**Academic Plan SY 2023-2024**

**Where are we now?**

Prioritize School needs as identified in one or more of the following needs assessments:
- Comprehensive Needs Assessment
- WASC Self Study
  - WASC Category B: Standards Based Student Learning: Curriculum, Instruction
  - WASC Category C: Standards Based Student Learning: Instruction
  - WASC Category D: Standards Based Student Learning: Assessment and Accountability
- Other

**Waipahu El Links:**
- Waipahu Elementary SY 23-24 Comprehensive Needs Assessment
- Waipahu Elementary WASC Self Study: Areas of Strength, Critical Areas for Follow Up

(SW 1)

The prioritized needs for the PWCA in SY 2022-2023 are based on SY 2021-2022 official SBA aggregated data and HMTSS data points that are encompassed in Interim Superintendent Hayashi’s 3-1-1 model:
- Increase student achievement in the three tested content areas and in our Special Education, EL, and Disadvantaged subgroups
- Increased emphasis on Social Emotional Learning

**SBA Student Proficiency Data (2021-22)**

<table>
<thead>
<tr>
<th>Subject</th>
<th>All Students</th>
<th>Special Education</th>
<th>EL</th>
<th>Disadvantaged</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>36%</td>
<td>0%</td>
<td>24%</td>
<td>29%</td>
</tr>
<tr>
<td>Math</td>
<td>33%</td>
<td>0%</td>
<td>20%</td>
<td>24%</td>
</tr>
<tr>
<td>Science</td>
<td>21%</td>
<td>0%</td>
<td>8%</td>
<td>16%</td>
</tr>
</tbody>
</table>

Updated Jan. 31, 3023 Lei Kulia

**STRIVE HI Data**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA Proficiency</td>
<td>36%</td>
<td>32%</td>
<td>NA</td>
<td>23%</td>
<td>36%</td>
</tr>
<tr>
<td>Math Proficiency</td>
<td>35%</td>
<td>31%</td>
<td>NA</td>
<td>13%</td>
<td>32%</td>
</tr>
<tr>
<td>Science Proficiency</td>
<td>41%</td>
<td>26%</td>
<td>NA</td>
<td>9%</td>
<td>21%</td>
</tr>
<tr>
<td>ELA Gap Rate</td>
<td>43</td>
<td>38</td>
<td>NA</td>
<td>31</td>
<td>33</td>
</tr>
<tr>
<td>Math Gap Rate</td>
<td>35</td>
<td>33</td>
<td>NA</td>
<td>23</td>
<td>45</td>
</tr>
<tr>
<td>ELLs On Track</td>
<td>44%</td>
<td>36%</td>
<td>42%</td>
<td>33%</td>
<td>34%</td>
</tr>
<tr>
<td>3rd Grade Literacy</td>
<td>48%</td>
<td>57%</td>
<td>NA</td>
<td>62%</td>
<td>64%</td>
</tr>
<tr>
<td>Chronic Absenteeism</td>
<td>8%</td>
<td>10%</td>
<td>7%</td>
<td>18%</td>
<td>49%</td>
</tr>
</tbody>
</table>

Updated Jan. 31, 2023 STRIVE HI Report

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Waipahu Elementary School Academic Plan Page | 2 Version 1 [December 22, 2022]
# Academic Plan SY 2023-2024

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td># of Class C Offenses</td>
<td>16</td>
<td>0</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td># of Class D Offenses</td>
<td>1</td>
<td>2</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td># of Suspensions</td>
<td>5</td>
<td>1</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>Attendance Rate</td>
<td>94.90%</td>
<td>93.78%</td>
<td>86.42%</td>
<td>89.16%</td>
</tr>
<tr>
<td>Chronic Absenteeism (# of students)</td>
<td>10% (103/1086)</td>
<td>22% (227/1021)</td>
<td>60% (567/940)</td>
<td>29% (247/866) as of 01.31.23</td>
</tr>
<tr>
<td>Inclusion Rate</td>
<td>36%</td>
<td>44%</td>
<td>43%</td>
<td>51% (36/70)</td>
</tr>
</tbody>
</table>

Updated Jan. 31, 2023 Lei Kulia
### Academic Plan SY 2023-2024

#### SEL Panorama Survey Fall 2022

*Percent of respondents selecting a favorable answer choice.

