

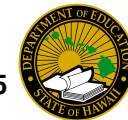
Parker Elementary Academic Plan SY 2024-2025

45-259 Waikalua Road Kāneʻohe, HI 96744
(808) 307-1100
<https://benjaminparkerschool.weebly.com/>

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

Submitted by Principal Cindee Raymond	
	4/5/24

Approved by Interim Complex Area Superintendent Matt Ho	
	04/15/2024



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.

Grade Level / Course Name	English Language Arts	Mathematics	Science	Social Studies
K-6	2017 Wonders	HMH Into Math		

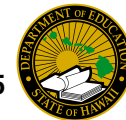
SCREENING ASSESSMENTS

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.

Grade Level / Course Name	English Language Arts	Mathematics
Grades K-6 English	iReady - Dibels	iReady -



IDENTIFIED SCHOOL NEEDS

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

- Current Comprehensive Needs Assessment (CNA)

Please identify **critical student learning needs** and the **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 contributing cause(s) for ease of cross-referencing.

Problem-Solving Cycle Evidence: [Link evidence here](#)

1	<p><u>Student Need:</u> Improve math proficiency</p> <p><u>Contributing cause(s):</u> Students have knowledge and skills retention and are unable to apply concepts learned. Teachers require professional development in understanding math standards, creating learning intentions and success criteria, use of effective questioning and discussion techniques, use of math tools to deepen understanding, and ways to connect classroom learning to the real world. Teachers also require time to analyze school and classroom data to plan/align/drive instruction.</p>
2	<p><u>Student Need:</u> Improve reading proficiency</p> <p><u>Contributing cause(s):</u> Students have low reading foundational skills, vocabulary, and comprehension proficiency. Teachers require professional development in the science of reading and strategies to improve vocabulary development and increase comprehension.</p>
3	<p><u>Student Need:</u> Improve social emotional learning</p> <p><u>Contributing cause(s):</u> High number of students do not feel emotionally safe, feel disrespected by their peers, difficulty in getting help from an adult (bullying). Teachers need to implement Leader in Me lessons with fidelity and incorporate concepts throughout the day with their students. Teachers require more professional development to implement the LiM program.</p>

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.

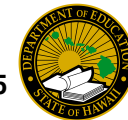
1	<u>Targeted Subgroup:</u> Native Hawaiian Students			
	<u>Identified Student Need(s):</u> Improve student proficiency to close the achievement gap of Native Hawaiian students in the areas of Language Arts and Math.			
<i>Smarter Balanced Assessment (SBA) Scores</i>		<u>2020-2021</u>	<u>2021-2022</u>	<u>2022-2023</u>
Language Arts	Native Hawaiian Students (Gr.3-6)	37.93%	44.29%	42.86%
	All Students (Gr. 3-6)	45.95%	50.33%	48.9%
Math	Native Hawaiian Students (Gr.3-6)	25.86%	44.29%	30.95%
	All Students (Gr. 3-6)	33.11%	45.75%	39%
2	<u>Targeted Subgroup:</u> High Needs Students			
	<u>Identified Student Need(s):</u> Improve student proficiency to close the achievement gap of High-Needs students in the areas of Language Arts and Math.			
<i>Smarter Balanced Assessment (SBA) Scores</i>		<u>2020-2021</u>	<u>2021-2022</u>	<u>2022-2023</u>
Language Arts	High Needs (Gr.3-6)	36.36%	37.5%	25%
	All Students (Gr. 3-6)	45.95%	50.33%	48.9%
Math	High Needs (Gr.3-6)	26.26%	37.5%	20.1%
	All Students (Gr. 3-6)	33.11%	45.75%	39%



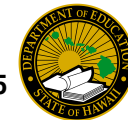
Priority 1 High-Quality Learning For All

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

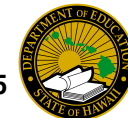
Desired Outcomes <i>"What do we plan to accomplish?"</i>	Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities and Name of Accountable Lead(s) <i>"How will we achieve the desired outcome?"</i> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the amount needed to execute the enabling activity.</i>
<p>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.</p>	<p>State of Hawai'i Act 210</p>	<p>Administer the Kindergarten Readiness Assessment (KRA) within the first month of school</p> <p>Accountable Lead: Cecily Chun (SSC)</p>	<ul style="list-style-type: none"> • Hawaii.kready.org • DIBELS progress monitoring (beginning, middle, and end) • iReady universal screeners (beginning, middle, and end) 	<p><input checked="" type="checkbox"/> Title I, \$30,000</p>



