NĀ HOPENA AʻO

PRIORITY 3
Effective And Efficient Operations At All Levels

PRIORITY 2
High-Quality Educator Workforce In All Schools

PRIORITY 1
High-Quality Learning For All

Wahiawa Elementary School Academic Plan SY 2025-2026

1402 Glen Avenue, Wahiawam HI 96786
808-307-6000
www.wahiawaelementary.org

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

Submitted by Principal [Sean Takashima]	
Sean Takashima	April 4, 2025

Approved by Complex Area Superintendent Ernest Muh	
Ernest Muh Ernest Muh (Apr 29, 2025 09:41 HST)	Apr 29, 2025

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
Kindergarten to Grade 5	'17 Wonders ▾	ORIGO Stepping Stones 2.0 ▾	Amplify Science	Grade Level Created

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
Kindergarten to Grade 2	ECRI			
Kindergarten to Grade 2	Heggerty			
Grades 3 to 5	Heggerty: Bridge the Gap			
Grade 5			Discovery Science	

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 to Grade 5	I-Ready ˅	I-Ready ˅
Kindergarten to Grade 3	DIBELS ˅	I-Ready ˅

IDENTIFIED SCHOOL NEEDS

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

☑ Current Comprehensive Needs Assessment (CNA)
☑ Other current assessment/self-study report: [Title 1 Report / EL Comprehensive Report]
☑ Current Western Association of Schools and Colleges (WASC) report

Year of <u>Last Visit</u>: 2023
Type of <u>Last Visit</u>: Full Self-Study ▾

Year of <u>Next Action</u>: 2026
Type of <u>Next Action</u>: Mid-Cycle Report (No Visit) ▾

Year of <u>Next Self-Study</u>: 2029

Please identify <u>critical student learning needs</u> and the <u>root/contributing cause</u> 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	**Student Need:** Increase achievement in reading. Smarter Balanced Assessment Data

All Students	SPED	ELL	Disadvantaged	Non High Needs	Achievement Gap	Grade 3	Grade 4	Grade 5
45%	5%	36%	17%	73%	34%	50%	47%	38%

Root/Contributing Cause:
- 1a. Language comprehension (background knowledge, vocabulary, language structures, verbal reasoning, literacy knowledge)
- 1b. Word recognition (phonological awareness, decoding, sight recognition)
- 1c. Absenteeism leading to reduced instructional time.

2	**Student Need:** Increase achievement in math. 2024 Smarter Balanced Assessment Data

All Students	SPED	ELL	Disadvantage	Non High	Achievement	Grade 3	Grade 4	Grade 5

			d	Needs	Gap			
47%	15%	37%	24%	70%	28%	52%	62%	26%

Root/Contributing Cause:
- 2a. Number sense (understanding quantities, how numbers relate to each other, compose and decomposing numbers, make sense of various number representations such as symbolic, concrete with objects, pictorial, verbal, mental)
- 2b. Fluency (use math understandings to efficiently perform a variety of computations)
- 2c. Conceptual knowledge (understanding how and why math works in order to solve problems)

3

Student Need: Improve regular attendance rate.

% Of Students Attending 90% of Instructional Days

2021-2022	2022-2023	2023-2024
55%	61%	71%

Root/Contributing Cause:
1. Lack of awareness and/or concern in how attendance impacts student achievement; this results in scheduling family trips, doctor's appointments, and family celebrations during school hours.
2. Transportation to school

4

Student Need: Increase social-emotional growth and engagement

Spring 2024 Panorama Social Emotional Learning Survey

Self-Management	Sense of Belonging	Social Awareness	Grit	Emotional Regulation	Growth Mindset	Self-Efficacy
75%	75%	75%	64%	60%	59%	57%

Root/Contributing Cause:
1. Family dynamics - Unstable or unhealthy family relationships can create stress and anxiety, making it difficult for children to focus on SEL; lack of parental involvement in the child's emotional growth and learning impacts how they relate to others.
2. Communication barriers - Children who have difficulty expressing their feelings or understanding others' communication may experience social isolation and conflict