<table>
<thead>
<tr>
<th></th>
<th>Emotion Regulation</th>
<th>Grit</th>
<th>Growth Mindset</th>
<th>Self Efficacy</th>
<th>Self Management</th>
<th>Sense of Belonging</th>
<th>Social Awareness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Perception Gr K-2</td>
<td>68</td>
<td>52</td>
<td>NA</td>
<td>48</td>
<td>43</td>
<td>NA</td>
<td>64</td>
</tr>
<tr>
<td>Gr 3-5</td>
<td>50</td>
<td>61</td>
<td>55</td>
<td>55</td>
<td>69</td>
<td>76</td>
<td>70</td>
</tr>
<tr>
<td>6-12</td>
<td>50</td>
<td>58</td>
<td>49</td>
<td>47</td>
<td>71</td>
<td>50</td>
<td>64</td>
</tr>
</tbody>
</table>

Both Pearl City and Waipahu Complexes believe a systemic and coherent framework for vertical alignment of initiatives and strategies will improve student learning and achievement outcomes. Therefore, the PWCA Schools have adopted the Academies Model to focus on K-12 alignment that is needed for systems success. There is a need to strengthen collaboration opportunities, both within a school and across schools. This is attributed to the early phases of the implementation process of academies in the intermediate and elementary schools including alignment to NCAC standards of practices.

By committing to the Academies Model, PWCA will focus on and address the following areas:

- Project Based Learning
- Hawaii Multi Tiered Systems of Support
- Transitions

Through this emphasis, the Complex Area will be better equipped to address the following areas of need:

- ELA Achievement
- Mathematics Achievement
- Science Achievement
- Social Emotional Learning

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**Waipahu Elementary School** Academic Plan Page | 4 Version 1  [December 22, 2022]**
Data gathered in the comprehensive needs assessment revealed the following contributing causes for our prioritized need areas:
- Varied knowledge in how to examine data regularly and accurately to inform next steps for struggling learners.
- Varied understanding of standards and implementation of evidence based strategies
- Varied levels of consistency in administering interventions and tiered instruction to mitigate the learning loss as well as accelerate the learning of at-risk students.
- Lack of an aligned monitoring system between schools and the complex area

**Addressing Equity: Subgroup Identification**

Targeted subgroups for the Complex Area include Special Education, EL, and Disadvantaged in the areas of ELA, Math, and Science. In all content areas, the Complex Area aggregate for ELA Gap, Math Gap, and Science Gap decreased from 2019-2020 to 2021-2022 for the Special Education and ELL subgroups.

<table>
<thead>
<tr>
<th></th>
<th>2019-20 SPED</th>
<th>2020-21 SPED</th>
<th>2021-22 SPED</th>
<th>2019-20 EL</th>
<th>2020-21 EL</th>
<th>2021-22 EL</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA Gap</td>
<td>65.2</td>
<td>61.3</td>
<td>45.4</td>
<td>60.9</td>
<td>58.3</td>
<td>34.1</td>
</tr>
<tr>
<td>Math Gap</td>
<td>57</td>
<td>41.2</td>
<td>33.9</td>
<td>50.5</td>
<td>41.9</td>
<td>28.6</td>
</tr>
<tr>
<td>Science</td>
<td>48.2</td>
<td>40.4</td>
<td>37.2</td>
<td>50.9</td>
<td>40.4</td>
<td>33.8</td>
</tr>
</tbody>
</table>
### Academic Plan SY 2023-2024

