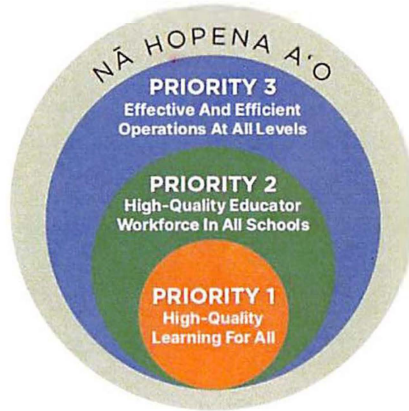




Hickam Elementary School Academic Plan SY 2026-2027

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- ☐ Title I School
☒ Non-Title 1 School

Submitted by Principal: Patrick Wetzel	
	03/13/26

Approved by Complex Area Superintendent: John Erickson	
 John Erickson (Apr 9, 2026 13:24:38 HST)	

Directions for completing the School Academic Plan template can be found in the Academic Plan Template Guidance document.

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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-5	'23 Amplify ELA (CKLA Gr K-5) ▾	HMH Into Math ▾	Mystery Science/Generation Genius	
6	'22 Amplify ELA ▾	HMH Into Math ▾	Generation Genius	
5	Select One ▾	Select One ▾	STEMscopes	

Please list all **supplementary instructional materials** used to 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 - Tools for instruction - Personalized instruction	iReady - Tools for instruction - Personalized instruction		
K-6	CKLA	HMH Into Math		

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 ▾	Teacher Created ▾
K-6	I-Ready ▾	I-Ready ▾
K-6	DIBELS ▾	Select One ▾

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:

IDENTIFIED SCHOOL NEEDS

Academic Plans require the identification of school needs based on data and other information analyzed as part of the school improvement process. The **Comprehensive Needs Assessment (CNA) Data Workbook** (linked [here](#)) and **Lei Kulia** (linked [here](#)) are data resources to help guide and support continuous school improvement.

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:

- ☒ Current CNA
- ☐ Other current assessment/self-study report: [Insert text]
- ☐ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: [Insert year]

Type of Last Visit: Select One -

Year of Next Action: [Insert year]

Type of Next Action: Select One -

Year of Next Self-Study:

[Insert year]

Please identify **critical student learning needs** and the **root/contributing cause** 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?"

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

1	<u>Student Need</u>: Students lack consistent and timely interventions in literacy and numeracy. Students need to receive aligned and continuous instructional support to master key competencies in both literacy and numeracy. Students need scaffolded academic interventions that provide predictable, high-frequency reinforcement of core concepts in Language Arts and Math to ensure equitable access to grade-level curriculum. <u>Root/Contributing Cause</u>: A. Insufficient capacity and coherence in our inclusion model (staffing, training, job-embedded PD, and a clear co-teaching framework) limit effective Tier 1 Specially Designed Instruction. B. The school is still building a coherent, school-wide RtI system in ELA and Math. Until standardized screening, progress-monitoring, and data routines are fully in place, support for struggling students remains uneven and too often driven by anecdotes instead of timely, objective data.
2	<u>Student Need</u>: Students lack consistent exposure to real-world applications. Students need opportunities to connect grade-level concepts to real-world applications, allowing them to see the practical value of their learning and increase their personal investment in the subject matter. <u>Root/Contributing Cause</u>: A. A more rigorous and relevant curriculum has been adopted, but instructional planning has not yet mastered the integration of these new complex tasks, resulting in a continued reliance on familiar, low-depth-of-knowledge supplemental materials.

