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

School Name
Academic Plan (Elementary)
SY 2025-2026

address
Waiʻanae, HI 96792
808-phone number

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

Submitted by Principal Sheldon Konno		Approved by Complex Area Superintendent Disa Hauge	
Signature here	Date	*Disa Hauge*	04/17/2025

Directions for completing the School Academic Plan template can be found in the <u>Academic Plan Template Guidance</u> 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 <u>comprehensive instructional program(s)</u> 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	<u>English Language Arts</u>	<u>Mathematics</u>	Science	Social Studies
Kindergarten through 2nd	'23 Wonders ⌄	Ready ⌄	Mystery Science	
3rd through 6th	'23 Wonders ⌄	Ready ⌄	STEMscopes	
K-2 Decoding	Reading Mastery ⌄	Select One ⌄		
	Select One ⌄	Select One ⌄		
	Select One ⌄	Select One ⌄		
	Select One ⌄	Select One ⌄		

Please list all <u>supplementary instructional materials</u> 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
Gr 3-6 Tier 2	Phonics for Reading			
Gr 4-6 Tier 2	Corrective Reading			

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 <u>screening and/or progress monitoring assessments</u> 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
K-3	DIBELS ▾	Select One ▾
K-6	I-Ready ▾	I-Ready ▾
	Select One ▾	Select One ▾
	Select One ▾	Select One ▾
	Select One ▾	Select One ▾
	Select One ▾	Select One ▾

IDENTIFIED SCHOOL NEEDS

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

☑	Date completed:	11/6/2024	Current Comprehensive Needs Assessment (CNA)
☑	Date completed:	3/15/2024	Other current accreditation self-study or external CNA (WestEd CNA, Updated)
☑	Last full self study	4/22/2024	Western Association of Schools and Colleges (WASC) Schoolwide Growth Areas for Continuous Improvement
☑	Next full self-study	28-29	WASC (if currently in a full study cycle, estimate next full cycle)

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

"What should we prioritize to support our students and help us become the complex area we aspire to be? Why is this happening? What do we know?"

1	<u>School Area Need:</u>	Improved monitoring and implementation of evidence-based instructional engagement practices & strategies
	<u>Root/Contributing Cause(s):</u>	The system for monitoring and supporting classroom instruction is inconsistent.
2	<u>School Area Need:</u>	Improved student attendance to support continuous student academic growth and achievement.
	<u>Root/Contributing Cause(s):</u>	Families stressed by poverty struggle with being able to get students into school regularly.
3	<u>School Area Need:</u>	Improved active student engagement during instructional time within a clear behavioral management system.
	<u>Root/Contributing Cause(s):</u>	Active student engagment during instruction and behavioral systems (PBIS & HMTSS) are inconsistent across the school.

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

1	<u>Targeted Subgroup:</u>	Students identified not present in school 90% of the time.
	<u>Identified School Area Need(s):</u>	Mitigate and support the unique barriers in promoting healthy daily student attendance.
2	<u>Targeted Subgroup:</u>	Kindergarten to grade 2 students who are not fluent decoders
	<u>Identified School Area Need(s):</u>	Students in K-2 need homogenous, daily small group instruction for 45 minutes to develop the decoding skills that are foundational to access text.
3	<u>Targeted Subgroup:</u>	Special Education students

4	<u>Identified School Area Need(s):</u>	Special education learners are a diverse group with specific learning needs. They need access to Tier 1 instruction to the fullest extent possible as well as individualized supports as needed.
	<u>Targeted Subgroup:</u>	EL
	<u>Identified Complex Area Need(s):</u>	EL learners are a diverse group with language, cultural, and socio-emotional needs that vary depending on the student's individual circumstances. They need individualized supports that match their needs.

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?" **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?"	**Title 1 (SW)**
1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness.		EA 1.1.1: All kindergarteners will be assessed via the KEA to determine readiness. upon entering Wai'anae Elementary School. (SW6) Leads: Kindergarten GLC & Wanda Hasegawa	KEA website	
1.1.1a All entering kindergarten students are provided necessary and timely support to develop foundational skills for learning.		EA 1.1.1a: Students will be assessed and progress monitored. (SW5) (SW6) EA 1.1.1a (2): Based on assessments and progress monitoring, students will be provided support and instruction (SW5) (SW6)	Teacher records of weekly assessments	
Reading Proficiency				
1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently receive necessary and timely support to become proficient.	RC 3 Reading proficiently provides a strong foundation for students to access information	EA 1.1.2 (1): All teachers will be coached to increase student engagement and increased DOK EA 1.1.2 (2): Students in grades 3 - 6 who are not reading proficiently will receive support via HMTSS in addition to tier I instruciton (SW5) (SW6) EA 1.1.2 (3): Instructors will be provided professional development around instructional strategies and pedagogy to promote increased student engagment (SW6) EA 1.1.2 (4): Teachers will receive feedback through weekly	DIBELS iReady Unit Assessments CFAs GL Meeting Notes	