#### Priorities/Strategies/Initiatives

<table>
<thead>
<tr>
<th>Pearl City / Waipahu Focus Areas</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PBL</strong></td>
<td>Dawn Burgess/CC</td>
</tr>
<tr>
<td>• PBL Implementation</td>
<td></td>
</tr>
<tr>
<td>• WES Pre Academies Model, alignment to</td>
<td></td>
</tr>
<tr>
<td>PBL</td>
<td></td>
</tr>
<tr>
<td><strong>Teacher Study Times / DDIC</strong></td>
<td>Joanna Imakyure/CC, Emily Chinen-Pascual/CC</td>
</tr>
<tr>
<td>• ELA and Math</td>
<td></td>
</tr>
<tr>
<td>• T&amp;L</td>
<td></td>
</tr>
<tr>
<td><strong>HMTSS: (Student Support in</strong></td>
<td>Kai Kuboyama/VP</td>
</tr>
<tr>
<td>Academic/Social/Emotional/Behavioral</td>
<td>Shelly Tanaka/SSC</td>
</tr>
<tr>
<td>Learning and Physical Safety)**</td>
<td></td>
</tr>
<tr>
<td>• RTI A &amp; RTI B</td>
<td></td>
</tr>
<tr>
<td><strong>New Standards Implementation</strong></td>
<td>Jacqueline Arcano/CC; Dawn Burgess/CC</td>
</tr>
<tr>
<td>• HCSSS</td>
<td></td>
</tr>
<tr>
<td>• Computer Science</td>
<td></td>
</tr>
<tr>
<td><strong>Parent, School, and Community</strong></td>
<td>Rochelle Kalili PCNC</td>
</tr>
<tr>
<td>Engagement Activities</td>
<td>Emily Chinen-Pascual/CC</td>
</tr>
<tr>
<td>• Coffee Hour</td>
<td></td>
</tr>
<tr>
<td>• GL Parent Activities</td>
<td></td>
</tr>
<tr>
<td><strong>Staff Academic &amp; Wellness Activities</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Pre-Academies</strong></td>
<td>Aaron Tominaga/Principal</td>
</tr>
<tr>
<td>• Monitoring Progress</td>
<td></td>
</tr>
<tr>
<td><strong>SEL and GLO’s</strong></td>
<td>VP</td>
</tr>
<tr>
<td>• AVID</td>
<td></td>
</tr>
<tr>
<td>• Choose Love</td>
<td></td>
</tr>
<tr>
<td>• Attendance</td>
<td></td>
</tr>
<tr>
<td>• School Incentive Initiatives</td>
<td></td>
</tr>
</tbody>
</table>

**Goal 1: Student Success.** All students demonstrate they are on a path toward success in college, career and citizenship.
**Academic Plan SY 2023-2024**

- **Objective 1: Empowered** - All students are empowered in their learning to set and achieve their aspirations for the future.
- **Objective 2: Whole Child** - All students are safe, healthy, and supported in school, so that they can engage fully in high quality educational opportunities.
- **Objective 3: Well Rounded** - All students are offered and engage in rigorous, well rounded education so that students are prepared to be successful in their post-high school goals.
- **Objective 4: Prepared and Resilient** - All students transition successfully throughout their educational experiences.

<table>
<thead>
<tr>
<th><strong>Outcome:</strong> By the end of SY 2023-2024,</th>
<th><strong>Rationale:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>PWCA students demonstrate they are on a path toward success in college, career, and citizenship as evidenced by growth and achievement of 2022 statewide targets.</td>
<td>2027 Statewide Targets of 76% proficiency in ELA and 71% in Math provides direction for the continuation of addressing need areas as well as adjusting efforts in pursuit of mitigating learning losses that occurred during the COVID-19 pandemic.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Planning</strong></th>
<th><strong>Enabling Activities</strong></th>
<th><strong>Accountable Lead(s)</strong></th>
<th><strong>Funding</strong></th>
<th><strong>Interim Measures of Progress</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Desired Outcome</strong></td>
<td>(Indicate year(s) of implementation in next column)</td>
<td></td>
<td></td>
<td>Define the relevant data used to regularly assess and monitor progress</td>
</tr>
<tr>
<td>WES students will participate in college and career awareness experiences aligned with the intermediate and high school as part of our Pre-academy Model</td>
<td>G1, EA 1 (SW6) 100% of students will complete the continuum of college and career awareness experiences which includes but not limited to:  - Student Ambassador Program  - Live Aloha (Service Learning) Projects  - Career exploration through a variety of learning activities  - 2 PBL projects 1 per semester</td>
<td>D. Burgess/CC/Coach</td>
<td>WSF Local School</td>
<td>- Student &amp; Teacher Surveys  - Presentations of Learning  - Pre Academy Model Action Plan  - WES Continuum</td>
</tr>
</tbody>
</table>