	B. Limited standardized instructional pacing guides or shared digital curriculum repositories for grades 3-6, which results in the loss of instructional continuity whenever a staffing transition occurs, especially since we have adopted two new curricula in the past two years. C. Limited high-engaging daily instructional instruction caused by multiple simultaneous instructional initiatives (PBL, Design Thinking, new math and ELA curriculum) without providing the staggered implementation timelines.
3	<u>Student Need:</u> There is a need for students to develop self-regulation skills and social interconnectedness through consistent emotional support, providing the stability necessary to maintain learning momentum during periods of transition. <u>Root/Contributing Cause:</u> A. Limited use of social-emotional data to establish proactive, tier-one support systems for military-connected students, resulting in a reactive approach to well-being that hinders the development of student self-regulation and social interconnectedness. B. Limited social-emotional check-ins resulting in a lack of consistent, personalized support for students struggling with a sense of belonging from classroom teachers. Counselors should be informed to help check in on Tier 2 and 3 students. C. Limited opportunity to extracurricular programming, since it's limited to monies, which inadvertently excludes students who enroll mid-year from participating in clubs or social interconnectedness activities.

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: Special Education

Identified Student Need(s):

	LANGUAGE ARTS			MATH		
	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25
Student Growth Percentile (SGP) Baseline	41.1%	76.4%	73.3%	61.1%	50.0%	73.3%
SBA Proficiency by Subgroup	31.0%	28.5%	41.6%	43.3%	42.8%	45.8%
Achievement Gap						
Non-High Needs	88.2%	87.3%	88.9%	82.5%	81.7%	85.9%
High Needs	42.8%	46.3%	55.2%	55.8%	48.8%	63.4%
Gap	45.4%	41.0%	33.7%	26.7%	32.9%	22.5%

A. Students with IEPs show high growth (73.3% SGP). However, their proficiency is low (ELA - 41.6%, Math - 45.8%). Compared to their non-high needs peers, the achievement gap for students with IEPs is at 47.3% in ELA and Math is at 40.8.

B. For all high needs students, there is a ELA has a 33.7% achievement gap, and Math has a 22.5% achievement gap. Due to the achievement gap, students need intensive tier 1 scaffolding within ELA and Math to close the gap.

C. 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 increased from 31.0% in SY 22-23 to 41.6% in SY 24-25. The percentage of students with IEPs passing the SBA in Math has increased from 43.3% in SY 22-23 to 45.8% in SY 24-25.

D. With the widest gap sitting at 47.3% in ELA, the primary learning need is the implementation of intense scaffolds for phonics and decoding..

E. Explicit instruction in the area of math fact fluency and number sense.

2

Targeted Subgroup: Disadvantaged

Identified Student Need(s):

	LANGUAGE ARTS			MATH		
	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25
Student Growth Percentile (SGP) Baseline	100.0%	83.3%	28.5%	66.6%	83.3%	100.0%
SBA Proficiency by Subgroup	70.0%	81.8%	66.6%	70.0%	54.5%	66.6%

A. In SY 2024-25, the ELA growth (SGP) for this group plummeted to 28.5%. These students need specific, targeted intervention in phonics and decoding to ensure academic momentum is being made.

B. The percentage of disadvantaged students passing Math proficiency decreased from 70% in SY 22-23 to 66.6% in SY 24-25. Following the implementation of a new math curriculum in SY 24-25, proficiency for this subgroup increased from 54.5% to 66.6%. Students need explicit instruction in Math Fact Fluency and Number Sense.

3

Targeted Subgroup: English Learners

Identified Student Need(s):

	LANGUAGE ARTS			MATH		
	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25
Student Growth Percentile (SGP) Baseline	66.6%	83.3%	80.0%	83.3%	83.3%	83.3%
SBA Proficiency by Subgroup	44.4%	85.7%	77.7%	77.7%	77.7%	91.6%

A. While EL students are performing well (77.7% ELA proficiency), the transition to Amplify ELA in Grade 6 presents a significant jump in academic vocabulary demand.

B. EL scores nearly doubled in the past two years with 44.4% in SY 22-23 to 77.7% in SY 24-25. Students need explicit instruction in phonics and decoding.



