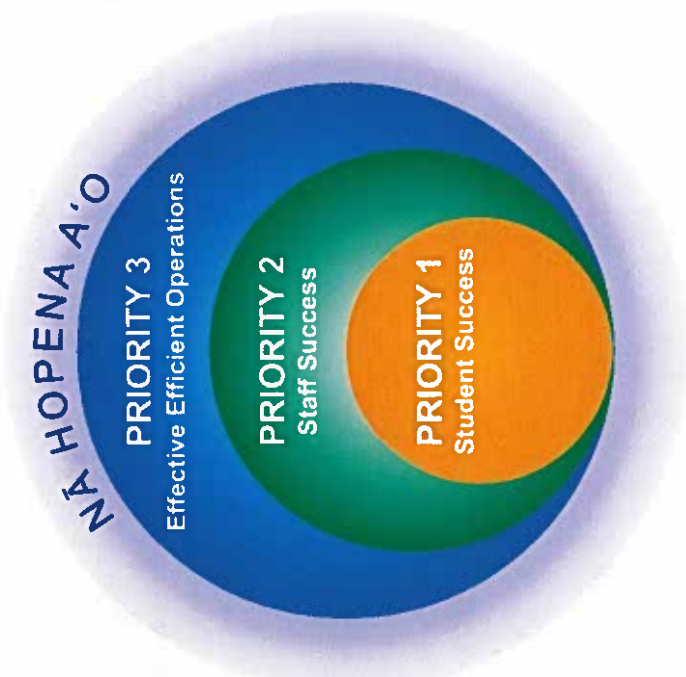




# Waikiki School FKK Elementary School Academic Plan SY 2024-2025

3710 Leahi Avenue  
Honolulu, HI 96815  
808-971-6900  
waikikischool.org



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

Submitted by Principal <b>Ryan Kusuda</b>	<i>Ryan Kusuda</i>
Approved by FKK Complex Area Superintendent: Rochelle Mahoe, Ph.D.	<i>Rochelle Mahoe</i> 4/10/2024



**VIABLE QUALITY CURRICULUM**

This section highlights the school's comprehensive instructional programs used by each core subject area. For SY 2024-2025, identifying Science and Social Studies instructional programs in the Academic Plan is optional.

Please identify the comprehensive instructional program(s) used by each core subject area. Schools may indicate specific demographic subgroup(s) as appropriate.

To add additional information, please insert a new row as needed. QR group as grade bands if appropriate.

Grade Level / Course Name	English Language Arts	Mathematics	Science	Social Studies
Kindergarten	<a href="#">HMH Into Reading</a>	<a href="#">HMH Into Math</a>		
Grade 1	HMH Into Reading	HMH Into Math		
Grade 2	HMH Into Reading	HMH Into Math		
Grade 3	HMH Into Reading	HMH Into Math		
Grade 4	HMH Into Reading	HMH Into Math		
Grade 5	HMH Into Reading	HMH Into Math		

**SCREENING ASSESSMENTS**

This section highlights school-administered universal screeners designed to quickly identify the needs of students in Kindergarten through Grade 9 who may require additional academic support.

Please utilize the dropdown list to identify the universal screener(s) used for English Language Arts and Mathematics and specify the grade level or course name. If "Other" is selected, please manually identify the universal screener.

To add additional information, please insert a new row and/or duplicate the dropdown list as needed. QR group as grade bands if appropriate.



Mathematics

English Language Arts

Grade Level /  
Course Name

Kindergarten	iReady ▾	iReady ▾
Grade 1	iReady ▾	iReady ▾
Grade 2	iReady ▾	iReady ▾
Grade 3	iReady ▾	iReady ▾
Grade 4	iReady ▾	iReady ▾
Grade 5	iReady ▾	iReady ▾



**IDENTIFIED SCHOOL NEEDS**

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

- Current [Comprehensive Needs Assessment \(CNA\)](#)
- Current Western Association of Schools and Colleges (WASC) Schoolwide Growth Areas for Continuous Improvement  
Last Full Self-Study: February 27-March 2, 2023, Next Full Self-Study: 2028-2029 SY
- Other current accreditation self-study

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

*"What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?"*  
*To identify additional critical student needs, please insert a new row and duplicate the "Student Need" and "Root/Contributing cause(s)" text as needed. Please number the student need and root/contributing cause(s) for ease of cross-referencing.*

1

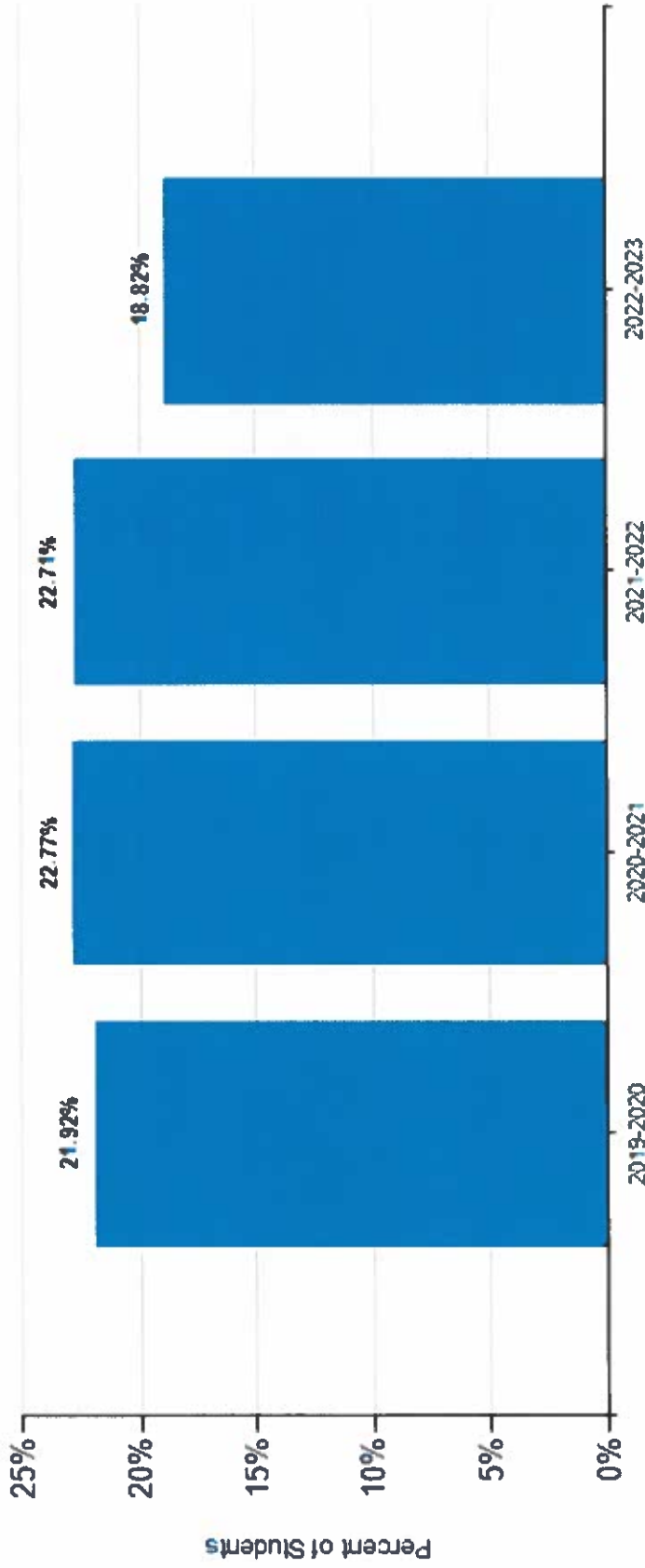
**Student Need:** Ensuring a school culture rooted in Mindfulness.