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### Academic Plan SY 2023-2024

**Waipahu Elementary School students will experience PBL.**

| G1, EA 2 (SW 6) | CLSD | • PBL Rubrics  
• Project planners  
• Student & Teacher Surveys  
• Presentations of Learning  
• Feedback from school visits |
|------------------|------|--------------------------------------------------------|
| WES students will participate in deeper learning competencies through PBL experiences.  
• WES students will complete 2 Gold Standard PBL projects per year (1 per semester)  
• WES students will have opportunities to have student voice during the inquiry and the learning process to increase engagement/authenticity  
• PBL units will align to a career theme and will highlight at least 1 career per semester | WSF | • Teacher-created formative and summative assessments  
• Collaborative planning documents (pacing guides, instructional plans, etc.)  
• Completed Data Driven Instructional Cycle Documents (Standards Study, Monitor & Adjust, Pre/Post Data Team Forms)  
• i-Ready Data  
• Integration of standards evident in PBL project plans  
• Surveys on implementation of new standards (CS, NGSS, and HCSSS)  
• PBL Presentations of Learning |

**Waipahu Elementary School students will receive rigorous, equitable, and sustainable academic instruction that is aligned to standards, in all academic areas to include**

- Computer Science  
- Hawaii Core Standards in Social Studies

<table>
<thead>
<tr>
<th>G1, EA 3 (SW 6)</th>
<th>WSF</th>
</tr>
</thead>
</table>
| WES students in grades K-6 will experience Computer Science Fundamentals courses.  
• WES students K-6 will experience a science curriculum grounded in Next Generation Science Standards.  
• WES students in grades K-6 will experience social studies lessons grounded in the Hawaii Core Standards in Social Studies. |
## Academic Plan SY 2023-2024

- **Next Generation Science Standards**
- **ELA and Math CCSS Targets:**
  - SY 21-22: 27% proficiency in ELA and Math
  - SY 22-23: 54% proficiency in ELA and Math
  - SY 23-24: 80% proficiency in ELA and Math
  - See: TST/Walkthrough 3 Yr Plan

<table>
<thead>
<tr>
<th>Identified Waipahu Elementary School students will receive support services through HMTSS services.</th>
<th>WES students in grades K-6 will continue to receive effective differentiated instruction in ELA and Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>G1, EA 4 (SW 6)</td>
<td>SLN #2 &amp; 3</td>
</tr>
<tr>
<td>Identified WES students will receive supports through HMTSS systems to address the academic, behavioral, social, emotional, and physical needs</td>
<td></td>
</tr>
</tbody>
</table>
  - RTI-B: Choose Love, BEISY, Attendance, PBIS Activities |
  - RTI-A: ELA and Math Intervention Block |
| WSF Title II                                     | SLN #2 & 3                                      |
| • Feedback from school visits                    | • BEISY Screener Results                        |
|                                                | • Discipline/Referral Data                      |
|                                                | • I-Ready Data                                  |
|                                                | • ELA/Math grade level formative assessment (TST) |
|                                                | • Surveys and Exit Pass Reflections             |
|                                                | • Coffee Hour parent Feedback/Exit Pass (Provide parent workshops) |
|                                                | • Participation Data                            |
|                                                | • StriveHI data                                 |
|                                                | • TCT and SFT forms                             |

### Goal 2: Staff Success

Public schools have a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

- **Objective 1: Focused Professional Development** — Develop and grow employees to support student success and continuous improvement.
- **Objective 2: Timely Recruitment and Placement** — Timely recruitment and placement of applicants to better serve all students to address achievement gaps and attain equity.
- **Objective 3: Expanded Professional Pipeline** - Expand well-qualified applicant pools for all Hawaii educator positions and expand the number of candidates who are prepared to support student success objectives.