	3. Difficulty with self-regulation and character development - Struggles with managing emotions, impulses, and attention can lead to challenges in forming and maintaining healthy relationships 4. Challenges with navigating school procedures and new learning environments 5. Lack of real-work opportunities that enable access to a relevant curriculum including access to technology and learning spaces and furniture that support collaboration

5	**WASC Critical Areas of Need**
	
	1. Increase reading and math achievement through:
	    a. Challenging curricular experiences
	    b. Explicit, systematic, and differentiated instructional practices
	    c. Collaborative scoring of student work that includes agreed upon assessment criteria
	2. Engage students through learning activities and programs that solicit student voice and agency.
	3. Proactive progress monitoring system aligned to a clearly defined multi-tiered system of support, for example: reduce chronic absenteeism.
	4. Administration and Leadership will guide staff in creating consistent opportunities for collaboration between grade levels to allow faculty to formalize vertical alignment of curriculum to ensure that students are well prepared as they transition between grade levels.
	
	WASC 1. Reading and math achievement
	WASC 2. Student voice and agency
	WASC 3. Progress monitoring
	WASC 4. Vertical alignment

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

1	**<u>Targeted Subgroup:</u>** English Learners
	
	<u>Identified Student Need(s):</u>
	   1. Language development - ability to create meaning from a text (comprehension) through academic vocabulary.
	   2. Language development - ability to communicate their findings/thinking through oral discourse and writing.

2	**<u>Targeted Subgroup:</u>** Special Education
	
	<u>Identified Student Need(s):</u>
	   1. Foundational reading skills
	      a. Ability to to identify and manipulate phonemes in spoken words (phonemic awareness)
	      b. Ability to learn and apply knowledge of letter-sound correspondences in reading and spelling (phonics)
	   2. Cognition
	      a. Ability to process and retain information; moving information from short term to long term memory.
	   3. Behavior
	      a. Ability to be a community contributor through self-management strategies.

3	**<u>Targeted Subgroup:</u>** Disadvantaged
	
	<u>Identified Student Need(s):</u>
	   1. Academic Readiness
	      a. Transition to Kindergarten (incoming)
	         i. Reading and Math - lack of exposure to alphabetical and numerical skills, lack of opportunities to practice phonological skills
	         ii. Writing - development of fine motor skills so there is enough stamina to construct written words/sentences
	         iii. Socialization - Lack of opportunities that instructed them how to appropriately interact with peers and adults.
	      b. Reading
	         i. Vocabulary - Ability to learn the meaning of words to support text comprehension and expressive language use .
	         ii. Background knowledge - Developing basic knowledge of world (e.g. historical knowledge, current events, daily life activities)
	      c. Writing
	         i. Ability to organize ideas and construct sentences/paragraphs that are clear
	      d. Math progression
	         i. Ability to make adequate progress along the learning continuum of early number and counting (number sense)
	         ii. Ability to make adequate progress along learning continuum of addition and subtraction (computation)
	      e. Social-Emotional Learning
	         i. Executive Functioning - Ability to attend to task and self-regulate.
	      f. Increasing parent engagement, parent involvement, community partners to support the whole child.

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?"* *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.*
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.	Need Area: Subgroup: Disadvantaged (#1a - e)	**1.1.1a.** Through the kindergarten summer transition program and the kindergarten testing window in August, teachers will collect data/conduct the Kindergarten Entry Assessment on incoming kindergarten students who will: ● Learn how to physically navigate the school environment ● Practice school and classroom routines ● Be introduced to foundational reading, writing, speaking, and mathematical practices ● Have opportunities to socialize with peers; engage in play-based learning. ● Explore the 6 Pillars of Character and self-regulation strategies Develop mental and physical stamina needed to attend to tasks; Lead: Sherri Chang	KEA Kindergarten Inventory i-Ready Common Assessments Teacher observation/ Student Work Walkthrough Note]	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

		SW 1: Comprehensive needs assessment		
		SW 6: Addresses the needs of all students		
		WASC 1. Reading and math achievement WASC 2. Student voice and agency		

| 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 as measured by the SBA. | Need Area: Increase achievement in reading (#2a-c)

WASC Critical Need Areas 1 and 2 | **Curriculum**

1.1.2a Students shall receive a challenging standards-based curriculum through the use of high quality curriculum materials, online resources, equipment/technology, real-world excursions (field trips).