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 "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?"	Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed for enabling activities.	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2027. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 11, 2026	AMR Semester 2 Check May 14, 2027
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.	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. [Sasaki, Reid-Selth, Stovall, Pia] EA 1.1.1(2) Teachers will review data during Learning Team Time to determine [Curriculum Coach] - Discuss student overall needs/trends. - Identify student learning needs based on various assessment data. - Schedule small group instruction. - Analyze the effects of small group instruction. [Sasaki, Reid-Selth, Stovall, Pia; Babcock, Yee]	Readiness Levels on the KEA Dashboard Formative and Summative Assessment Data Classroom Assessments and Work Products Report Card Marks	WSF, \$ -		

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.	1A, 1B, 2B, 2C	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 [Wetzel, Jones, Babcock, Yee, All Classroom Teachers] EA 1.1.2(2) Assess all K-6 students in reading at least three times per year using our i-Ready Universal screener. [All Classroom Teachers] EA 1.1.2(3) Assess all K-6 using mClass (DIBELS screener) through Amplify curriculum. 1) Tier 1 students - Students will be DIBELS assessed at least three times per year (BOY, MOY, EOY). 2) Tier 2 students - Teachers will progress monitor students once every month to track progress. 3) Tier 3 students - Rtl teachers will progress monitor students every two weeks to track progress. [Komoto, Yamakawa, All Classroom Teachers] EA 1.1.2(4) All students who are not making adequate growth 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.	CKLA/Amplify Assessments i-Ready Universal Screener Data mClass (DIBELS) Assessment Rtl Data- Progress Monitoring ICA and SBA Data Data Tracker Coaching Records Report Card Marks	WSF, \$ -		
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		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). [Wetzel, Babcock, Yee, All Grade Level Teachers] EA 1.1.2(5) 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. [Wetzel, Jones, Komoto, Yamakawa, All Classroom Teachers]				
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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. <i>Required for AMR schools.</i>	1A, 1B, 2B, 2C	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 [Wetzel, Jones, Babcock, Yee, All Classroom Teachers] EA 1.1.3(2) Assess all students in math at least three times per year using our i-Ready Universal screener. [All Classroom Teachers] 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: 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 2) who need additional support. 3) Identify areas of concern for students and provide targeted support based on reading needs. 4) Design fluid instructional groupings that respond to student needs and/or enhance learning opportunities for students. 5) Provide interventions and extensions for students who have not demonstrated mastery or demonstrated mastery of grade-level standards. 6) Analyze RtI efforts (Tier 2 and Tier 3). [Wetzel, Jones, Babcock, Yee, All Classroom Teacher] EA 1.1.3(4) Response to Intervention (RtI) services will be provided by the classroom teacher to address any lack of requisite math skills. [Wetzel, Jones, Komoto, Yamakawa, All Classroom Teachers]	Into Math Curriculum-Based Assessments i-Ready Universal Screener Data ICA and SBA Data Progress Monitoring Spreadsheets Data Tracker Coaching Records Report Card Marks	WSF, \$ -		
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		EA 1.1.3 (5) Teachers will receive Math PD based on proficiency by providing job-embedded coaching and modeling evidence-based strategies. PD will focus on the staff to deepen their math expertise and align lessons to specific student needs. [Wetzel, Jones, Babcock, Yee, All Classroom Teachers]				
1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. <i>Required for all schools.</i>	1B, Subgroup SpEd, EL	EA 1.1.4 (1) K-6 students will be provided individual/small group instruction to meet their student needs. [All Classroom Teachers] EA 1.1.4 (2) K-6 teachers will meet during LTT to discuss student data and follow through actions. EA 1.1.4 (3) Academic Review Team (ART) will meet quarterly to review/analyze student data to ensure the school's academic plan and implementation are met. [Wetzel, Jones, Babcock, Yee, Reid-Selth, Moore, Ferrer, Mirabal] EA 1.1.4 (4) 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. All grade levels are currently following have inclusion. [Wetzel, Jones, D'Amato, All Inclusion Teachers]	Formative and Summative Assessment Data Progress Monitoring Data Trackers i-Ready Universal Screener Data mClass (DIBELS) Assessment ICA and SBA Data Data Tracker Coaching Records	WSF, \$ -		