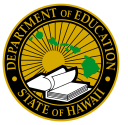
<p>Reading Proficiency</p> <p>1.1.2. All students read proficiently by the end of <u>third grade</u>, and those who do not read proficiently receive necessary and timely support to become proficient.</p>	<p>Students in grade K-3 not developing basic foundational reading skills</p>	<p>1. All students in grades K-3 will:</p> <p>a) Receive at least 90 minutes of English Language Arts literacy instruction daily (phonological awareness, phonics and spelling, fluency, comprehension)</p> <p>2. All students performing one or more grade level below in reading will receive RTI in target skills</p> <p>Accountable Lead: Debra Okumura (Academic/Curriculum Coach), Cindee Raymond (Principal)</p>	<ul style="list-style-type: none"> • iReady universal screeners (beginning, middle, and end) • DIBELS -decoding, fluency, ORF (beginning, middle, and end) 	<p><input checked="" type="checkbox"/> Title I, \$30,000</p>
--	---	---	--	--



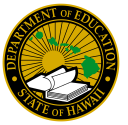
<p>Mathematics Proficiency</p> <p>1.1.3. All students are proficient in mathematics by the end of <u>5th grade</u>, and those who are not proficient receive necessary and timely support to become proficient.</p>	<p>Students are not retaining math content and skills, have difficulty applying what is learned to real world situations</p>	<p>1. All students will:</p> <ul style="list-style-type: none"> a) utilize appropriate mathematical tools (i.e., drawings, manipulatives, etc.) b) participate in whole and small group discussions asking and answering various DOK level questions to justify their thinking/conclusion, communicate them to others, respond to arguments of others, etc. c) Use appropriate math vocabulary in explanations and/or discussions <p>2. All students performing one or more grade level below in math will receive RTI in target skills</p> <p>Accountable Lead: Debra Okumura (Academic/Curriculum Coach), Cindee Raymond (Principal)</p>	<ul style="list-style-type: none"> • iReady universal screeners (beginning, middle, and end) 	<p><input checked="" type="checkbox"/> Title I, \$30,000</p>
--	--	---	---	--



<p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p>	<p>Students lack foundation skills in reading and math</p>	<p>Ben Parker will implement a PLC framework to support our school goals that includes the following:</p> <ul style="list-style-type: none"> ● Data analysis of universal screeners in reading and math ● Data analysis of classroom assessments in ELA and math ● Tracking of student progress in ELA and math ● Implementation and effectiveness of initiatives ● develop/align math curriculum and instruction to include use of math tools, opportunities for discussions, precise use of vocabulary ● develop/align ELA curriculum and instruction to include opportunities for whole and small group discussions, precise use of vocabulary <p>Accountable Lead: Debra Okumura (Academic/Curriculum Coach)</p>	<ul style="list-style-type: none"> ● DIBELS progress monitoring (beginning, middle, and end) ● iReady universal screeners (beginning, middle, and end) 	<p><input checked="" type="checkbox"/> Title I, \$30,000</p>
--	--	--	--	--

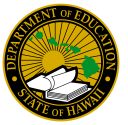


<p>1.1.5. All students transition successfully at critical points, from elementary to intermediate school and from intermediate to high school.</p>	<p>There is a need for clear transitions between and across schools.</p>	<p>All sixth graders will be given the opportunity to visit King Intermediate School</p> <p>Accountable Lead: Kim Kakugawa (Counselor), Marcus Doi (Teacher)</p>	<ul style="list-style-type: none"> Field trip attendance record 	<p>No additional cost</p>
<p>All students transition successfully to Kindergarten.</p>	<p>Students need to adjust to changes in environment and become comfortable in attending a new school with new routines</p>	<ol style="list-style-type: none"> All incoming kindergarteners will be given the opportunity to attend Kinder Summer Bridge Students will begin the start of the year with a special half-day schedule for a week Students and parents will attend a Kindergarten Open House <p>Accountable Lead: Gina Eustaquio (Counselor), Megan DeCosta (Teacher)</p>	<ul style="list-style-type: none"> DIBELS progress monitoring (beginning, middle, and end) iReady universal screeners (beginning, middle, and end) 	<p><input checked="" type="checkbox"/> Title I, \$30,000</p>