Instruction

1.1.2b Students be instructed in lessons designed through explicit instructional practices that include:
    ● learning goal statements of what is to be learned and why
    ● modeling with step-by-step demonstrations
    ● clear and concise language
    ● active participation in which teachers ask students to say things, write things, and/or do things (student involvement).

1.1.2.c Students shall increase word recognition skills systematic, explicit instructional experiences that focus on phonological awareness and phonics (e.g Heggerty, ECRI, Bridge the Gap)

1.1.2.d Students shall increase language comprehension through explicit instruction that addresses:
    ● Background knowledge (facts, concepts, etc)
    ● Vocabulary
    ● Language structures (syntax, semantics, etc)
    ● Verbal reasoning (syntax, metaphor, etc)
    ● Literacy Knowledge (print concepts, genres, etc)

Leads: Sherri Chang, Melissa Ann Moriguchi

W 1: Comprehensive needs assessment
SW 6: Addresses the needs of all students
WASC 1. Reading and math achievement
WASC 2. Student voice and agency | ● 25% of students will be at the winter benchmark as measured by iReady
● 50% of students will be at the spring benchmark period as measured by iReady
● 55% of 3rd grade students will be proficient on the 3rd Grade Smarter balanced Assessment | ☑ WSF, $
☑ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☑ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |

Mathematics Proficiency 1.1.3. All students are proficient in mathematics by the end of fifth grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient.	Need Area: Increase achievement in math (#2a-c) WASC Critical Need Areas 1 and 2	**1.1.3.f** Students will engage in mathematical learning activities that develop conceptual understanding and procedural fluency. These can include: ● Participating in rich math tasks that allow for student-directed learning and exploration of math concepts. ● Using mathematical representations to solve problems (e.g. manipulatives, models,) ● Routines for student discourse (e.g. number talks, math talks) Leads: Sherri Chang and Melissa Moriguchi W 1: Comprehensive needs assessment SW 6: Addresses the needs of all students WASC 1. Reading and math achievement WASC 2. Student voice and agency	● 26% of students will be at the winter benchmark as measured by iReady ● 52% of students will be at the winter benchmark as measured by iReady ● 57% of 3rd grade students will be proficient on the 3rd Grade Smarter balanced Assessment	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $
Science Proficiency 1.1.4. 45% of Grade 5 students will show proficiency in science as measured by the HSA and those who are not proficient <u>receive necessary and timely support</u> to become proficient.	Need Areas: Increase achievement in reading (1a-c) and math (1a-b)	1.1.4.g Students will engage in learning activities aligned to the Next Generation Science Standards and the 3 Dimensions of Science.	● 75% of students will meet or exceed proficiency on grade level NGSS Unit Assessments	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

| 1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.

Required for all schools. | Need Area:
Subgroup:
EL (#1 - 2)

Need Area:
Subgroup:
Special Education (#1 - 3)

Need Area:
Subgroup:
Disadvantaged (#1a-e) | **Subgroups**

English Learner

1.1.4a. Students shall learn in settings in which they receive explicit instruction/Sheltered Instruction that includes:
● Emphasis on learning goals, modeling (step-by-step instructions), frequent student responses, and immediate and corrective feedback.
● Provide systematic, explicit instruction in foundational reading skills (e.g. phonological awareness, phonics) in grades kindergarten to second grade

1.1.4b Students shall engage in individualized instruction using leveled/decodable readers and ECRI/Heggerty routines to support phonological awareness, decoding, comprehension, and language development. (In gen ed and EL pull-out)

Special Education

1.1.4c Students shall learn in the least restrictive environment to the maximum extent possible; have access to priority academic standards in the special education and inclusion settings.

