

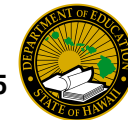


Sunset Beach Elementary Academic Plan SY 2024-2025

59-360 Kamehameha Hwy Haleiwa, HI 96712
(808) 307-1000
<https://www.sunset.k12.hi.us/>

Submitted by Principal Eliza Elkington	
<i>eliza elington</i>	4/5/24

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



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

VIABLE QUALITY CURRICULUM

This section highlights the 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	Core Knowledge Language Arts	IntoMath		

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.

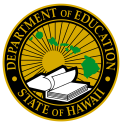
Please utilize the dropdown list to identify the **universal screener(s)** used for English Language Arts and Mathematics and specify the grade level or course name. If “Other” is selected, please manually identify the universal screener.

Grade Level / Course Name	English Language Arts	Mathematics
Grades K-6	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 contributing cause(s) for those needs and gaps, as identified in one or more of the following:

- Current Comprehensive Needs Assessment (CNA)



[Sunset Beach CNA 2024-2025](#)

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?”

Problem-Solving Cycle Evidence:

Student Need(s)

Social and Emotional Learning

- We need teach students more social emotional and self regulation skills
- We need more specific training for students in upper elementary who are male
- We need more specific training for students in upper elementary who are female
- Does our SEL curriculum need to expand to include a growth mindset?
- What are some ways we can encourage a growth mindset?

Core Instruction

- We need more support for foundational reading and math skills in lower grades
- We need to support a more formalized setting for iReady testing (proctors, time frame, etc.)
- We should look at the possibility of a dual role for the dedicated ELL position
- How does Grade 3 prepare for SBA? Can they share with other grade levels?
- How can we use more accurate data to create more balanced classes each school year?
- How can we strengthen data teams to effect instruction- especially during WIN?

Attendance

- We need to continue to look for ways to improve attendance
- Counselor should continue to send out attendance letters

School-Family Partnerships

- We need to continue assemblies and family nights to increase a sense of belonging and engagement to build a stronger home-school partnership, and to increase attendance rates

- How do we increase participation in perceptual surveys?

Teacher Collaboration

- We need mentor teachers, both from the District, and from the school
- We need more staff bonding activities
- Decisions need to be made collaboratively
- We need more Kinesthetic learning for all students- could we have more staff sharing and/or training from BHS or counselors? Could we add it to the walkthrough protocol?

Inclusion Practices

- With full inclusion comes challenges- how can we effectively service our SpEd students, according to their needs? Does WIN need to be strengthened?
- We need to increase small group instructional opportunities for High Needs students.

Contributing cause(s):

Social and Emotional Learning

- Students are utilizing much more technology, which could be a cause for decreased interpersonal skills, as well as a need for more movement while learning
- Choose Love is not taught with fidelity because some staff may not value the curriculum, or may feel that they don't have time to fit the lessons into their schedule
- Teachers may not feel equipped to deal with the social and emotional changes that students go through in upper grade levels
- Students may not understand all of the questions when answering the Panorama survey
- Students in grades 3-6 may feel a lack of growth mindset because they feel they have already established habits, or they don't have a say in school decisions (programs, school rules, etc.)

Core Instruction

- Data still shows that students lack foundational math and reading skills, which could be due to COVID learning loss
- This year, we created a full time ELL teacher, which may not be the most effective use of funds because we have

such a low number of ELL students

- Grade 3 may score higher on SBA assessments because they practiced the ELA and Math SBA interim tests as a whole group
- We have students who lack foundational reading and comprehension skills in grades 3-6 due to an inconsistent reading curriculum
- Teachers may feel that the training received in foundational math and reading skills is not quality.
- Data teams are just starting to be established, the process is new for teachers- it may be difficult for teachers to directly connect data team findings affect to WIN instructional strategies
- Math curriculum is new, and teachers are just learning how to effectively teach it- teachers may only be teaching using the manual and not analyzing what concepts need to be taught according to the standards
- ELA is sometimes prioritized over math, because there are more standards to cover
- Students may have poor math fact fluency due to lack of practice
- There may not be enough real-world application for math
- Students with low foundational reading skills perform poorly with math because the curriculum is text heavy

Attendance

- Attendance may be poor due to family trips and a lack of value of academics

School-Family Partnerships

- There may be a lack of partnership with parents in regards to academics because we only talk to them formally as a school about it once a year during parent teacher conferences.
- Attendance may be poor due to family trips and a lack of value of academics
- Parents feel disconnected due to past COVID restrictions and volatile parent incidents from the past

Teacher Collaboration

- New teachers may not feel supported when they enter SBES due to lack of teacher mentorship. District mentors were non-existent last year, and District mentors may not be enough to help new SBES teachers at the school level
- Teachers may not feel that they have a voice in decision making due to: feeling as if the decisions have already been predetermined, feeling like there has been a lack of transparency, a misunderstanding of budget restraints

and school initiatives, and a feeling of some teachers being favored over others.