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# Academic Plan SY 2023-2024

## Desired Outcome

**Waipahu Elementary School ART in collaboration with school staff will develop capacity within WES to refine and implement the HMTSS system to support the whole child.**

**Enabling Activities**

- G2, EA 1 (SW 6)
- WES will participate in HMTSS professional development
  - Ongoing PD on HMTSS
  - Team to implement and monitor roll out of HMTSS systems
  - Choose Love implementation and monitoring of effectiveness
  - Integrating PBL with WHS Academy foci (WES Career Academies Model)
  - PD on Waipahu Pre Academy K-12 Complex/School Initiatives

**Accountable Lead(s)**

- [WSF CLSD]

**Source of Funds**

- [WSF CLSD]

---

**Rationale:**

Updated as of November 17, 2021, Strategic Plan Indicator Data for Goal 2 for the PWCA in relation to the 2016 Statewide Baseline and 2022 Statewide Target provides direction for addressing need areas as well as adjusting efforts in pursuit of mitigating learning losses that occurred during the COVID-19 pandemic. (Reference - Page 5 - Table V)

## Interim Measures of Progress

**Define the relevant data used to regularly assess and monitor progress**

**Monitoring Progress:**

*(How will you know change is taking place as a result of the enabling activity?)*

The following relevant data will be used to support schools through an action-oriented data-driven decision making process:

- Participation Data
- StriveHI data
- Academic HMTSS survey data
- Survey
- Exit pass reflections
- SQS Survey
- Panorama
- Screener results
- NSOP Rubric