1.1.4d Students shall receive intensive, targeted instruction to develop foundational reading skills (e.g. phonics) and foundational math skills (e.g. counting and cardinality).

Disadvantaged

1.1.4e Students will build their background knowledge through:
● real-world learning activities in core subjects and electives such as computer science, music, agriculture, media, guidance, and Hawaiian studies;
● lessons that expose and promote mastery of academic vocabulary;
● application of executive functioning skills to promote self-regulation.

Lead: Sean Takashima | 25% of EL students will be performing at Early On Grade Level or higher on the iReady Reading Diagnostic in December.

10% of Special Education students will be performing at Early On Grade Level or higher on the iReady Reading Diagnostic in December.

15% of Disadvantaged students will be performing on Early On Grade Level or higher on the iReady Reading Diagnostic in December. | ☑ WSF, $
☑ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☑ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |

		SW 1: Comprehensive needs assessment SW 6: Addresses the needs of all students WASC 1. Reading and math achievement WASC 2. Student voice and agency WASC 3. Progress monitoring		
1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school. *Required for all schools.*	Need Area: Increase social-emotional growth (#4)	**<u>Transition</u>** **1.1.5a** 5th grade students shall participate in an orientation with the middle school to understand middle school expectations. **1.1.5b** IEP Care Coordinators and counselors shall conduct transition meetings for 5th grade students with IEPs/504 Plans and for students with severe behavioral needs. Lead: Lisa Oka, Jade Santos SW 1: Comprehensive needs assessment SW: 5: Coordination and integration of other resources	100% of 5th grade students will participate in the Middle School Orientation meeting. 70% of parents will attend the middle school parent orientation. 100% of 5th grade parents of special education students will participate in a transition meeting in Quarter 4.	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☑ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

| 1.1.6 All students shall engage in learning activities that enable students to investigate, communicate, collaborate, and create (IC3) | Need Area:

Increase social-emotional growth (#5)

WASC Critical Need Areas #1 and 2 | **Curriculum**
1.1.6.a Students shall have access to a relevant curriculum and technology tools that supports the acquisition of the following durable skills: investigation, communication, collaboration, and creation through curricular experiences in Agriculture-Technology, Digital Media, Computer Science, Music, Guidance, Hawaiian Studies, and Science.

1.1.6b Information regarding curriculum events shall be communicated through a variety of digital tools such as the school website, Remind App, and digital marquee to solicit parent involvement and engagement.

1.1.6c Students shall have opportunities to express their voice/thinking through discourse, multi-step problem-solving tasks, and projects.

Instruction
1.1.6c Students shall learn in settings in which the product and/or process is differentiated according to the needs of the student; the settings consist of digital technology tools (e.g. computers, display boards) and furniture to support differentiation.

Lead: Sean Takashima

SW 1: Comprehensive needs assessment
SW 6: Addresses the needs of all students
WASC 1. Reading and math achievement
WASC 2. Student voice and agency | Common assessments show 80% proficiency or higher

100% of students shall have the opportunity to participate in an instructional resource augmentation class. | ☑ WSF, $
☑ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☑ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |

1.1.7 100% of students will be screened for Tier 1, Tier 2, and Tier 3 interventions and supports.	Need Area: WASC Critical Need Areas #1 and 3	**School Culture and Support** **1.1.7a** The school shall utilize a clearly defined Multi-Tiered System of Support that is data-driven with evidenced-based practices. Lead: Sean Takashima SW 1: Comprehensive needs assessment SW 6: Addresses the needs of all students WASC 1. Reading and math achievement WASC 3. Progress monitoring	Less thant 15% of students require Tier 2 interventions .	