	and comprehend.	walkthroughs. (SW6) Leads: Sheldon Konno & Wanda Hasegawa		
1.1.2a. All students decode fluently by winter of grade 1, and those who do not receive necessary and timely support to become fluent.	RC 3 Reading proficiently provides a strong foundation for students to access information and comprehend.	EA 1.1.2a (1): Identified students will be progress monitored. (SW5) (SW6) EA 1.1.2a (2): Daily small group instruction on decoding skills in kindergarten through 2nd grade until students are independent readers. (SW5) (SW6) Lead: Sheldon Konno & Wanda Hasegawa	DIBELS	
Mathematics Proficiency				
1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient receive necessary and timely support to become proficient.	RC 3 Math foundational skills are important to build a strong foundation for more complex concepts.	EA 1.1.3 (1): All teachers will be coached to increase student engagement and increased DOK EA 1.1.3 (2): Students in grades 3 - 6 who are not fluent in prerequisite/foundational math skills will receive support via HMTSS in addition to tier I instruciton (SW5) (SW6) EA 1.1.2 (3): Instructors will be provided professional development around instructional strategies and pedagogy to promote increased student engagment (SW6) EA 1.1.2 (4): Teachers will receive feedback through weekly walkthroughs. (SW6) Leads: Sheldon Konno & Melanie Pokakaa	iReady Unit Assessments CFAs GL Meeting Notes	
1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.	RC 1, 2, & 3 Math foundational skills are important to build a strong foundation for more complex	EA 1.1.4(1): Student data will be analyzed regularly via teacher meetings (Academic, Behavior, Perception, & Attendance) (SW5) (SW6) EA 1.1.4(2): Identified students will be supported via (a) academic intervention, (b) behavior support plan & interventions, (c) whole-student support services (mental health & attendance) (SW5) (SW6)	iReady Unit Assessments CFAs GL Meeting Notes	

	concepts.	Leads: Sheldon Konno, Wanda Hasegawa & Community School Team		
1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.		EA 1.1.5(1): 6th grade students will have opportunities during the year to develop the independence needed for success in the 7th grade (this may include moving independently between classes and to and from lunch, for example) (SW5) EA 1.1.5(2): The 6th grade class will visit WIS for an orientation (SW5) EA 1.1.5(3): Individual students with greater needs around transitioning will have individual plans (SW5) Leads: Sheldon Konno, SSC, &, 6th Grade GLC	iReady Unit Assessments CFAs ILT Dashboard Lei Kulia	

★ 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?"	Enabling Activities "How will we achieve the desired outcome?" 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 and Estimate of Additional Amount Needed
1.2.1. All students desire to and attend school regularly.	RC 1, 2, & 3	EA 1.2.1(1): Continue to refine the attendance framework to support daily student attendance. (SW5) (SW6) EA 1.2.1(2): Continue to provide tailored student and family support to promote daily attendance. (SW5) (SW6) EA 1.2.1(3): Communicate with families the importance of daily school attendance (SW5) (SW6)	Lei Kulia ILT Dashboard	---------- Total: $0

		Leads: Administration, Community Schools Team, GLCs		
1.2.2. All students demonstrate positive behaviors at school.	RC 1	EA 1.2.2(1): All classrooms conduct daily SEL activities via the scope & sequence of the schoolwide curriculum (SecondSteps). (SW5) EA 1.2.2(2): Team and school meetings will examine student data and develop intervention plans for identified individuals and groups of students who will be monitored (SW5) (SW6) Leads: Sheldon Konno, Counselor, & GLCs	Panorama Survey Lei Kulia	---------- Total: $0
1.2.3. All students experience a Nā Hopena Aʻo environment for learning.	RC 1	EA 1.2.3(1): The school will examine what practices are in alignment with Nā Hopena Aʻo. EA 1.2.3(2): The staff will receive PD and supports to implement HA into daily instruction and the classroom environment. Leads: Sheldon Konno	Panorama Survey Lei Kulia	---------- Total: $0
1.2.4. All students are supported by a school culture driven by PBIS and HMTSS systems that encourage them to have positive behaviors.	RC 1:	Schoolwide: EA 1.2.4(1): The staff will review and revise the schoolʻs PBIS system. (SW6) EA 1.2.4(2): The staff will continue to implement the schoolwide PBIS system. (SW6) Leads: Administration, ILT, and GLCs EA 1.2.4(3) Continued committed to reinforcing positive behaviors via: (SW6) - SWIM Store & Points - SWIM Award Recognition - Attendance Incentive - Academic Proficiency & Growth Recognition Leads: Administration, ILT, Community Schools Team, GLCs	Panorama Survey Lei Kulia	Title I: $10000 ---------- Total: $10000