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<table>
<thead>
<tr>
<th>PBIS Initiatives</th>
<th>WSF</th>
</tr>
</thead>
</table>
| **G2, EA 2 (SW 6)**  
Professional Development that address closing the gap and increasing proficiency in ELA and math from PK-6 grade:  
- Professional development may include:  
  - AVID Strategies  
  - Focus on ELA (Reading Writing, Comprehension, Vocabulary)  
  - OG Strategies  
  - Thinking Maps  
  - Math Strategies  
- Collaborative instructional planning (TST) & instructional coaching may cover:  
  - Differentiated Instructional strategies  
  - Tiered interventions  
  - Sheltered Instruction  
  - ELD Strategies  
SLN #2 & 3, Critical Area #4 & 5 |  
- Strive HI  
- SBA results  
- Universal Screening Data (iReady)  
- Other formative Assessments  
- Feedback from reflections/survey/exit passes  
- RTI data  
- DDI Cycle data |
| Waipahu Elementary School will continue to focus on implementing the Teaching and Learning System as a campus-wide initiative in order to address the whole child and to improve instructional practices (i.e engagement, inquiry) | G2, EA 3 (SW 6) | • Crosswalk TnL and CA House and individual school design for alignment of efforts  
• Continue to focus on all levels of "comprehension skills" model across all content areas.  
• Continue to implement school data teams and assessment systems and ensure integration with RTI in MTSS  
• Ensure the delivery of balanced literacy in early elementary to ensure students learn to read.  
• Continue to address components of the TnL System (21st Century Skills, Literacy) through PBL projects and Core Content areas.  
SLN #2 | WSF | • CAS school visit  
• Progress Monitoring through the DDIC process  
• EES  
• Teacher behavior/instructional practices monitoring  
• Strive HI data  
• Schools Self assessment of TnL continuums  
• Teacher or Student Artifacts reflecting T & L Components |
|---|---|---|---|---|
| Waipahu Elementary School ART in collaboration with school staff will support the complex implementation of computer science. | G2, EA 4 (SW 6) | • WES teachers will participate in computer science PD to develop the capacity to deliver Computer Science Fundamentals to all students grades k-6, leading to the delivery of CS instruction to all students.  
SLN #1 (GLOs) | WSF | • PDE3 Registration  
• Sign-in Sheet  
• Formative Monitoring Tool (TBD)  
• School made formative and summative assessments |
| Waipahu Elementary School ART in collaboration with Teachers will implement the NGSS to provide a comprehensive and rigorous science curriculum for all students. | G2, EA 5 (SW 6) WES Teachers will participate in NGSS PD  
- Grade level teams will learn about effective 3-dimensional teaching focusing on:  
  o Direct instruction teaching SEPs and CC and  
  o Facilitating sustained inquiry investigating phenomena  
- Grade level teams will refine NGSS curriculum maps to include all standards  
- Grade level teams will collaboratively plan for lessons/units of study and develop common assessment | WSF  
- PDE3 Registration  
- Sign-in sheets, Exit Slips  
- Formative Monitoring Tool (TBD)  
- NGSS K-6 curriculum map  
- SEP Complex Surveys  
- GL Science Resource folder(s) |
|---|---|---|
| Waipahu Elementary School ART in collaboration with Teachers will implement the Hawaii Core Standards in Social Studies to provide comprehensive and rigorous lessons for all students. | G2, EA 6 (SW 6)  
- WES Teachers will participate in HCSSS PD:  
  o Grade level teams will learn instructional strategies that will assist their continued understanding and implementation of the HCSSS Instructional Shifts and standards.  
- Grade level teams will update their Social Studies curriculum pacing maps, as needed.  
- Grade level teams will collaboratively plan for lessons/units of study and develop common assessments. | WSF  
Local School  
- PDE3 Registration, if applicable.  
- Sign-in sheets, Exit Passes, Surveys  
- Formative Monitoring Tool (TBD)  
- HCSSS K-6 pacing map alignment  
- TST and Grade Level meeting minutes  
- Grade level planning documents |
<table>
<thead>
<tr>
<th>Critical Area #2</th>
<th></th>
<th></th>
</tr>
</thead>
</table>
| **Waipahu Elementary School ART in collaboration with Teachers will provide support to teachers in their planning and monitoring of PBL implementation** | G2, EA 7 (SW 6)  
- 100% of WES Teachers will be PBL 101 trained.  
- 100% of WES teachers will participate in PD on Gold Standard PBL projects  
**SLN #1 & 2, Critical Area #1 & 3** | WSF Local School Title I  
- PDE3 Registration  
- Sign-in sheets  
- Formative Monitoring Tool (TBD)  
- PBL Implementation Pulse Survey Results (2X year) |
| **All Waipahu Elementary School Staff will participate in professional development activities that support EL students** | G2, EA 8 (SW 6)  
- WES teachers will participate in PD that support EL students  
  - TESOL, Etc  
- 100% of EL Teachers will participate in PD regarding effective strategies on how to support EL students  
  - Sheltered Instruction strategies  
  - Differentiated instructional strategies  
  - GLAD  
  - Designated EL Teachers and EL Support Teachers will participate in Co-Teach PD  
- Teachers will participate in the yearly WES Academic Conference which includes EL PD provided by our Complex Area.  
**SLN #3, Critical Area #4** | Title III  
- WIDA Assessment  
- Sign In Sheets  
- Exit passes |
## Academic Plan SY 2023-2024

| Co-Teachers will participate in PD on effective Co-Teaching practices and other activities to support Co-Teachers in the classroom | G2, EA 9  (SW 6)  
- 100% of Co-Teachers will receive PD and or activities that supports effective Co-Teach Strategies  
SLN #2 | WSF Title 1 | • PD/Activity Agendas  
• Sign in sheets  
• Exit passes |

### Goal 3: Successful Systems of Support
The system and culture of public education work to effectively organize financial, human, and community resources in support of student success.

- **Objective 1: Innovation** – Foster innovation and scaling of effective instructional and operational practices to meet and exceed our educational goals.
- **Objective 2: Adequate and Expanded Resources** – Secure adequate resources to support school and community-based plans for student success.
- **Objective 3: Efficient and Transparent Supports** – Increase efficiency and transparency of instructional and operational supports to promote student learning and help schools while stewarding public education resources.