★ 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.*
1.2.1. All students desire to and attend school regularly. *Required for all schools.*	Need Area: Improve Daily Attendance (#1-2)	**Attendance** **1.2.1a** Students shall participate in a attendance program that: ● informs their family of the attendance policy ● celebrates attendance through an incentive program ● creates attendance support plans in partnership with teacher, counselor/SBBH, administration, and social worker Leads: Kelcie Luke, Lisa Oka SW 1: Comprehensive needs assessment WASC 3. Progress monitoring	25% of students shall attend 90% of instructional days.	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

1.2.2. All students demonstrate positive behaviors at school. *Required for all schools.*	Need Area: Increase social emotional growth and engagement (#1-5)	**SEL** **1.2.2a** Students will learn and apply strategies that support their social-emotional development. **PBIS** **1.2.b** Students will engage in a schoolwide positive behavior intervention system framed by the Character Counts 6 Pillars of Character. Leads: Kelcie Luke, Lisa Oka SW 1: Comprehensive needs assessment SW 6: Addresses the needs of all students WASC 2. Student voice and agency	50% of students will respond favorably in the category of emotional regulation on the Winter Panorama SEL survey.	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $
1.2.3. All students experience a Nā Hopena Aʻo environment for learning. *Required for all schools.*	Need Area: Increase social emotional growth and engagement (#3-5) WASC #2	**Learning Environment** **1.2.3a** Students shall engage in a safe, inclusive, and culturally-sensitive learning environment through: ● a schoolwide positive behavior intervention system (e.g. 6 Pillars of Character, 4 Steps to Problem-Solving) ● a guidance curriculum that emphasizes social-emotional learning strategies (e.g. Second Step) ● Hawaiian Studies curriculum taught by a trained Kumu that creates a strengthened sense of Aloha and Hawaii. Lead: Sean Takashima SW 1: Comprehensive needs assessment SW 6: Addresses the needs of all students WASC 2. Student voice and agency	3% or higher increase on Panorama SEL categories	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

		★ 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.*
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. *Required for all schools.*	Need Area: Increase social emotional growth and engagement (#5) WASC Critical Need Area #2	**Workforce Readiness** **1.3.1a** Students will engage in curricular experiences (e.g. guidance curriculum, career day) that increases their understanding of college and career pathways. Lead: Kelcie Luke, Lisa Oka SW 1: Comprehensive needs assessment SW 5: Coordination and integration of other resources SW 6: Addresses the needs of all students WASC 2. Student voice and agency	100% of students shall participate in a career fair or career lesson.	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

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?"* *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 *"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.*
2.1.1 100% of grade levels will be allocated planning time and training to design a standards-based curriculum that challenge students (promote complex thinking GLO #3).	Need Area Increase reading Achievement (1a-c) Increase math achievement (2a-c)	**Curriculum** **2.1.1a** Provide weekly planning time for grade levels to update curriculum maps and pacing guides so that they align to the most recent academic standards for language arts, math, science, and social studies. **2.1.1b** Provide training as needed in the use of curriculum materials, online resources and equipment/technology so that all students that challenge students are differentiated according to student needs. **2.1.1c** Faculty shall be provided curriculum planning days on a quarterly basis and summer stipend days if needed.	Common assessments show 80% proficiency or higher	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $
2.1.2 100% of grade-levels shall be	Need Area	**Instruction**	Common assessments show	☑ WSF, $ ☑ Title I, $