1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school. <i>Required for all schools.</i>	3A, 3B	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. a. Navigating to the HEART of Hickam b. Meet and Greet/Back to School Fair c. A4L Tours (all new students) d. Crew Members in each classroom [Wetzel, Jones, Lewis, Rowland, Babcock, Yee] EA 1.1.5 (2) Coordinate with AMS school staff opportunities to engage with prospective AMS students. [Wetzel, Jones, Babcock, Yee] EA 1.1.5 (3) Hold transition meetings with Aliamanu Middle School for students with Individualized Education Plans (IEPs). [Wetzel, Jones, D'Amato] EA 1.1.5 (4) Share important transition data with Aliamanu Middle School (I.E. 6th grade math recommendations, GT Data, Cumulative Folders, etc...) [Yee, GT Coordinator] EA 1.1.5 (5) Transition meetings and class exposure for students going from PreK to Kindergarten. [Harvey, Short, Sasaki, Reid-Selth, Stovall, Pia]	Participation Numbers • Navigating to the HEART of Hickam • Meet and Greet/Back to School Fair • A4L Tours (all new students) Transition Meeting Minutes Transition Middle School transition visit	WSF, \$ -		
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HES.1 All students will increase their learning engagement and ability to transfer learning to real-world situations by participating through authentic, inquiry-based tasks, regardless of background or circumstances.	2A, 2C	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. [Wetzel, Jones, Babcock, Yee, All Classroom Teachers] HES. 1(2) All teachers will be provided time during LTT and GLET to ensure projects have the following components: Essential Question, Entry Event, Tutorial Component, Multiple Ways of Demonstrating Mastery, and a Math Connection. Curriculum Coaches will help to facilitate process. [Wetzel, Jones, Babcock, Yee, All Classroom Teachers] HES.1(3) All students will participate in one Design Thinking Activity per school year. [Wetzel, Jones, Babcock, Yee, All Classroom Teachers] HES. 1(4) All teachers will be provided time during LTT and GLET to ensure projects have the following steps: Empathy, Define, Ideate, Prototype, and Test. Curriculum Coaches will help to facilitate process. [Wetzel, Jones, Babcock, Yee, All Classroom Teachers] HES.1(5) 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. [Yee] HES.1(6) Host an Amazing Shake school-wide competition that puts our students through different critical thinking scenarios that focus on teaching our students soft skills.	Annual Curriculum Event Student Survey Feedback from the Curriculum Fair Classroom Projects Classroom Observations AVID STEM Expo Event Hickam Amazing Shake Event, Radford Complex Amazing Shake, Amazing Global Shake Competition	WSF, \$ -		
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		[Babcock, Yee] HES.1(7) Through AVID strategies, students will actively develop the critical thinking skills necessary for independence and future success. [Babcock, All Classroom Teachers] HES. 1(8) AVID SITE team will select a school focus (I.E. Inquiry) to promote critical thinking skills. Through conducting walkthrough observations, monitoring student work, sharing best practices at PD sessions/faculty meeting, and using the Coaching and Certification Instrument (CCI), will determine the AVID Program's efficacy. [Wetzel, Jones, Babcock, Yee, All Classroom Teachers]				
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HES.2 All students will increase their digital literacy to be globally competitive.	2A, 2C	HES.2(1) Students will use the program Common Sense Media and learning.com to improve their digital literacy and computer fundamental skills. [Moore, All Classroom Teachers] HES.2(2) Students will show safe and ethical practices while using online tools and learn to protect themselves against cyberbullying and identity theft. [Moore, All Classroom Teachers] 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. [Moore, All Classroom Teachers] HES.2(4) Student projects will also be shared during Digital Literacy Day organized by the HES Tech. Squad Students. [Moore]	Hickam Technology Scope and Sequence Hickam Easy Tech Pacing Guide Student grade level projects Digital Literacy Day Classroom Observations Report Card Marks	WSF, \$ -		
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HES.3 All students will engage in a variety of learning experiences that build critical thinking and real-world application skills, ensuring their development into well-rounded and persistent learners.	2A, 2C, 3A, 3C	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. [Bunting, Luckett, Moore, Mirabal, Ferrer] HES.3(2) Students will receive Choose Love grade-level lessons weekly in grades pre-kindergarten through grade 6. [Mirabal, Ferrer] 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. [Babcock, Yee] HES.(4) All students will participate in a Project Based Learning and Design Thinking Activity. [Babcock, Yee, All Classroom Teachers] HES (5) Host a schoolwide Curriculum Fair or Spring Program annually. [All Classroom Teachers] HES (6)- Offer after school clubs geared towards students' possible interests in various career pathways. [Jones, Reid-Selth]	Classroom Assessment and Work Products Panorama Data Digital Literacy Day Classroom Observations Student Work Samples Hickam Amazing Shake Event, Radford Complex Amazing Shake, Amazing Global Shake Competition	WSF, \$ -		
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★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.