★ 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?" 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 and Estimate of Additional Amount Needed
1.3.1. All students engage in a variety of career, community, and civic opportunities.	RC 1, 2, & 3	EA 1.3.1(1): Students in grades 3rd - 6th will engage in quarterly CTE career activities that includes community professionals. (SW5) (SW6) EA 1.3.1(2): 4th quarter: Students in 3rd-6th will present a career of interest and the pathway(s) to enter that career. (SW5) (SW6) EA 1.3.1(3): Students in PK - 2nd will participate/attend the quarterly CTE presentations. (SW5) (SW6)	CTE Career Days student work products	----------- Total: $0
1.3.1a. All students will participate in a complex-wide Ola Moku (Thriving Community) civic learning experience at a DOK4 level.	RC 1, 2, & 3	EA 1.3.1a(1): Students will participate in the complexwide civic learning experience. (SW6) EA 1.3.1a(2): Teachers will attend the orientation and utilize resources/materials provided from the complex area. (SW6) EA 1.3.1a(3): Teachers will collaborate to create a meaningful learning opportunity for students to engage in Ola Moku via civic and community engagment. (SW6) Leads: Sheldon Konno & CA EO		----------- Total: $0
K-12 Alignment				
1.3.2. All students enter intermediate school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.	RC 1, 2, & 3	EA 1.3.2(1): Teachers will examine their curriculum maps and pacing guides to promote and provide rigorous studies in all content areas. EA 1.3.2(2): Teachers will provide students practice in routines and rituals to prepare them for the intermediate school. EA 1.3.2(3): 6th graders will participate in an orientation at WIS to support the transition and onboarding. (SW5) EA 1.3.2.(4): Vertical articulation will be conducted PK-6th &	6th Grade bell schedule 6th Grade field trip to WIS	----------- Total: $0

		between WIS to support student matriculation and transition. (SW5) Leads: Sheldon Konno, Upper Academic Coach, GLCs		

PRIORITY 2: HIGH-QUALITY EDUCATOR WORKFORCE IN ALL SCHOOLS

★ **GOAL 2.1: All students are taught by effective teachers who are committed to quality teaching and learning for all.**

★ **GOAL 2.2: All schools are fully staffed by effective support staff who are committed to providing quality services to support students.**

★ **GOAL 2.3: All schools are led by effective school administrators who are committed to supporting all staff and students.**

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?" 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 and Estimate of Additional Amount Needed
2.4.1. All staff are effective or receive the necessary support to become effective through a system of support that includes robust coaching.	RC 1, 2, & 3	Capacity Building: EA 2.4.1(1): Teachers will receive differeniated support from academic coaches and administration (SW6) EA 2.4.1(2): The school will invest in supporting teacher development through: (SW6) - Professional development - Professional reflections & goal setting - Induction & Mentoring - Staff will have the necessary technology to support quality and engaging student instruction. - Mid-career opportunities - Continuing education - Intra-department opportunities	ILT Dashboard School Walkthrough Dashboard Teacher Retention Panorama Lei Kulia	Title I: $50000 ----------- Total: $50000
2.4.2. All teachers are supported by an Instructional Leadership team (ILT) led by the principal that charts	RC 1, 2, & 3	EA 2.4.2(1): Instr Ldrsp Team will meet weekly to collaborate on school improvement, classroom feedback, plan professional development. (SW6)	ILT Dashboard School Walkthrough	----------- Total: $0

the school's improvement plan, gives regular classroom feedback, provides professional development opportunities, and supports teams in Professional Learning Communities.		EA 2.4.2(2): The ILT will provide coaching cycles and WT feedback for instructors. (SW6) EA 2.4.2(3): The school administration will collaborate with stakeholders on the professional development plan, school improvement plan, academic plan, and finacial plan	Dashboard Teacher Retention Panorama Lei Kulia	

PRIORITY 3: EFFECTIVE AND EFFICIENT OPERATIONS AT ALL LEVELS

★ **GOAL 3.1: All school facilities are safe, well-maintained, compliant with all laws and regulations, clean, and attractive to provide a positive and inviting learning environment for students and staff.**

★ **GOAL 3.2: All operational and management processes are aligned and implemented in an equitable, transparent, effective, and efficient manner.**

★ **GOAL 3.3: Families and staff are informed of and engaged in planning and decision-making processes affecting students in a meaningful and timely manner.**