allocated planning time and training to design standards-based instruction that reflects the elements of explicit instruction.	Increase reading Achievement (1a-c) Increase math achievement (2a-c)	**2.1.2a** Grade levels shall be provided planning time and training in order to design learning activities that reflect explicit instructional practices such as: ● learning goal statement of what is to be learned and why ● modeling with step-by-step demonstrations ● clear and concise language ● active participation in which teachers ask students to say things, write things, and/or do things (student involvement). Leads: Sherri Chang, Melissa Moriguchi SW 1: Comprehensive needs assessment SW 6: Addresses the needs of all students WASC 1. Reading and math achievement WASC 2. Student voice and agency	80% proficiency or higher	☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $
2.1.3 All grade levels shall engage in the data teams process to monitor student proficiency of the academic standards	Need Area Increase reading Achievement (1a-c) Increase math achievement (2a-c) WASC Critical Need Area #4	**Assessment** **2.1.3a** In Learning Teams, teachers shall engage in: ● the collaborative scoring of student work ● development of clear assessment criteria ● design and scheduling of common formative assessments ● the planning of instructional strategies based on assessment data. Leads: Sherri Chang, Melissa Moriguchi SW 1: Comprehensive needs assessment	Common assessments show 80% proficiency or higher 100% of Grade Levels shall have clearly defined end of year outcomes for priority standards.	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☑ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $
2.1.4 All teachers will monitor student learning and intervene in a timely manner	Need Area Increase reading Achievement (1a-c) Increase math	**Tier 2 Interventions** **2.1.4.a** Teachers, educational assistants, and paraprofessionals will provide timely Tier 2 instructional interventions within the school day or after school in the form of tutoring and/or small group instruction.	15% or less of students require Tier 2 interventions	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $

	achievement (2a-c) WASC Critical Need Area:1 & 3	**2.1.4b** Teachers, educational assistants, and paraprofessionals will provide timely Tier 1 and 2 behavior interventions through reinforcement strategies aligned to the behavior goal(s). **2.1.4c** Paraprofessional Tutors and Paraprofessional Educators will provide individualized and small group instructional support to students. Lead: Jade Santos SW 1: Comprehensive needs assessment SW 6: Addresses the needs of all students WASC 1. Reading and math achievement WASC 3. Progress monitoring		☐ IDEA, $ ☑ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $
2.1.5 All classrooms shall utilize up to date technology to support student learning needs.	WASC Critical Need Areas #1 & 2	**Equipment** **2.1.5.a** The school will continue to improve, update, replace and supplement our technology equipment, accessories, and software to remain current with changing system requirements and provide technology in line with the needs of a 21st century learner. Lead: Kevin Uyeda SW 1: Comprehensive needs assessment SW 6: Addresses the needs of all students WASC 1. Reading and math achievement WASC 2. Student voice and agency	100% of students have access to a computer or a regular basis	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☑ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:_
2.1.6 All teachers shall participate in professional development that addresses the learning needs of students.	Need Area Increase reading achievement (1a-c) Increase math achievement	**Professional Development** **2.1.6** The school will provide training to teachers in the following areas: ● Explicit instructional practices ● Foundational reading and math instructional routines ● A rigorous and relevant curriculum that also promotes real-world learning	Common assessments show 80% proficiency or higher	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $

| | (2a-c)

Increase social emotional growth and engagement (#1-5)

WASC Critical Need Area #1, 3, and 4 | • Formative and summative assessment practices
• Social-emotional learning
• Digital instructional tools
• Classroom management

Lead: Sean Takashima

SW 1: Comprehensive needs assessment
SW 6: Addresses the needs of all students
WASC 1. Reading and math achievement
WASC 3. Proactive progress monitoring system
WASC 4. Vertical alignment | | ☐ SPPA, $
☐ Homeless, $
☐ Grant:___, $
☐ Other:___ |

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?"* 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 *"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.*
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. *Required for all schools.*	Need Area Disadvantage (#1.f)	**School Community Council** **3.3.1a**: School Community Council meetings shall be regularly scheduled throughout the school year with all stakeholders invited to participate and in the development of the Academic Plan. Lead: Sean Takashima SW 2: Parent & community involvement WASC 2. Student voice and agency	SCC Minutes Academic Pan Progress	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