(From the WASC Visiting Committee Area of Strength)  
 Waikīki School's unique, vibrant identity as "The Mindful School" integrates the Habits of Mind in collaboration with General Learner Outcomes and Philosophy 4 Children into structures which support the whole child and contribute to student success.

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



Waikiki Elem School  
Enrollment by ELL (Year End)



	2019-2020		2020-2021		2021-2022		2022-2023	
Waikiki Elem School	128	21.92%	125	22.77%	124	22.71%	105	18.82%

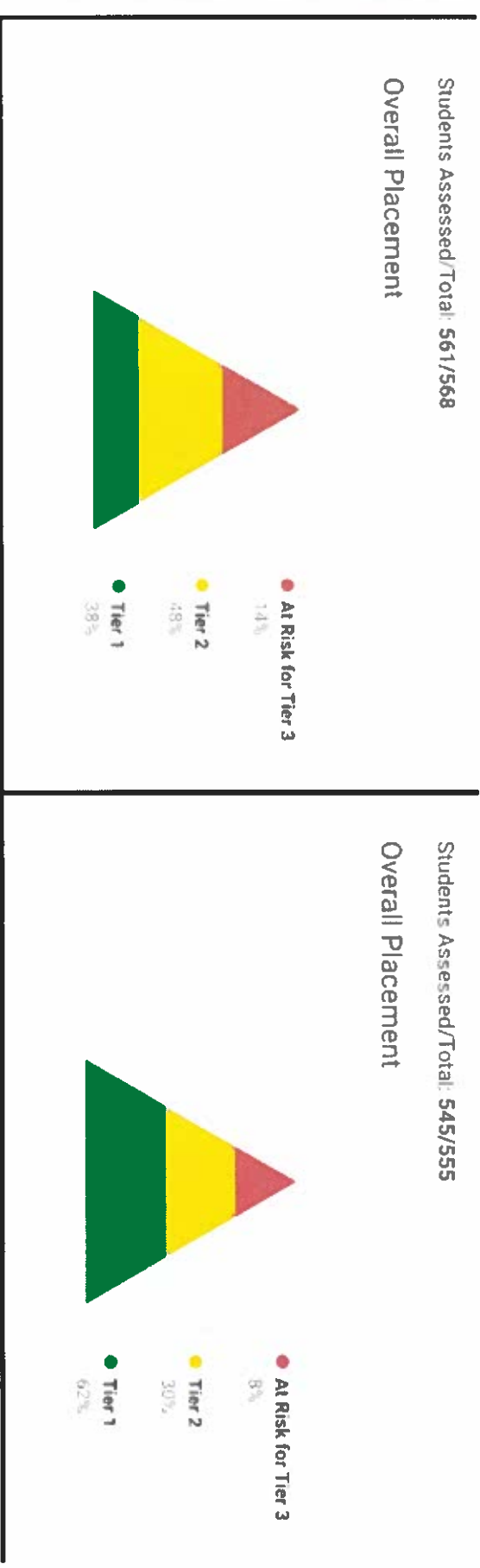
**Root/Contributing cause(s):** English learners comprise 18.82% of the student population, a slight decline from the previous year. EL students continue to make up a significant portion of the school's high needs population on the Smarter Balanced Assessment (SBA). On the Reading portion of the SBA, 33 EL students (48.4%) met or exceeded proficiency. This proficiency percentage is less than the overall



high needs group proficiency which stands at 70.6%. Comprehensive NEP and LEP services through a push in/pull out model have been added. Waikiki School has 2.5 full-time certificated teachers and three part-time teachers serving the EL population. Extended Learning such as Summer Hub, Tutoring, Lunch Bunch, SEL activities, double-dosing and GT are offered to EL students. Students continue to make consistent progress on improving their SBA scores. EL students who exited by earning a 5 or 6 in the 2022-23 WIDA ACCESS assessment increased from 28% to 32%.

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

Language Arts i-Ready Beginning of Year and Mid Year for students K-5 during the 2023-24 school year.



A preponderance of students start off the school year either 1 grade level behind (48%) or 2 or more grade levels behind (14%). Our system of intervention support has demonstrated that we are able to make significant gains.