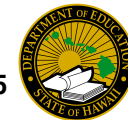


★ **GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment**

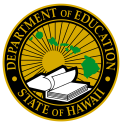
Desired Outcomes <i>"What do we plan to accomplish?"</i>	Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the amount needed to execute the enabling activity.</i>
1.2.1. All students desire to and attend school regularly.	Decrease chronic absenteeism	1. All students will have the opportunity to participate in: <ul style="list-style-type: none"> a) 1x/qtr Leader in Me assembly b) 1x/qtr "picnic" with their counselor c) 1x/qtr EXELlent Attendance incentive for students who display EXCELlent Attendance (2 or less absences and 2 or less tardies per quarter) d) 1x/mo Ben Parker Unity Day e) 2x/qtr Spirit Day f) at least 4 school wide events Accountable Lead: Kim Kakugawa, Gina Eustaquio (Counselors)	<ul style="list-style-type: none"> ● Counselors will monitor student attendance bi-weekly ● Attendance data 	<input checked="" type="checkbox"/> Title I, \$4,000



<p>1.2.2. All students demonstrate positive behaviors at school.</p>	<p>Low number of students feeling emotionally safe in school</p>	<p>1. All students will engage in at least 4 LiM lessons a week through the use of 1) LiM grade level workbooks and 2) online lessons and activities</p> <p>2. All students will be given the opportunity to participate in LiM activities such as:</p> <ul style="list-style-type: none"> a) Quarterly assemblies b) 2x/qtr Student Council planned events <p>3. All students will follow the PBIS/Leader in Me School Wide Behavioral Matrix in all areas on campus</p> <p>4. Counselors will implement guidance lessons targeting Leader in Me and health standards in the classrooms, 1x/wk</p> <p>Accountable Lead: Kim Kakugawa, Gina Eustaquio (Counselors)</p>	<ul style="list-style-type: none"> ● Chapter 19 referrals ● SQS ● Student Panorama SEL Survey 	<p><input checked="" type="checkbox"/> Title I, \$4,000</p>
--	--	--	--	---

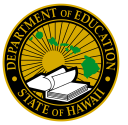


<p>1.2.3. All students experience a Nā Hopena A’o environment for learning.</p>	<p>Improve students’ sense of belonging...culturally based...</p>	<p>1. All students will participate in ‘Āina Aloha program to develop and strengthen: 1) ‘Ōlelo Hawai’i, 2) Kuana’ike, and 3) Honua</p> <p>Accountable Lead: Kim Kakugawa (Counselors)</p>	<ul style="list-style-type: none"> • Curriculum Map • Student surveys 	<p>No additional cost</p>
---	---	--	---	---------------------------



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

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the amount needed to execute the enabling activity.</i>
<p>1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.</p>	<p>There is a need for clear transitions of complex area processes</p>	<p>1. All students will have the opportunity to visit at least one place within the community to learn about careers/jobs and/or environment/place</p> <p>2. All students will have the opportunity to hear from at least one individuals who will speak about careers/jobs</p> <p>3. All students will have the opportunity to "give back" to the community</p> <p>Accountable Lead: Debra Okumura (Academic/Curriculum Coach)</p>	<ul style="list-style-type: none"> Grade level curriculum map 	<p>No additional cost</p>



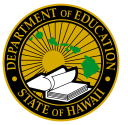
<p>K-12 Alignment</p> <p>1.3.2. All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.</p>	<p>There is an absence of a developed and implemented K-12 academic and vision alignment in the Castle Complex</p>	<p>A Graduate Profile will align and shape a common vision for graduates through a clearly articulated K-12 continuum.</p> <ul style="list-style-type: none"> ● Castle Graduate Profile <ul style="list-style-type: none"> ■ Culturally & Community Minded ■ College Ready ■ Career Ready ■ Life Ready <p>Principals develop agreements on the graduate profile/portrait in their respective complex principal meetings.</p> <p>Leads: Principals</p>	<p>Castle Complex schools will identify common and specific activities at each level to support the graduate profile by Summer 2024:</p> <ul style="list-style-type: none"> ● Elementary - Expose ● Intermediate - Explore ● High School - Engage 	<p>No additional cost</p>
---	--	---	--	---------------------------



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.