★ 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** *"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.*
3.3.2 100% of staff have the opportunity to share feedback and voice their ideas regarding the Academic Plan and operations of the school.	Need Area Increase achievement in reading (1a-c) Increase achievement in math (2a-c) Disadvantage (#1.f) WASC Critical Need Areas #1, 3	**GOVERNANCE & ORGANIZATION** **3.3.2a**: Various stakeholder groups including Support Staff, Leadership Team, Operations Team, and Learning Team, and the School Community Council shall meet on a regular basis to discuss and give input on topics related to the Academic Plan and/or operations of the school. **3.3.2b** The Academic Plan shall be posted on the school website for easy access to the public. **3.3.2c**: School leadership shall craft implementation plans for major school initiatives and include professional development opportunities. Lead: Sean Takashima SW 3: Monitor & revise AP SW 4: AP available to all WASC 1. Reading and math achievement WASC 3. Progress monitoring	Meeting Minutes	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $
3.3.3 The Parent Community Network Coordinators, Administration, and Support Staff shall plan	Need Area Disadvantage (#1.f)	**3.3.3a** The school will provide parent and student engagement opportunities throughout the school year in the form of: ● Family Curricular Events (e.g. Winterfest, Spring Fun Fest, Math Workshops, Grade Level Parent Workshops)	Parent Surveys	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $

quarterly parent engagement events.		- Parent Literacy Trainings (e.g. ELL, pre-k, kindergarten) - Book Fairs - Beginning of School Year Meet and Greet - Parent Teacher Conferences - Student Recognition Assemblies - After School Enrichment Classes - Career Day Volunteers - School Community Council Meetings - Communication tools to inform parents of upcoming events and parent workshops (Note: Money used for parent and student engagement events can include the purchase of food items to support the goals of the event.) Lead: Sean Takashima		☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Ot

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 Wahiawa 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 <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)*	1855 Minutes
Did your school submit a SCC Waiver Request Form? Please explain.	A waiver was submitted to add one additional planning and collaboration day to update curriculum.
Bell Schedule: See Image Below	

Monday

Student Start Time	7:50 AM			
Teacher Start Time	7:50 AM			
Start	End	Min	Type	Description (Optional)
7:50 AM	7:55 AM	5	Opening	
7:55 AM	9:20 AM	85	Instruction	
9:20 AM	9:35 AM	15	Recess	
9:35 AM	12:00 PM	145	Instruction	
12:00 PM	12:30:00 P	30	Lunch	
12:30 PM	2:00 PM	90	Instruction	
2:00 PM	2:05 PM	5	Passing	
2:05 PM	2:50 PM	45	Teacher Prep - Du	
2:50 PM		-890		
		0		
Student End Time	2:00 PM			
Teacher End Time	2:50 PM			

Tuesday

Student Start Time	7:50 AM			
Teacher Start Time	7:50 AM			
Start	End	Min	Type	Description (Optional)
7:50 AM	7:55 AM	5	Opening	
7:55 AM	9:20 AM	85	Instruction	
9:20 AM	9:35 AM	15	Recess	
9:35 AM	12:00 PM	145	Instruction	
12:00 PM	12:30:00 P	30	Lunch	
12:30 PM	1:55 PM	85	Instruction	
1:55 PM	2:05 PM	10	Passing	
2:05 PM	2:50 PM	45	Teacher Prep - Ou	
2:50 PM		-890		
		0		
Student End Time	2:00 PM			
Teacher End Time	2:50 PM			

Wednesday

Student Start Time	7:50 AM			
Teacher Start Time	7:50 AM			
Start	End	Min	Type	Description (Optional)
7:50 AM	9:20 AM	90	Instruction	
9:20 AM	9:35 AM	15	Recess	
9:35 AM	12:00 PM	145	Instruction	
12:00 PM	12:30:00 P	30	Lunch	
12:30 PM	1:15 PM	45	Teacher Prep - Du	
1:15 PM	2:15 PM	60	Meetings	
2:15 PM		-855		
		0		
Student End Time	12:30 PM			
Teacher End Time	2:50 PM			