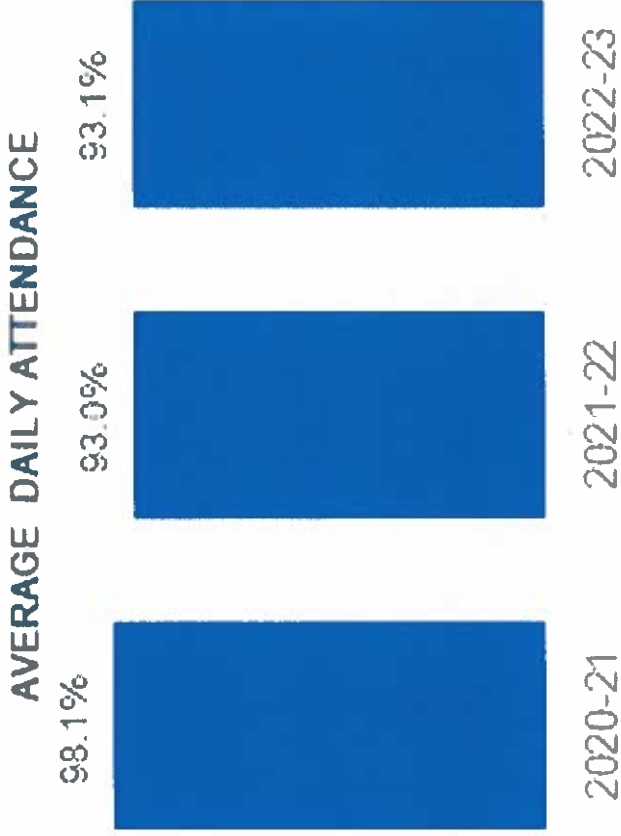
**Root/Contributing cause(s):**



Number of students who start the year in Tier 2 has ranged from 33% to 48%. Targeted intervention for students who need additional support is provided in all grade levels. [Level of support is based on both data and teacher input.](#) For the 2022-23 school year, school was able to reduce the number of Tier 2 students from 48% to 18% by end-of-year due to a combination of effective Tier 1 instruction utilizing small groups and intervention support.

**Student Need:** Student Attendance

ATTENDANCE		SCHOOL YEAR	
Average Daily Attendance	2020-21	2021-22	2022-23
	98.1%	93.0%	93.1%







## Chronic Absenteeism (Missed 15 Or More Days Of School)

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





### CHRONIC ABSENTEEISM BY GRADE

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



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

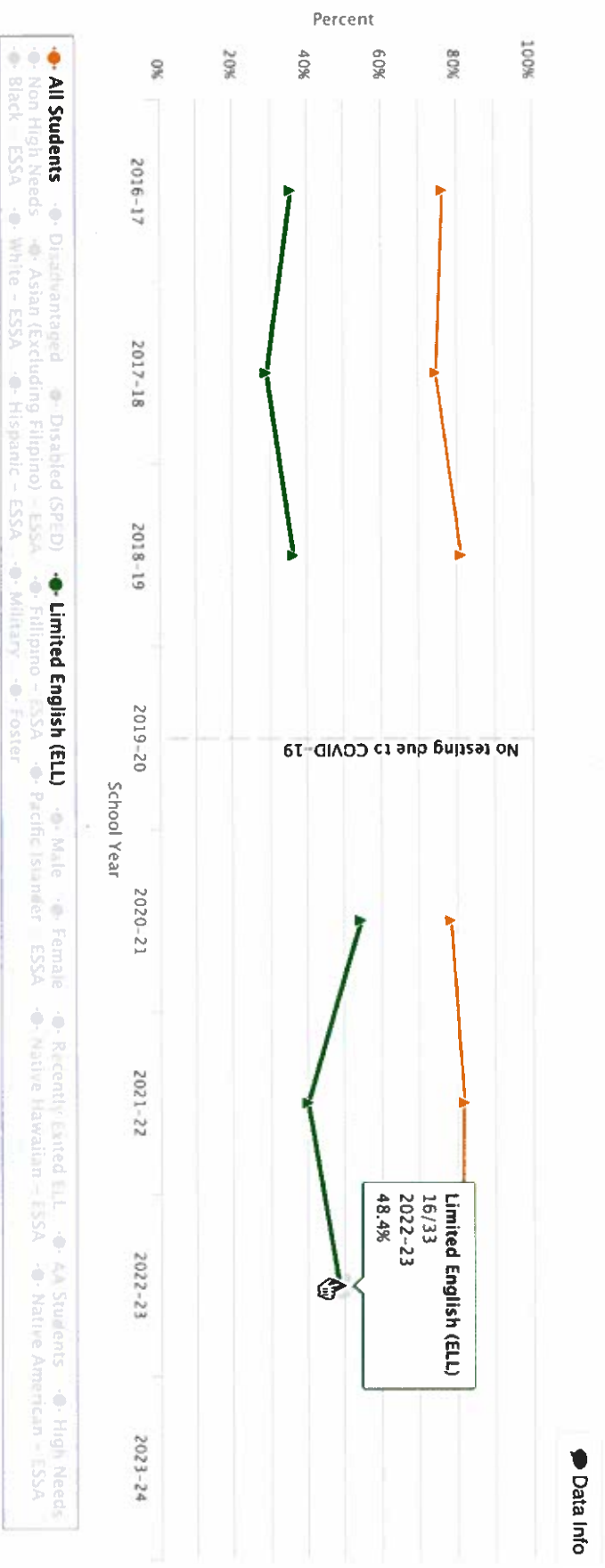
To add additional subgroups, please insert a new row and duplicate "Targeted Subgroup" and "Identified Student Need(s)" text as needed.

1

**Targeted Subgroup:** English Learners (EL)

**Identified Student Need(s):**

Waikiki EI



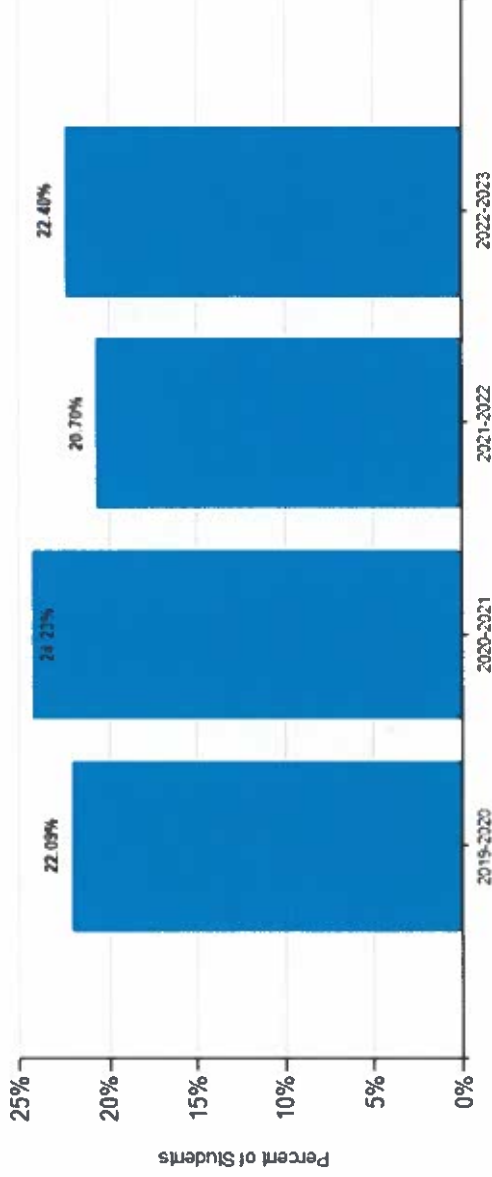
2 **Targeted Subgroup:** Economically Disadvantaged