<p>Desired Outcomes <i>"What do we plan to accomplish?"</i></p>	<p>Contributing Cause <i>"Why are we doing this?"</i></p>	<p>Enabling Activities and Name of Accountable Lead(s) <i>"How will we achieve the desired outcome?"</i> <i>"Who is responsible to oversee and monitor implementation and progress?"</i></p>	<p>Monitoring of Progress <i>"How will we know progress is being made?"</i></p>	<p>Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the amount needed to execute the enabling activity.</i></p>
<p>All teachers will implement math lessons that deepen students' mathematical knowledge and practices</p>	<p>Teachers reported needing more support with the math standards, curriculum, instructional strategies, etc.</p>	<p>1. All teachers will participate in various PD/in-service/coaching to increase knowledge, understanding, and skills to implement rigorous and relevant math lessons</p> <p>3. All teachers will participate in learning walks by visiting at least three other classrooms a year</p>	<ul style="list-style-type: none"> • Teacher surveys and reflections 	<p><input checked="" type="checkbox"/> Title I, \$8,000</p>



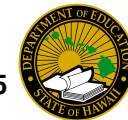
<p>All teachers will implement ELA lessons that improves reading proficiency</p>	<p>Teachers reported needing more support with the ELA standards, curriculum, instructional strategies, etc.</p>	<p>1. All teachers will participate in various PD/in-service/coaching to increase knowledge, understanding, and skills to implement</p> <ul style="list-style-type: none"> a) the current ELA curriculum with fidelity a) lessons to improve vocabulary and comprehension <p>Accountable Lead: Debra Okumura (Academic/Curriculum Coach)</p>	<ul style="list-style-type: none"> • Teacher surveys and reflections 	<p><input checked="" type="checkbox"/> Title I, \$8,000</p>
<p>All teachers/staff will develop/strengthen student SEL competencies</p>	<p>Students report low Sense of Belonging. Low percentage of family turnout at school events</p>	<p>1. All teachers will move from "Basic" to "Intermediate" 7 Habits Level Of Application.</p> <p>2. Leader in Me Highly Effective Practices will be implemented across all content areas.</p> <p>3. All teachers will participate in various PD/in-service/coaching to increase knowledge, understanding, and skills to implement LiM</p> <p>Accountable Lead: Gina Eustaqui (Counselor), Cindee Raymond (Principal)</p>	<ul style="list-style-type: none"> • Teacher survey • Student survey • Curriculum Map 	<p><input checked="" type="checkbox"/> Title I, \$4,000</p>



Priority 3 Effective and Efficient Operations At All Levels

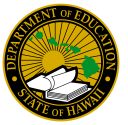
★ **GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.**

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities and Name of Accountable Lead(s) <i>"How will we achieve the desired outcome?"</i> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the amount needed to execute the enabling activity.</i>
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.	There is a need for K-12 alignment of community partnerships	EA: Hold monthly meetings Accountable Lead: Principal	Meeting agenda/notes, School Quality Survey	No additional cost



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

<p>Desired Outcomes <i>"What do we plan to accomplish?"</i></p>	<p>Contributing Cause <i>"Why are we doing this?"</i></p>	<p>Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i></p>	<p>Monitoring of Progress <i>"How will we know progress is being made?"</i></p>	<p>Source of Funds <i>"What funding source(s) should be utilized?"</i> Please estimate the amount needed to execute the enabling activity.</p>
<p>Improve a Sense of Belonging, Satisfaction and Involvement/Engagement in parents and students</p>	<p>Students report low Sense of Belonging. Low percentage of family turnout at school events.</p>	<p>Parker Elementary School will implement the following:</p> <ul style="list-style-type: none"> ● At least 4 school wide events (i.e., Awards Assemblies, Halloween Parade, Chinese New Year Parade, Holiday Sing-Along) ● At least 2 community events (i.e., Benji Fair, Hoike) ● At least 2 Parent Nights (ELA, Math, and/or Science) <p>Parker Elementary School will utilize various communication platforms to communicate with parents/families/community such as school webpage, Facebook, Instagram, Class Dojo, Messenger, etc. Accountable Lead: Principal</p>	<ul style="list-style-type: none"> ● Parent/community surveys ● Panorama surveys 	<p><input checked="" type="checkbox"/> Title I, \$4,000</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 **Parker Elementary'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 <i>(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)</i>	1830
Did your school submit a SCC Waiver Request Form? Please explain.	Yes, 4 waiver days and 2 parent-teacher conference

Bell Schedule: [Insert Link to Bell Schedule](#)