(4)Community Forums are held twice a year to gather feedback on the development of the new Academic Plan.</p> <p>EA 3.3.1 (5) The effectiveness of SSC efforts is determined by the Principal Annual Survey and feedback from our SCC parent nights.</p>				
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★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.

Desired Outcome "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?" Reference the Identified School Needs section.	Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress (Initial & Intermediate Outcomes) "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed to execute the enabling activity.	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2026. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 12, 2025	AMR Semester 2 Check May 15, 2026
3.3.2 Host family and community engagement events focused on improving student academic achievement and school performance. <i>Required for AMR schools.</i>	NA	EA3.3.2 (1) Host annual family and community events [Principal, Vice-Principal, Curriculum Coordinator, Technology Coach, PCNC] a. New Student Orientation b. Meet and Greet/Back to School Fair c. Curriculum Fair/Grade Level Day d. Digital Literacy Day e. Spring Program (alternate years) f. PCNC Family Engagement Nights/Coffee Hour g. AVID STEM Expo Fair EA 3.3.2 (2) Inform families about school events on time a. School Messenger b. Flyers c. Monthly Newsletter d. School Website e. Social Media	Increased student achievement and growth evident through standardized assessments, universal screener scores, and student work samples. PBL Projects Digital Literacy Projects	<input checked="" type="checkbox"/> WSF, \$ 1,000 <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 Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</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>Estimate the additional amount needed to execute the enabling activity.</i>	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2026. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 12, 2025	AMR Semester 2 Check May 15, 2026
3.3.3 To establish a comprehensive HMTSS system that proactively analyzes student data across academic, behavioral, social-emotional, and physical domains, enabling the development and implementation of targeted, actionable interventions to address identified concerns. <i>Required for AMR schools.</i>	1D, 2A, 2C, 3D	Academic EA 3.3.3(1) All students who are not making adequate growth in ELA and Math will be discussed during Learning Team Time (LTT) through progress monitoring to determine: 1) Analyze student data from common formative assessments, essential standards, state standardized test results, and i-Ready assessments that show students demonstrating mastery of standards and recognize students who need additional support. 2) Identify areas of concern for students and provide targeted support based on reading needs. 3) Design fluid instructional groupings that respond to student needs and/or enhance learning opportunities for students. 4) Provide interventions and extensions for students who have not demonstrated mastery or demonstrated mastery of grade-level standards. 5) Analyze RtI efforts (Tier 2 and Tier 3).	Academic Formative Assessments for ELA and Math i-Ready Universal Screener Data RtI Data- Progress Monitoring SBA Data SEL Improved Panorama SEL and Student Connected survey scores Behavior	<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>[Curriculum Coach/Grade Level Teachers]</p> <p>SEL EA 3.3.3(2) Students will receive Choose Love grade-level lessons weekly in grades pre-kindergarten through grade 6. [Counselors, Teachers]</p> <p>EA 3.3.3(3) Ensure every student takes the Panorama Social Emotional Survey and the Student Connectedness survey. [Administration, Counselors]</p> <p>EA 3.3.3 (4) Determine counseling groups and health supports based on the results of these surveys. [Counselors]</p> <p>Behavioral EA 3.3.3(5) Schoolwide implementation of a Positive Behavior Intervention Support System (PBIS) which includes teaching/practicing school wide behavior expectations, appropriate responses for misbehavior, positive verbal reinforcement, and effective classroom management strategies. [Administration, Counselors, Teachers]</p> <p>Physical EA 3.3.3(6) Systems to monitor student attendance: • Bi-monthly attendance meetings in which counselors, school health aide, registrar, and school administration meet to discuss students who are “at-risk” for being chronically absent. Communicate with HES teachers any follow-up actions. [Administration, Counselors]</p> <p>EA 3.3.3(7) Students will attend wheel classes (Music, SEL, PE, and Technology) on a weekly/biweekly rotation</p>	<p>School Discipline Data Physical Improvement in lower chronic absenteeism rates on both Strive HI and Lei Kulia reports.</p> <p>Attendance Letters/ Attendance Tracker</p> <p>Parent Phone Calls</p>			
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		to ensure students receive a well-rounded educational program that adheres to the developmental needs of the whole child. [IRAs] Hickam HMTSS Flow Chart				
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APPENDIX A: SCHOOL BELL SCHEDULE

Pursuant to [Hawaii Revised Statutes Section \(HRS\) 302A-251](#), as well as the current Hawaii State Teachers Association 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 [Hickam 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](#).

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)

1125 hours per year

Did your school submit a SCC Waiver Request Form? Please explain.

Yes, to request four additional days for professional development for school and complex area initiatives.

Bell Schedule: [Hickam Elementary School Bell Schedule SY 2025-26](#)