**Identified Student Need(s):** Improved academic performance for this sub-population.



# One-Year ES Academic Plan SY 2024-2025

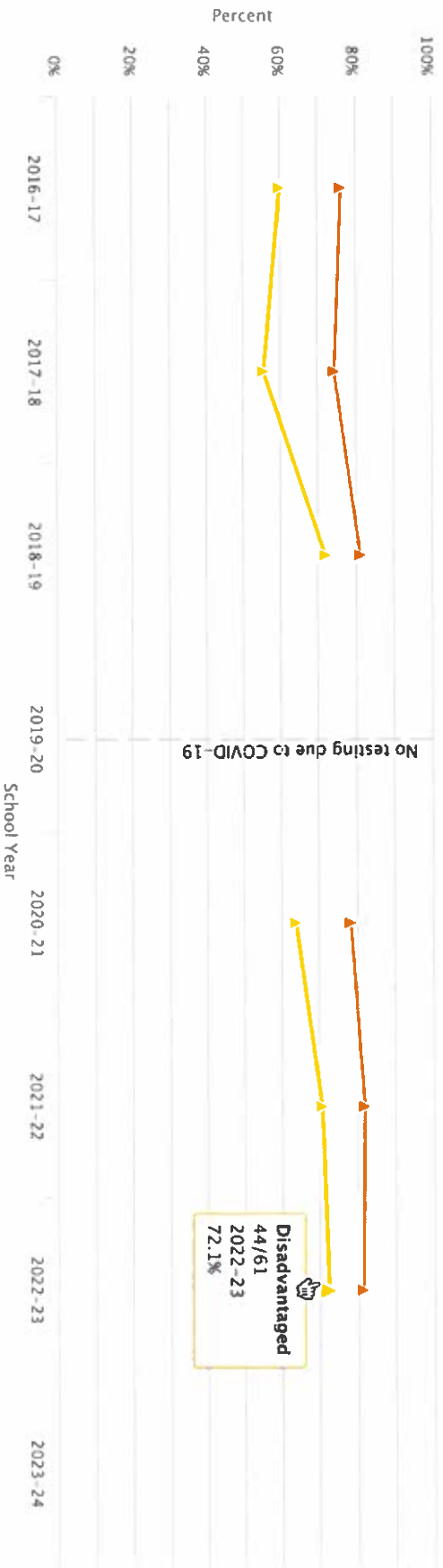
Waikiki Elem School  
Enrollment by Low SES (Year End)





# Waikiki EI

Data Info



- All Students
- Disadvantaged
- Disabled (SPED)
- Limited English (ELL)
- Male
- Female
- Recently Exited ELL
- AA Students
- High Needs
- Non High Needs
- Asian (Excluding Filipino) - ESSA
- Filipino - ESSA
- Pacific Islander - ESSA
- Native Hawaiian - ESSA
- Native American - ESSA
- Black - ESSA
- White - ESSA
- Hispanic - ESSA
- Military
- Foster

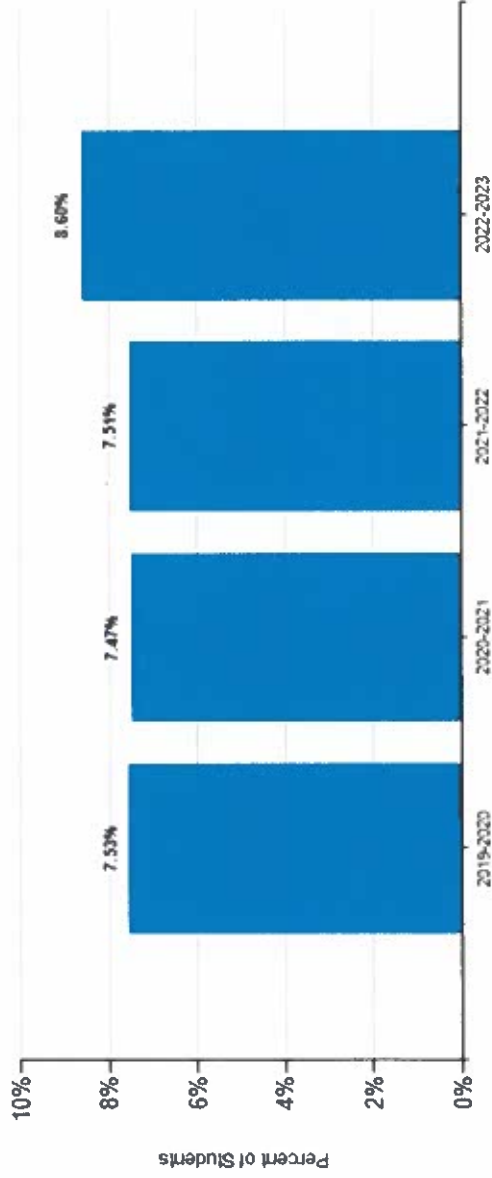
### 3 Targeted Subgroup: Special Education