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?" 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** and Estimate of Additional Amount Needed
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.	RC 1	EA 3.3.1(1) The school will actively solicit membership for the SCC to fill the various stakeholder seats. EA 3.3.1(2) The school will post meeting dates to encourage school community attendance and participation at the SCC. Lead: Sheldon Konno & SCC Chairperson	SCC Meeting Minutes Communication/Meeting Notification	---------- Total: $0
3.3.2. Family/community engagement consists both of opportunities to engage in promoting student success as well as forums for parent and family concerns.	RC 1, 2, & 3	Community Schools Framework: EA 3.3.2(1) The school will continue its community schools approach to support students in mitigating barriers. Supporting families in their child's academic growth and success. EA 3.3.2.(2) The school will continue the development and implementation of the Seahorse Community Hub Lead: Administration & Community Schools Team	Lei Kulia Panorama SQS	Title I: $700 ---------- Total: $700

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 Wai'anae Elementary current bell schedule(s) and total student instructional hours per year. To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided bell schedule tool.	
Total student instructional hours per year (Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)	[Insert value; refer to cell D58 in the bell schedule tool]
Did your school submit a SCC Waiver Request Form? Please explain.	Yes. The school submitted for three (3) waiver days to support the differentiated needs of students and instructor readiness.
Bell Schedule: [Please link, embed a table, or insert an image of your school bell schedule here]	

Monday

Student Start Time: 7:45 AM
Teacher Start Time: 7:45 AM

Start	End	Min	Type	Description (Optional)
7:45 AM	7:50 AM	5	Opening	
7:50 AM	9:30 AM	100	Instruction	
9:30 AM	9:45 AM	15	Recess	
9:45 AM	11:15 AM	90	Instruction	
11:15 AM	11:45 AM	30	Lunch	
11:45 AM	2:00 PM	135	Instruction	
2:00 PM	2:45 PM	45	Teacher Prep	
2:45 PM				

Student End Time: 2:00 PM — 6:15:00
Teacher End Time: 2:45 PM — 7:00:00

Tuesday

Student Start Time: 7:45 AM
Teacher Start Time: 7:45 AM

Start	End	Min	Type	Description (Optional)
7:45 AM	7:50 AM	5	Opening	
7:50 AM	9:30 AM	100	Instruction	
9:30 AM	9:45 AM	15	Recess	
9:45 AM	11:15 AM	90	Instruction	
11:15 AM	11:45 AM	30	Lunch	
11:45 AM	2:00 PM	135	Instruction	
2:00 PM	2:45 PM	45	Teacher Prep	
2:45 PM				

Student End Time: 2:00 PM — 6:15:00
Teacher End Time: 2:45 PM — 7:00:00

Wednesday

Student Start Time: 7:45 AM
Teacher Start Time: 7:45 AM

Start	End	Min	Type	Description (Optional)
7:45 AM	7:50 AM	5	Opening	
7:50 AM	9:30 AM	100	Instruction	
9:30 AM	9:45 AM	15	Recess	
9:45 AM	11:15 AM	90	Instruction	
11:15 AM	11:45 AM	30	Lunch	
11:45 AM	12:30 PM	45	Instruction	
12:30 PM	12:45 PM	15	Passing	
12:45 PM	2:00 PM	75	Meetings	
2:00 PM	2:45 PM	45	Teacher Prep	
2:45 PM				

Student End Time: 12:30 PM — 4:45:00
Teacher End Time: 2:45 PM — 7:00:00

Thursday

Student Start Time: 7:45 AM
Teacher Start Time: 7:45 AM

Start	End	Min	Type	Description (Optional)
7:45 AM	7:50 AM	5	Opening	
7:50 AM	9:30 AM	100	Instruction	
9:30 AM	9:45 AM	15	Recess	
9:45 AM	11:15 AM	90	Instruction	
11:15 AM	11:45 AM	30	Lunch	
11:45 AM	2:00 PM	135	Instruction	
2:00 PM	2:45 PM	45	Teacher Prep	
2:45 PM				

Student End Time: 2:00 PM — 6:15:00
Teacher End Time: 2:45 PM — 7:00:00

Friday

Student Start Time: 7:45 AM
Teacher Start Time: 7:45 AM

Start	End	Min	Type	Description (Optional)
7:45 AM	7:50 AM	5	Opening	
7:50 AM	9:30 AM	100	Instruction	
9:30 AM	9:45 AM	15	Recess	
9:45 AM	11:15 AM	90	Instruction	
11:15 AM	11:45 AM	30	Lunch	
11:45 AM	2:00 PM	135	Instruction	
2:00 PM	2:45 PM	45	Teacher Prep	
2:45 PM				

Student End Time: 2:00 PM — 6:15:00
Teacher End Time: 2:45 PM — 7:00:00