<table>
<thead>
<tr>
<th>Outcome: By the end of SY 2023-2024.</th>
<th>Rationale:</th>
</tr>
</thead>
<tbody>
<tr>
<td>By the end of SY 2023-2024, the PWCA will continue to develop systems and a culture that fosters innovation and effectively organizes instructional and operational practices.</td>
<td>Consistency and alignment of efforts among schools affords opportunities for a systemic and coherent framework for vertical alignment of initiatives and strategies to improve student learning and achievement outcomes.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Planning</th>
<th>Funding</th>
<th>Interim Measures of Progress</th>
</tr>
</thead>
</table>
| Desired Outcome  
*Indicate year(s) of implementation in next column* | Accountable Lead(s)  
| Source of Funds | Define the relevant data used to regularly assess and monitor progress  
*How will you know change is taking place as a result of the enabling activity?* |

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**Waipahu Elementary School Academic Plan Page | 15 Version 1  [December 22, 2022]**
## Academic Plan SY 2023-2024

<table>
<thead>
<tr>
<th>UHCOE and Waipahu Elementary School will continue to implement the Professional Development School (PDS) process and partnership</th>
<th>WSF Local School</th>
</tr>
</thead>
</table>
| G3, EA 1 (SW 5)  
- Teacher candidate placements in complex schools  
- Recruitment of candidates through the teacher ed pathway  
- Participate in PDS liaison meetings to sustain trajectory of partnership  
- Participate in PDS advisory committee meetings to sustain the trajectory of the partnership  
- Deliver professional development to develop substitute teachers |  
- Professional development opportunities and attendance  
- Enrollment of candidates in UHCOE and retention as Waipahu Complex teacher  
- Mentor and candidate survey results  
- Monitor candidate placements within Waipahu Complex  
- Memorandum of Agreement |

<table>
<thead>
<tr>
<th>Waipahu Elementary School will cultivate student interest in career fields such as education and engineering.</th>
<th>WSF Title 1</th>
</tr>
</thead>
</table>
| G3, EA 2 (SW 5)  
- Waipahu Elementary will work with Industry partners through our Engineering Sector Partnership to:  
  - Teach our staff and students about the engineering fields and careers  
  - Connect with industry partners to support the implementation of project-based learning (PBL experts, mentors, advisors) |  
- Increased enrollment in Teacher Ed pathway  
- Increased enrollment in University program of study  
- Teacher as career choice media presence  
- Exit surveys  
- Number of students involved in tutoring or mentoring.  
- Substitute certifications |
## Waipahu Elementary School Academic Plan SY 2023-2024

<table>
<thead>
<tr>
<th>SLN #1, 2, 3, Critical Area #6</th>
<th>21st Century Grant</th>
<th>21st Century Grant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Waipahu Elementary School will utilize organizational resources to meet the needs of the whole child.</td>
<td>G3, EA 3 (SW 2) Waipahu Elementary will continue to provide opportunities for parent engagement in order to develop communication channels, to support the teaching and learning of state standards and GLOs, and to help meet the needs of a 21st Century Learner - School-wide &amp; Grade Level Parent Engagement Activities aligned to standards and or PBL projects/activities - Parent Meetings/Workshops - Regular communication between school and parents - Starting SY 2023-2024 and alternating every other year will have a school-wide parent engagement activity connected to a Cultural Day Activity, STEM Day, WES Fest, or etc.</td>
<td>21st Century Grant WSF</td>
</tr>
<tr>
<td>Academic Plan SY 2023-2024</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art, Music, Sewing, Japanese Language, etc)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Waipahu Elementary School students will participate in complex, district and state Robotics competitions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Waipahu Elementary School will provide after school academic support in ELA and Math</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SLN #2, Critical Area #3**

| Waipahu Elementary School will work with the community to continue to provide activities which celebrates the rich cultural diversity within our school |
| G3, EA 5 (SW 5, SW 6) |
| - WES will participate in various grade K-6 parent engagement activities |
| - WES will offer Coffee hour to parents regarding educational opportunities for parents that deals with school curricula, activities, etc |