#### Identified Student Need(s):



# One-Year ES Academic Plan SY 2024-2025

### Waikiki Ekem School Enrollment by IDEA (Year End)

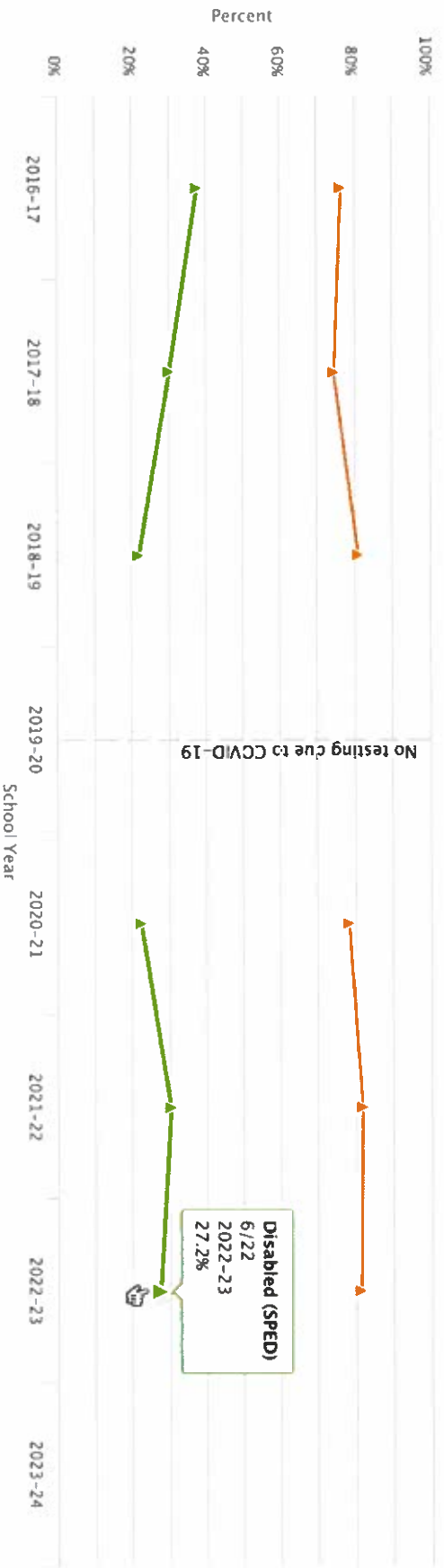




# One-Year ES Academic Plan SY 2024-2025

## Waikiki EI

Data Info



- All Students
- Non High Needs
- Black - ESSA
- Disadvantaged
- Asian/Excluding Filipino
- White - ESSA
- Disabled (SPED)
- Hispanic - ESSA
- Limited English (ELI)
- Male
- Female
- Recently exited ELI
- All Students
- High Needs
- Black - ESSA
- White - ESSA
- Hispanic - ESSA
- Military
- Foster
- Paulina Islander - ESSA
- Native Hawaiian - ESSA
- Native American - ESSA



# Priority 1 High-Quality Learning For All

★ GOAL 1.1 All students experience rigorous, high-quality learning that results in equitable outcomes for all learners.

Desired Outcomes "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?"	Enabling Activities "How will we achieve the desired outcome?"  and Position of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress (Initial & Intermediate Student Outcomes) "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?"  Please 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 provided necessary and timely support to develop foundational skills for learning.	<u>From 12/3/23 Executive Summary.</u> The first five years of students' lives are times of profound linguistic, social, emotional,	All Kindergarten students will complete the Kindergarten Entry Assessment  Entering Kindergarten students offered the opportunity to participate in a "Jump-Start" program during the summer.  Kindergarten students at Emerging Readiness who do not receive either EL or sped services will be identified as individuals potentially needing tiered support.  <u>Accountable Lead(s)</u> Kindergarten teachers, Kindergarten sped teacher	i-Ready screener at mid-year and end-of-year	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input checked="" type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$





★ **GOAL 1.1 All students experience rigorous, high-quality learning that results in equitable outcomes for all learners.**

<b>Desired Outcomes</b> "What do we plan to accomplish?"	<b>Root/ Contributing Cause</b> "Why are we doing this?"	<b>Enabling Activities and Position of Accountable Lead(s)</b> "How will we achieve the desired outcome?" "Who is responsible to oversee and monitor implementation and progress?"	<b>Monitoring of Progress (Initial &amp; Intermediate Student Outcomes)</b> "How will we know progress is being made?"	<b>Anticipated Source of Funds</b> "What funding source(s) should be utilized?" Please estimate the additional amount needed to execute the enabling activity.
physical, and cognitive development.				



One-Year ES Academic Plan SY 2024-2025

<p><b>Reading Proficiency</b> 1.1.2. All students read proficiently by the end of third grade. All students (K-5) who do not read proficiently receive necessary and timely support to become proficient.</p>	<p>If we utilize push-in, pull-out, small group models for intervention and support, then students will learn in environment s that will accelerate their learning. Level of support is based on data.</p>	<p>Implement a new K-5 Language Arts curriculum for Tier 1, EL, and SPED.  Examination of student data through grade level teams to provide appropriate intervention and support..  Fund with WSF floating teachers for grade level intervention support who will provide effective targeted student support in a fluid fashion. (talk about tier 2 progress monitoring)  Fund teacher aide positions for lower-grade K-2 classrooms to assist with Tier 1 small group instruction.</p>	<p>Implementation of school created walkthrough protocol by both peers and administration.  Number of students receiving Tier 2 intervention support by grade level.</p>	<p><input checked="" type="checkbox"/> WSF, \$  <input type="checkbox"/> Title I, \$  <input type="checkbox"/> Title II, \$  <input checked="" type="checkbox"/> Title III, \$  <input type="checkbox"/> Title IV-A, \$  <input type="checkbox"/> Title IV-B, \$  <input checked="" type="checkbox"/> IDEA, \$  <input checked="" type="checkbox"/> SPPA, \$  <input type="checkbox"/> Homeless, \$  <input type="checkbox"/> Grant: __, \$  <input type="checkbox"/> Other: __, \$</p>
<p>School funding for 2.5 full-time English Learner teachers and 3 casual hire EL support.</p>	<p>SPPA funding for 4 full-time special education teachers,.4.75 FTE EA positions, and any paraprofessional support as needed. An additional sped teacher to support our most vulnerable population will be purchased with WSF funds.</p>	<p>Number of students receiving NEP pull-out EL support.  Number of students receiving LEP push-in EL support.</p>	<p>Number of students receiving NEP pull-out EL support.  Number of students receiving LEP push-in EL support.</p>	



★ **GOAL 1.1 All students experience rigorous, high-quality learning that results in equitable outcomes for all learners.**

<b>Desired Outcomes</b> <i>"What do we plan to accomplish?"</i>	<b>Root/ Contributing Cause</b> <i>"Why are we doing this?"</i>	<b>Enabling Activities</b> <i>"How will we achieve the desired outcome?"</i>  <b>and Position of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress (Initial &amp; Intermediate Student Outcomes)</b> <i>"How will we know progress is being made?"</i>	<b>Anticipated Source of Funds</b> <i>"What funding source(s) should be utilized?"</i>  Please estimate the additional amount needed to execute the enabling activity.
			Number of special education students receiving services in both resource and fully self-contained settings.	i-Ready scores



★ GOAL 1.1 All students experience rigorous, high-quality learning that results in equitable outcomes for all learners.