Desired Outcome <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>Estimate the additional amount needed for enabling activities.</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, 2027. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 11, 2026	AMR Semester 2 Check May 14, 2027
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: - 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 [Wetzel, Jones, Bunting, Luckett, Moore, Mirabal, Ferrer, All Classroom Teachers] EA 1.2.1(2) Systems to monitor student attendance: - 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. [Wetzel, Jones, Ferrer, Mirabal]	Improvement in lower chronic absenteeism rates on both Strive HI and Lei Kulia reports. Attendance Letters/ Attendance Tracker Parent Phone Calls	WSF, \$ -		

1.2.2. All students demonstrate positive behaviors at school. <i>Required for all schools.</i>	3A, 3B	EA 1.2.2(1) Ensure every student takes the Panorama Social Emotional Survey. [Wetzel, Jones, Ferrer, Mirabal] EA 1.2.2 (2) Determine counseling groups and health supports based on the results of these surveys. [Ferrer, Mirabal] EA 1.2.2 (3) Students will receive weekly SEL Lessons [Ferrer, Mirabal, All Classroom Teachers] 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. (I.E. Golden Spatula) [Wetzel, Jones, Ferrer, Mirabal, All Classroom Teachers]	Improved Panorama SEL survey scores School Discipline Data Teacher Observations Small Group Coaching Data	WSF, \$ -		
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1.2.3. All students experience a Nā Hopena A'o environment for learning. <i>Required for all schools.</i>	3A, 3C	EA 1.2.3(1) Provide Hawaiiana instruction to our students through our Kumu [Wetzel] 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. [Wetzel, Jones, Babcock, Yee, All Classroom Teachers] 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 [Wetzel, Jones, Bunting, Luckett, Moore, Mirabal, Ferrer, All Classroom Teachers] EA 1.2.3(4) Family & Community Engagement: Create opportunities for families and community partners to: 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. [Wetzel, Jones, Lewis, Rowland, Babcock, Yee]	Classroom Observations Classroom Assessments and Work Samples Panorama Survey Data Student Work samples Number of participants in the various clubs Number of events (schoolwide and classroom opportunities) at school that parents can attend	WSF, \$ -		
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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?"	Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed for enabling activities.	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2027. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 11, 2026	AMR Semester 2 Check May 14, 2027
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, 3C	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. [Wetzel, Jones, Babcock, Yee, All Classroom Teachers] EA 1.3.1(2) Host an annual AVID STEM Expo fair, bringing in community partners to the school to discuss STEM-related careers. [Yee] 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. [Ferrer, Yee, Rowland, Lewis] EA 1.3.1 (4) Host a schoolwide Curriculum Fair or Spring Program annually. [Wetzel, Jones, Babcock, Yee, All Classroom Teachers]	Classroom Observations Classroom Assessments and Work Samples Student Surveys AVID STEM Expo Students lead activities through Student Council and Anchored4Life.	WSF, \$ -		