Thursday

Student Start Time	7:50 AM			
Teacher Start Time	7:50 AM			
Start	End	Min	Type	Description (Optional)
7:50 AM	7:55 AM	5	Opening	
7:55 AM	9:20 AM	85	Instruction	
9:20 AM	9:35 AM	15	Recess	
9:35 AM	12:00 PM	145	Instruction	
12:00 PM	12:30:00 P	30	Lunch	
12:30 PM	1:55 PM	85	Teacher Prep - Du	Teachers attend meeting. Students continue to receive instruction.
2:00 PM	2:05 PM	5	Passing	
2:05 PM	2:50 PM	45	Teacher Prep - Ou	
2:50 PM		-890		
		0		
Student End Time	2:00 PM			
Teacher End Time	2:50 PM			

Friday

Student Start Time	7:50 AM			
Teacher Start Time	7:50 AM			
Start	End	Min	Type	Description (Optional)
7:50 AM	7:55 AM	5	Opening	
7:55 AM	9:20 AM	85	Instruction	
9:20 AM	9:35 AM	15	Recess	
9:35 AM	12:00 PM	145	Instruction	
12:00 PM	12:30:00 P	30	Lunch	
12:30 PM	1:45 PM	75	Instruction	
1:55 PM	2:05 PM	10	Passing	
2:05 PM	2:50 PM	45	Teacher Prep - Ou	
2:50 PM		-890		
		0		
Student End Time	2:00 PM			
Teacher End Time	2:50 PM			

Daily Totals

Category	Mon	Tue	Wed	Thu	Fri	Total Minutes
Student Minutes (Opening, Homeroom, Passing, Instruction, Recess, Lunch, Teacher Prep - During Student Hours, Study Hall, Closing, Advisory)	420	375	325	370	365	1,855
Teacher Instruct Time (Instruction, Advisory)	320	315	235	230	305	1,405
Teacher Duty-free Lunch (Lunch)	30	30	30	30	30	150
Teacher Prep Time (Teacher Prep - During Student Hours, Teacher Prep - Outside Student Hours)	45	45	45	130	45	310
Teacher "Other" Time (Opening, Homeroom, Recess, Passing, Study Hall, Closing, Meetings)	30	30	75	25	30	190

Summary

Summary	M, T, TH, F	W
Total Teacher Workday	7:00:00	7:00:00
Student Start Time	7:50 AM	7:50 AM
Student End Time	2:00 PM	12:30 PM
Teacher Start Time	7:50 AM	7:50 AM
Teacher End Time	2:50 PM	2:50 PM

Student Instructional Minutes:		Estimated Teacher Minutes:	
Minimum Student Days	180	Estimated Teacher Days	195
Minimum Student Weeks	36	Estimated Teacher Weeks	39
Student Hours Per Year	1,113	Estimated Teacher Hours Per Year	1,365

Your school's bell schedule results:

Result	School	Complies?
• Student instructional minutes (bell to bell) is a minimum of 1,800 minutes per week.	1,855	Yes
• Teacher instruction is a maximum of 1,415 minutes per week.	1,405	Yes
• Teacher duty-free lunch is a minimum of 150 minutes per week.	150	Yes
• Teacher prep time is a minimum of 225 minutes per week.	310	Yes
• Teacher "other" time is a maximum of 310 minutes per week including meetings (faculty, departmental, grade level, curriculum), opening/closing time, recess, and other.	190	Yes
• Teacher workday is a maximum of 35 hours per week.	35:00	Yes
• Teacher is scheduled to work no longer than a 7 hour day or use a rotating, block, or other non-traditional schedules.	7:00	Yes
• Teacher endtime is no later than 4:30 PM	Not later than 4:30 PM	Yes
• Manually check to ensure teachers teach for no more than 180 consecutive minutes without a break, lunch, or recess of no less than 15 minutes.		
• Manually check to ensure teacher prep time should be at least 45 minutes per block.		