Desired Outcomes "What do we plan to accomplish?"	Root/Contributing Cause "Why are we doing this?"	Enabling Activities "How will we achieve the desired outcome?"  and Position of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress (Initial & Intermediate Student Outcomes) "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?"  Please estimate the additional amount needed to execute the enabling activity.
<p><b>Mathematics Proficiency</b> 1.1.3. All students are proficient in mathematics by the end of fifth grade. All students (K-5) who are not proficient receive necessary and timely support to become proficient.</p>		<p>Implement a new K-5 math curriculum for Tier 1, EL, and SPED.</p> <p>Examination of student data through grade level teams to provide appropriate intervention and support.</p> <p>Implement professional development with FKK elementary mathematical practices.</p> <p>Fund with WSF floating part-time teacher for upper grade level math intervention support who will provide effective targeted student support in a fluid fashion.</p>	<p>Implementation of school created walkthrough protocol by both peers and administration.</p> <p>Number of students receiving Tier 2 math support in grades 3-5.</p>	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$



**★ GOAL 1.1 All students experience rigorous, high-quality learning that results in equitable outcomes for all learners.**

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i>  <b>and Position of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <b>(Initial &amp; Intermediate Student Outcomes)</b> <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i>  <i>Please estimate the additional amount needed to execute the enabling activity.</i>
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1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.

From State Strategic Plan:  
 Offer English language acquisition classes, in coordination with the Community School for Adults, in locations that are accessible to families of English Learners (SY2023-24).  
 Provide guidance and prioritize funding opportunities for schools to offer more co-curricular and extracurricular activities that are inclusive of all students — including those who are high-needs as well as all races/ethnicities (SY2023-24).

- WSF, \$
  - Title I, \$
  - Title II, \$
  - Title III, \$
  - Title IV-A, \$
  - Title IV-B, \$
  - IDEA, \$
  - SPPA, \$
  - Homeless, \$
  - Grant: \_\_, \$
  - Other: \_\_, \$
- Number of parents participating in English Acquisition Class
- Complex Intramural participation
- EL Tutoring



One-Year ES Academic Plan SY 2024-2025

1.1.5. All students transition successfully at critical points, from preschool to elementary, **AND** from elementary to middle school, **AND** during non-traditional times (e.g., new students mid quarter).

All current pre-k students will have access to our jump-start to Kindergarten program.

Grade 5 students will participate in offered middle school tours for both Kaimuki Middle and Washington Middle.

New students, including English Learner (EL) students, who enroll mid-year will receive induction into our school's mindful culture. Our school team, comprising counselors, administration, and receiving classroom teachers, will facilitate this process.

- Number of transition meetings for sped pre-K students moving up to Kindergarten.
- Number of students participating in Middle School tours at feeder schools (i.e. Kaimuki Middle and Washington Middle)
- Number of transition meetings for 5th grade sped students moving up to 6th grade.
- WSF, \$
- Title I, \$
- Title II, \$
- Title III, \$
- Title IV-A, \$
- Title IV-B, \$
- IDEA, \$
- SPPEA, \$
- Homeless, \$
- Grant: \_\_, \$
- Other: \_\_, \$



★ **GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment**

Desired Outcomes "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?"	Enabling Activities "How will we achieve the desired outcome?"	Monitoring of Progress (Initial & Intermediate Student Outcomes) "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Please estimate the additional amount needed to execute the enabling activity.
1.2.1. All students desire to and attend school regularly.	Student Need #3 <u>From State</u> <u>Strategic Plan</u> Communicating with students and families about the benefits of attending school regularly, encouraging attendance, and re-engaging	"How will we achieve the desired outcome?" <b>and Position of Accountable Lead(s)</b> "Who is responsible to oversee and monitor implementation and progress?"	Reduce the percentage of students designated chronically absent (<20.9%) through monthly progress checks by the attendance clerk.	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: _____ \$ <input type="checkbox"/> Other: _____ \$





## One-Year ES Academic Plan SY 2024-2025

students who  
are  
frequently  
absent will  
improve  
student  
attendance.



One-Year ES Academic Plan SY 2024-2025

1.2.2. All students demonstrate positive behaviors at school.

Student Need #1

Habits of Mind

The Habits of Mind (HOM) is a research-based initiative focused on applying mindful behaviors to classroom learning and life. The HOM includes the behavioral dispositions of flexibility in thinking, listening with empathy, problem solving, persistence, and more. Their practice establishes standards of behavior, a common set of values, and unites stakeholders into a cohesive learning community. They are at the heart of the Waikiki School culture. Through their practice, the school stays intellectually alive and forward thinking.

p4c

p4c is an internationally recognized approach to developing critical thinking and social emotional learning. p4c creates intellectually safe communities of inquiry where student voices are heard and students are taught “how” to think not “what” to think.

Students will participate in p4c circles with their class on a weekly basis with the freedom to select and change circle topics based on their input. Teachers will facilitate the discussions using the Good Thinker’s Toolkit

Continue to expand the partnership with University of Hawaii Uehiro Academy for Philosophy and Ethics in Education to provide resident philosophers and student teachers to further support students’ thinking around issues such as exploration of social justice, global warming, racial tolerance, and more

- WSF, \$
- Title I, \$
- Title II, \$
- Title III, \$
- Title IV-A, \$
- Title IV-B, \$
- IDEA, \$
- SPPA, \$
- Homeless, \$
- Grant: \_\_, \$
- Other: \_\_, \$