**Critical Area #6**

| Waipahu Elementary School Staff will participate in Wellness Activities |
| G3, EA 6 (SW 5, SW 6) |
| - WES Staff will participate in PD/activities that leverage the expertise of staff members and other related professionals in areas such as but not limited to promotion of healthy lifestyles, effective academic practices, and effective SEL practices. |

**WSF**

| Title 1 |
| WSF Local School |
| - Sign in sheets |
| - Activity evaluation/feedback forms |

**WSF**

| - Sign in Sheets |
| - Exit passes, Evaluation responses, |
| - Principal Evaluation Survey |
| - SQS |
| - PACE Team Agenda/Minutes, Staff Surveys |
## Academic Plan SY 2023-2024

| Achievement to prepare all students for career, college, and citizenship. | - Student Ambassador PLC  
- E-portfolio alignment (Elem => HS)  
- Faculty/Staff visit to Highlands Intermediate in November 2023 | 2022-2023 | HMTSS EO | Title II | PWCA schools will develop and sustain HMTSS based on school design addressing academics, behavior, social/emotional needs, and physical well-being. | Support schools with development, monitoring, and adjusting HMTSS systems in order to give students the best opportunity to achieve. Emphasis will be on:  
- Data-driven, team-based, decision making  
- Social emotional learning | 2022-2023 | EL DES, School EL Coordinator Principal | Progress toward the desired outcome will be measured by:  
- Calendar meeting dates  
- PD Presentations  
- School-based plans |

**Manana Elementary School Academic Plan Page | 16   April 2023**
### Academic Plan SY 2023-2024

| All beginning teachers (BTs) will be provided various learning opportunities focused on supporting student success and improving teacher practice. | Regularly update I&M School Status Reports, communicating program updates with school leads. |

- Establish a process among schools, district, and state teams regarding new teacher hire notification.
- Triangulate/verify roster update notifications received from:
  - School (admin/SASA)
  - District (PRO)
  - State (HTIC) |

| 2023-2024 | SRS, RT | The following relevant data will be used to support the I&M program: |

- I&M School Status Reports:
  - BT/MT Pairing
  - BT Appointment Date
  - Time by Month (KIANO)
  - PD/PLC Participation (PDE3)
  - BT PLC Post Surveys |
Academic Plan SY 2023-2024

Acronyms:
ART - Academic Review Team
RTI B - Response to Intervention (Behavior)
AVID - Advancement Via Individual Determination
CA - Complex Area
CAO - Complex Area Officer
CC - Curriculum Coordinator
CCSS - Common Core State Standards
CWT - Classroom Walk Through
DT - Data Teams
EL - English Learner
ELA - English/Language Arts
ESSR III - Elementary and Secondary School Emergency Relief
FI - Formative Instruction
GLO - General Learner Outcomes
HCSSS - Hawaii Core Standards for Social Studies
HIDOE - Hawaii Department of Education
HMTSS - Hawaii Multi-Tiered Support Systems
HQT - Highly Qualified Teacher
HSA - Hawaii State Assessments
I & M - Induction & Mentoring
IRA - Instructional Resource Augmentation
NCAC - National Career Academy Coalition
NGSS - Next Generation Science Standards
NSTA - National Science Teachers Association
PBIS - Positive Behavioral Interventions & Supports
PBL - Project Based Learning
PCW - Pearl City Waipahu
PD - Professional Development
PLC - Professional Learning Community
PTO - Parent Teacher Organization
RIASEC - Realistic, Investigative, Artistic, Social, Enterprising, and Conventional (characteristics)
RT - Resource Teacher
RTI - Response to Intervention

RTI A - Response to Intervention (Academic)
RTI B - Response to Intervention (Behavior)
SBA - Smarter Balanced Assessments
SD - School Design
SEL - Social Emotional Learning
SpEd - Special Education
SRS - School Renewal Specialist
SSC - Student Services Coordinator
SV - Student Voice
TC - Teacher Collaboration
WSF - Weighted Student Formula
WASC - Western Association of Schools and Colleges
ECRI - Enhanced Core Reading Instruction
CLSD - Comprehensive Literacy State Development (Grant Program)