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.	NA	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 [Yee] 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. [Babcock, Yee, All Classroom Teachers] EA 1.3.2 (3) Students will engage in an empathy-based Design Thinking project that will simulate real-world professional scenarios, requiring them to demonstrate the critical thinking and collaborative skills essential for progressively challenging high school coursework. [Babcock, Yee, All Classroom Teachers]	Annual AVID STEM Expo Day Curriculum Fair Entry events (Guest Speakers and/or Field Trips) Curriculum Fair Event Design Thinking Task Student Work Samples	WSF, \$ -		
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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 "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?"	Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed for enabling activities.	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2027. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 11, 2026	AMR Semester 2 Check May 14, 2027
HES.4 Increase retention rates of highly qualified teachers.	1A, 2B, 2C	HES.4(1) Ensure consistency in access to induction and mentoring support for all first-year and second-year teachers. [Oshiro, Babcock, Yee] HES.4(2) Monthly meeting for first-year and second-year teachers and new to Hickam. [Babcock, Yee, All Classroom Teachers] HES.4(3) Provide opportunities for teachers to share best practices and instructional strategies that impact student learning through observational walkthroughs, and sharing through LTT, GLET, professional development days, and faculty meetings. [Wetzel, Jones, Babcock, Yee]	Monthly Meetings for Induction and Mentoring BERC Walkthroughs Discussions during Learning Team Time Classroom Walkthroughs	WSF, \$ -		



PRIORITY 2: High-Quality Educator Workforce In All Schools

		HES.4(4) Measure the effectiveness of I&M efforts through EES effectiveness results and I&M mentoring survey. [Wetzel, Jones, Oshiro, Babcock, Yee]				
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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 "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?"	Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed for enabling activities.	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2027. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 11, 2026	AMR Semester 2 Check May 14, 2027
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 at least quarterly to share school updates and progress towards the focus areas in the Academic Plan. [Wetzel, Hall, Zitto, Babcock, Reid-Selth] EA 3.3.1(2) Meeting Agenda and Minutes will be shared with the staff and families and posted on the school's website. [Reid-Selth] EA 3.3.1(3) School updates are shared at least quarterly through the school's newsletter or family nights. [Reid-Selth] EA 3.3.1(4) Community Forums are held twice a year to gather feedback on the development of the new Academic Plan. [Wetzel, Hall, Zitto, Babcock, Reid-Selth]	Percent of required stakeholders in SCC membership. Positive SCC ratings on the self-assessment survey.	WSF, \$ -		



PRIORITY 3: Effective and Efficient Operations At All Levels

		EA 3.3.1 (5) The effectiveness of SSC efforts is determined by the Principal Annual Survey and feedback from our SCC parent nights. [Wetzel, Hall, Zitto, Babcock, Reid-Selth]				
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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?"	Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed for enabling activities.	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2027. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 11, 2026	AMR Semester 2 Check May 14, 2027
3.3.2 All 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 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 [Wetzel, Jones, Babcock, Yee, Moore, Lewis, Rowland] 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 [Wetzel, Jones, Babcock, Yee, Reid-Selth, Lewis, Rowland]	Increased student achievement and growth evident through standardized assessments, universal screener scores, and student work samples. PBL Projects Digital Literacy Projects Student Surveys	WSF, \$ -		

★ Other Systems of Support						
Desired Outcome <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>Estimate the additional amount needed for enabling activities.</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, 2027. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 11, 2026	AMR Semester 2 Check May 14, 2027
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>	1B, 2A, 2C, 3A, 3B	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). [Wetzel, Jones, Babcock, Yee, Komoto, Yamakawa, All Classroom Teachers]	Academic Formative Assessments for ELA and Math i-Ready Universal Screener Data RtI Data- Progress Monitoring SBA Data SEL Improved Panorama SEL scores Scheduled check-ins with identified students	WSF, \$ -		