Number of participating classes/student s

Number of visiting philosopher in residents

Number of visiting teachers interested in learning about p4c



<p>1.2.3. All students experience a <a href="#">Nā Hopena A’o</a> environment for learning.</p>	<p>Expanding current programs on Nā Hopena A’o (HĀ) to more students and stakeholders will strengthen the depth and breadth of its implementation.</p>	<p><b>HĀ - BREATH Outcomes Framework with Habits of Mind and Waikiki School Initiatives</b></p> <ul style="list-style-type: none"> <li>● <b>B - Belonging</b> <ul style="list-style-type: none"> <li>○ He pili wehena ‘ole (A relationship that cannot be undone)</li> <li>○ HOM - Caring and Cooperation. All classrooms have a (C&amp;C partner)</li> <li>○ HOM - Thinking Interdependently. (Especially evident in p4c circles)</li> </ul> </li> <li>● <b>R - Responsibility</b> <ul style="list-style-type: none"> <li>○ Ma ka hana ka ‘ike, ma ka ‘imi ka loa‘a (In working one learns, through initiative one acquires)</li> <li>○ HOM - Questioning and Problem Posing</li> <li>○ HOM - Taking Responsible Risks</li> <li>○ HOM - Managing Impulsivity</li> </ul> </li> <li>● <b>E - Excellence</b> <ul style="list-style-type: none"> <li>○ ‘A‘ohe ‘ulu loa‘a i ka pōkole o ka lou (There is no success without preparation)</li> <li>○ HOM - Creating, Imagining and Innovating</li> <li>○ HOM - Remaining Open to Continuous Learning</li> </ul> </li> <li>● <b>A - Aloha</b> <ul style="list-style-type: none"> <li>○ E ‘ōpū ali‘i (Have the heart of a chief)</li> <li>○ HOM - Listening with Empathy</li> <li>○ HOM - Thinking Flexibly</li> <li>○ HOM - Finding Humor and Joy</li> </ul> </li> <li>● <b>T - Total Well-Being</b> <ul style="list-style-type: none"> <li>○ Ua ola loko i ke aloha (Love is imperative to one’s mental and physical welfare)</li> <li>○ Promote wellness in others (<a href="#">Blue Zones School Initiative</a>)</li> <li>○ Waikiki School scored <a href="#">97% on the 2021-22 Wellness Survey</a></li> </ul> </li> <li>● <b>H - Sense of Hawai‘i</b> <ul style="list-style-type: none"> <li>○ ‘O Hawai‘i ku‘u ‘āina kilohana (Hawai‘i is my prized place)</li> </ul> </li> </ul>	<p><input type="checkbox"/> WSF, \$  <input type="checkbox"/> Title I, \$  <input type="checkbox"/> Title II, \$  <input type="checkbox"/> Title III, \$  <input type="checkbox"/> Title IV-A, \$  <input type="checkbox"/> Title IV-B, \$  <input type="checkbox"/> IDEA, \$  <input type="checkbox"/> SPPA, \$  <input type="checkbox"/> Homeless, \$  <input type="checkbox"/> Grant: __, \$  <input type="checkbox"/> Other: __, \$</p>
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**One-Year ES Academic Plan SY 2024-2025**

- Honua - He ali'i ka 'āina; he kauwā ke kanaka.
- The land is the chief; man its servant.
- Place-based activities at Diamond Head State Monument, Waikiki Aquarium, and Honolulu Zoo
- Waikīki School is an ['Āina Aloha Pathway School](#) where students participate in both Hawaiian Studies and Sustainability resource classes.



★ GOAL 1.3 All students' graduate high school prepared for college and career success and community and civic engagement

Desired Outcomes "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?"	Enabling Activities "How will we achieve the desired outcome?"	Monitoring of Progress (Initial & Intermediate Student Outcomes) "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Please estimate the additional amount needed to execute the enabling activity.
1.3.1. All students, throughout their K-5 experience, engage in a variety of career, community, and civic opportunities.	Students will be better prepared for post-high school success by having intentional and age-appropriate experiences to explore and engage in careers and in community and civic responsibilities	All students in all grade levels have access to Project/Place-Based Learning  Waikiki School will continue our move to provide authentic learning experiences via partnerships with the school community (Aquarium, Zoo, Diamond Head Monument, etc.), honoring student voice in the process, culminating in student selected final projects delivered to authentic audiences.  School funding of a position to expand community based outreach, establishing authentic learning projects and promoting purposeful community involvement throughout the school	Number of students/classrooms participating	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$
	Accountable Lead	Community-based Project Coordinator		



es.



**K-12 Alignment**

1.3.2. All students enter middle/high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.

All students K-5 will have opportunities including, but not limited to:

- Summer Hub,
- Community-based projects,
- GT,
- After-school enrichment class offerings,
- EL Tutoring,
- Robotics,
- HONSEF,
- Speech Festival.

- WSF, \$
- Title I, \$
- Title II, \$
- Title III, \$
- Title IV-A, \$
- Title IV-B, \$
- IDEA, \$
- SPPA, \$
- Homeless, \$
- Grant: \_\_, \$
- Other: \_\_, \$

Number of students who participate in Summer Programming (ie. Summer Hub or Mindful Summer Program)

Number of students who participate in an after-school enrichment class.

Number of EL students who participate in after-school tutoring.

Number of Tier 2 or higher students who participate in after-school tutoring.

Number of students that participate in HIKI NO.





Number of students that participate in Robotics.

Number of students who participate in the elementary division of HONSEF.

Number of students who participate in Honolulu District Speech Festival



# Priority 2 High-Quality Educator Workforce In All Schools

- ★ All students are taught by effective teachers.
- ★ All schools are staffed by effective support staff.
- ★ All schools are led by effective school administrators.

Desired Outcomes "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?"	Enabling Activities "How will we achieve the desired outcome?"	Monitoring of Progress "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Please estimate the additional amount needed to execute the enabling activity.
2.1.1 All teacher positions are filled with qualified hires that include SIQ hours and/or TESOL certification by 26-27 SY.	Retaining more teachers is the highest impact strategy to fill positions with qualified hires. Among the remaining	Continue to promote SIQ learning opportunities (both in-person and online) to staff when made available.  Option 1: 6 college credits in TESOL-related competencies from an accredited college or university  Option 2: 6 credits HIDOE-sponsored ESL or TESOL PDE courses  Option 3: 72 seat hours of TESOL-related HIDOE non-credit PDE3 courses	Number of teachers who have the necessary SIQ and/or TESOL certification using one of the 8 available options.	<input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input checked="" type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: _____ \$ <input type="checkbox"/> Other: _____ \$



- ★ All students are taught by effective teachers.
- ★ All schools are staffed by effective support staff.
- ★ All schools are led by effective school administrators.

Desired Outcomes "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?"	Enabling Activities "How will we achieve the desired outcome?" <b>and Position of Accountable Lead(s)</b> "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?" Please estimate the additional amount needed to execute the enabling activity.
vacancies, more positions will be filled through timely hiring and a better fit between the applicants' and schools' needs. Developing and expanding targeted teacher preparation	Option 4: Out-of-State K-12 School District TESOL certification Option 5: TESOL HQ or TESOL licensure status in lieu of 6 credits Option 6: NEA micro-credential in English Language Learner. Option 7: Combination of Options 1 and 2. Option 8: Combination of Option 1 and/or 2 with Option 3.	<input type="checkbox"/> 1 (one) Credit + 60 SIQ seat hours <input type="checkbox"/> 2 (two) Credits + 48 SIQ seat hours <input type="checkbox"/> 3 (three) Credits + 36 SIQ seat hours <input type="checkbox"/> 4 (four) Credits + 24 SIQ seat hours <input type="checkbox"/> 5 (five) Credits + 12 SIQ seat hours		

**Check one:**

- 1 (one) Credit + 60 SIQ seat hours
- 2 (two) Credits + 48 SIQ seat hours
- 3 (three) Credits + 36 SIQ seat hours
- 4 (four) Credits + 24 SIQ seat hours
- 5 (five) Credits + 12 SIQ seat hours



★ All students are taught by effective teachers.  
 ★ All schools are staffed by effective support staff.  
 ★ All schools are led by effective school administrators.

Desired Outcomes "What do we plan to accomplish?"	Root/Contributing Cause "Why are we doing this?"	Enabling Activities "How will we achieve the desired outcome?"	Monitoring of Progress "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Please estimate the additional amount needed to execute the enabling activity.
2.1.2 All teachers are effective or receive the necessary support to become effective.	Supporting teachers with opportunities, such as differentiated training and incentives, that are aligned with state, complex area and	<p>programs will improve a pipeline of candidates for shortage areas.</p> <p>Accountable Lead EL Coordinator</p> <p>WASC Critical Area of Follow-Up #3 <i>Waikiki School needs to continue strengthening their induction and mentoring program for new faculty members with an intentional focus on the school's unique culture and values to support, develop, and retain effective and caring teachers and professional staff.</i></p> <p>School funding of a position to ensure that all teachers are trained and supported in implementation strategies of Habits of Mind area and</p>	<p>100% of teachers will utilize the p4c model to stimulate deeper thinking and promote the practice of the HOM</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: __, \$</p> <p><input type="checkbox"/> Other: __, \$</p>



★ All students are taught by effective teachers.  
 ★ All schools are staffed by effective support staff.  
 ★ All schools are led by effective school administrators.

Desired Outcomes	Root/Contributing Cause	Enabling Activities	Monitoring of Progress	Anticipated Source of Funds
"What do we plan to accomplish?"	"Why are we doing this?"	"How will we achieve the desired outcome?"	"How will we know progress is being made?"	"What funding source(s) should be utilized?"
	school priorities will increase their effectiveness.	Accountable Lead School Level Mentor/Mindfulness Coordinator		Please estimate the additional amount needed to execute the enabling activity.

2.2.2 All schools' support staff are effective or receive the necessary support to become effective.

New targeted recruitment initiatives and the outcome of evaluating classification and compensation will retain current

EAs and casual hires to participate in appropriate PD opportunities

Reduce the number of vacant EA and casual hire PPT and PTT positions.

- Number of support staff who participate in PD opportunities
- WSF, \$
  - Title I, \$
  - Title II, \$
  - Title III, \$
  - Title IV-A, \$
  - Title IV-B, \$
  - IDEA, \$
  - Homeless, \$
  - Grant: \_\_\_\_\_ \$
  - Other: \_\_\_\_\_ \$



★ All students are taught by effective teachers.  
 ★ All schools are staffed by effective support staff.  
 ★ All schools are led by effective school administrators.

Desired Outcomes "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?"	Enabling Activities "How will we achieve the desired outcome?"  <b>and Position of Accountable Lead(s)</b> "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?"  Please estimate the additional amount needed to execute the enabling activity.
	support staff and attract qualified hires to support staff positions.			



## Priority 3 Effective and Efficient Operations At All Levels

★ **GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.**

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i>  <i>Please estimate the additional amount needed to execute the enabling activity.</i>
<p>3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.</p>	<p><b>Benefits</b> Benefits to members of a School Community Council include:  Learning about educational research and factors that</p>	<p>Conduct the business of the School Community Council</p>	<p>School has all required stakeholders represented on SCC.  Percent of meetings with all required stakeholders represented.  Overall rating on SCC</p>	<p><input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$</p>





★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.

Desired Outcomes "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?"	Enabling Activities "How will we achieve the desired outcome?"  and Position 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?" Please estimate the additional amount needed to execute the enabling activity.
<p>impact student achievement; Being an important partner in the education system, whose views are valued; Contributing to the shared goal of improving student achievement; Having a vehicle through which to</p>			self-assessment survey	



**★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.**

<b>Desired Outcomes</b> <i>"What do we plan to accomplish?"</i>	<b>Root/Contributing Cause</b> <i>"Why are we doing this?"</i>	<b>Enabling Activities</b> <i>"How will we achieve the desired outcome?"</i>  <b>and Position of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress</b> <i>"How will we know progress is being made?"</i>	<b>Anticipated Source of Funds</b> <i>"What funding source(s) should be utilized?"</i> Please estimate the additional amount needed to execute the enabling activity.
express opinions and share ideas; and Being informed about what is happening at the school.				



★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.

Desired Outcomes "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?"	Enabling Activities "How will we achieve the desired outcome?"	Monitoring of Progress "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Please estimate the additional amount needed to execute the enabling activity.
Family and Community Engagement  (To add additional desired outcomes, duplicate this row, including source of funds checkboxes, as needed)				





★ Other Systems of Support

<p><b>Desired Outcomes</b> "What do we plan to accomplish?"</p>	<p><b>Root/Contributing Cause</b> "Why are we doing this?"</p>	<p><b>Enabling Activities and Name of Accountable Lead(s)</b> "How will we achieve the desired outcome?" "Who is responsible to oversee and monitor implementation and progress?"</p>	<p><b>Monitoring of Progress</b> "How will we know progress is being made?"</p>	<p><b>Anticipated Source of Funds</b> "What funding source(s) should be utilized?" Please estimate the additional amount needed to execute the enabling activity.</p>



**APPENDIX: SCHOOL BELL SCHEDULE**

Pursuant to [Hawaii Revised Statutes Section 302A-251](#), as well as the current Hawaii State Teachers Association (HSTA) collective bargaining agreement, all Hawaii public schools must establish school schedules (including teacher work year, teacher schedule, and bell schedules) that meet student instructional hours and school year requirements. **However, in certain circumstances, a preferred bell schedule may not comply with existing regulations and will therefore require a School Community Council (SCC) waiver, effective for up to one school year.**

This section showcases Waikī School's current bell schedule(s) and total student instructional hours per year. To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided [bell schedule tool](#).

**Total student instructional hours per year** (Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)      [insert value]

**Did your school submit a SCC Waiver Request Form? Please explain.**      [insert text]

**Bell Schedule:** [https://docs.google.com/spreadsheets/d/1KISi3Zb2B1u7VBF3q6xNSurgo\\_eoZoKh6QP91ELuInM/edit?usp=sharing](https://docs.google.com/spreadsheets/d/1KISi3Zb2B1u7VBF3q6xNSurgo_eoZoKh6QP91ELuInM/edit?usp=sharing)