		SEL EA 3.3.3(2) Students will receive Choose Love grade-level lessons weekly in grades pre-kindergarten through grade 6. [Mirabal, Ferrer, All Classroom Teachers] EA 3.3.3(3) Ensure every student takes the Panorama Social Emotional Survey. [Mirabal, Ferrer] EA 3.3.3 (4) Determine counseling groups and health supports based on the results of these surveys. [Mirabal, Ferrer] 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. [Wetzel, Jones, Mirabal, Ferrer, All Classroom Teachers] Physical EA 3.3.3(6) Systems to monitor student attendance: • 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. [Wetzel, Jones, Mirabal, Ferrer] EA 3.3.3(7) Students will attend wheel classes (Music, SEL, PE, and Technology) on a weekly/biweekly rotation to ensure students receive a well-rounded educational	Classroom Walkthroughs Behavior Small groups determined by School Discipline Data Scheduled check-ins with identified students Physical Improvement in lower chronic absenteeism rates on both Strive HI and Lei Kulia reports. Attendance Letters/ Attendance Tracker Parent Phone Calls			
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		program that adheres to the developmental needs of the whole child. [Bunting, Lockett, Moore, Mirabal, Ferrer] Hickam HMTSS Flow Chart				
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APPENDIX A: SCHOOL COMMUNITY COUNCIL ASSURANCES FORM

One of a School Community Council's (SCC) main functions is to review the school's Academic Plan and Financial Plan for the upcoming school year and either recommend revisions of the plans to the principal or recommend the plans for approval by completing the SCC Assurances Form.

The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name and signature of the SCC chairperson must be included on both pages of the form, regardless of revisions or comments added to the second page.

Hawaii State Department of Education School Academic Plan and Financial Plan Annual Assurances and Recommendation for Approval

The **HICKAM ELEMENTARY SCHOOL** School Community Council (SCC) recommends the school plans to the Complex Area Superintendent for approval and assures the following:

1. The SCC is correctly constituted and was formed in accordance with the Board of Education policy, Department of Education procedures and state law.
2. The SCC reviewed its responsibilities under the Board of Education policy, Department of Education procedures and state law, including those related to the review of the Academic Plan and Financial Plan.
3. The SCC sought and considered all recommendations from the school community or committees before recommending the plans for approval. (Check all that apply)
 - ☒ A School Community Council Meeting was conducted on **Nov 13, 2025 5:00 PM** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Mar 5, 2026 8:00 AM** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☐ Other (list): Insert text. Examples: School Leadership Team, Curriculum Committee, School Safety Committee
4. The SCC reviewed the Academic Plan and Financial Plan and found that they are based upon a thorough analysis of student performance data, and use evidence-based interventions.
5. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The principal has provided a clear explanation to the SCC about the status of each of the recommendations made by the SCC regarding the Academic Plan and Financial Plan.
7. This school plan was adopted through consensus or by vote by the School Community Council on: **Mar 30, 2026 2:00 AM**

Attested:

HICKAM ELEMENTARY SCHOOL Principal	Signature	Date
Patrick Wetzel	<i>Patrick Wetzel</i>	04/06/2026
SCC Chairperson	Signature	Date
Anthony Buus	<i>AB</i>	04/06/2026

Anthony Buus (Apr 6, 2026 19:55:31 HST)

SCC Recommendations to the Academic Plan and Financial Plan:

The School Community Council, in review of the Academic and Financial Plans, has provided the principal with the following recommendations for consideration. These recommendations are included as a means to share these issues with the Complex Area Superintendent and to identify the action taken by the principal on the SCC recommendations. If no recommendations were made, please write "N/A." **SCC Chairperson signature is required on both pages.**

SCC Recommendation:	Rationale for the SCC Recommendation:	Principal's Response to SCC Recommendation:
N/A	N/A	N/A

SCC Comments: Statement of Problem or Concerns regarding the Academic Plan and Financial Plan review process.
N/A

Attested:

SCC Chairperson	Signature	Date
Anthony Buus		04/06/2026

Anthony Buus (Apr 6, 2026 19:55:31 HST)

APPENDIX B: 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.**

To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided [bell schedule tool](#).

Total student instructional <u>hours per year</u> (Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)	1089 hours per year
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☒ Yes ☐ No ☐ N/A, we meet the requirement
HICKAM ELEMENTARY SCHOOL Bell Schedule: Hickam Elementary School Bell Schedule SY 2026-27	