- Inconsistent process with or without data is being used can sometimes create unbalanced homeroom classes
- There has been an increase in staff turnover, which may result in weaker relationships between colleagues
- Teachers may not feel valued or celebrated because they feel burned out and they may have past trauma from COVID, Acellus, and masking procedures.
- There may be some disconnect between admin vision and teacher vision

Inclusion Practices

- Inclusion is a new practice, and it keeps evolving- this may cause stress and teachers may not feel this is the best practice in supporting identified students
- Inclusion causes financial strain on the school
- High Needs students may need more small group time, especially with their SpEd teacher or specialized tutors
- Co-Teaching may cause additional stress because of the increase in planning and preparing differentiated lessons

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.

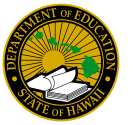
1	<p>Targeted Subgroup: Special Education</p> <p>Identified Student Need(s): Co-Teaching and inclusion strategies in every grade level More flexible, additional WIN time for High Needs students to practice foundational math and reading skills</p>
----------	--



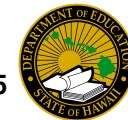
Priority 1 High-Quality Learning For All

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

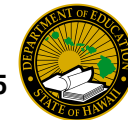
Desired Outcomes <i>"What do we plan to accomplish?"</i>	Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring 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>
1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and provided necessary and	State of Hawai'i Act 210	<ul style="list-style-type: none"> All Kindergarten students will participate in the Kindergarten Readiness Assessment (KRA) Kindergarten teachers will analyze the KRA data 	KRA assessment results Kindergarten Transition Plan	<input type="checkbox"/> WSF <ul style="list-style-type: none"> \$260,000 for 4 Kindergarten Teachers



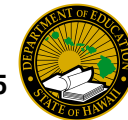
<p>timely support to develop foundational skills for learning.</p>		<p>to make plans for a smooth transition into school for kindergarteners</p> <p>Leads: Eliza Elkington Darcie Burke Julie Keohohou Darcie Burke Kekaila Ah Puck Leanna Jensen</p>		
--	--	--	--	--



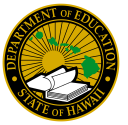
<p>Reading Proficiency</p> <p>1.1.2. All students read proficiently by the end of <u>third grade</u>, and those who do not read proficiently receive necessary and timely support to become proficient.</p>	<p>Data still shows that we students who lack foundational math and reading skills in higher levels, which could be due to COVID learning loss</p> <p>We have students who lack foundational reading and comprehension skills in grades 3-6 due to an inconsistent reading curriculum</p>	<ul style="list-style-type: none"> • Teachers will attend training for the new Core Knowledge Language Arts (CKLA) curriculum • Teachers will implement the new CKLA curriculum with fidelity • Students in Grades 3-6 will participate in SBA interim testing for ELA • Teachers will use data to create reteach groups for ELA instruction during WIN <p>Leads: Eliza Elkington Dana Dowden</p>	<p>Grade Level Bell Schedules CKLA PD curriculum PD agendas iReady Reading Data SBA Interim Data for Reading</p>	<p><input checked="" type="checkbox"/> WSF,</p> <ul style="list-style-type: none"> • \$119,500 for CKLA curriculum • \$8,500 for iReady ELA lessons • \$40,00 for WIN tutors
--	---	--	--	---



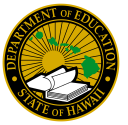
<p>Mathematics Proficiency</p> <p>1.1.3. All students are proficient in mathematics by the end of <i>5th grade</i>, and those who are not proficient receive necessary and timely support to become proficient.</p>	<p>Students may have poor math fact fluency due to lack of practice</p> <p>There may not be enough real-world application for math</p> <p>Students with low foundational reading skills perform poorly with math because the program is text heavy</p>	<ul style="list-style-type: none"> • Teachers will commit to at least 300 minutes of Math instruction per week • Teachers will participate in Professional Development to improve Math instruction • Students in Grades 3-6 will participate in SBA interim testing for Math • Teachers will use data to create reteach groups for Math instruction during WIN <p>Leads: Eliza Elkington Dana Dowden</p>	<p>Grade Level Bell Schedules Math PD Agendas iReady Math Data SBA Interim Data for Math</p>	<p><input checked="" type="checkbox"/> WSF</p> <ul style="list-style-type: none"> • \$8,000 for Into Math training • \$8,500 for iReady Math lessons
--	--	---	--	--



<p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p>	<p>High Needs students may need more small group time, especially with their SpEd teacher or specialized tutors</p> <p>Inclusion is a new practice, and it keeps evolving- this may cause stress and teachers may not feel this is the best practice in supporting identified students</p>	<ul style="list-style-type: none"> High Needs students will practice foundational Math and Reading skills regularly through extra WIN blocks as needed <p>Leads: Eliza Elkington Dana Dowden Janell Fisher</p>	<p>iReady Math and Reading Data WIN data</p>	<p>No additional cost</p>
--	--	--	--	---------------------------

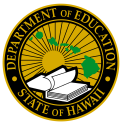


<p>1.1.5. All students transition successfully at critical points, from elementary to intermediate school and from intermediate to high school.</p>	<p>There is a need for clear transitions between and across schools</p>	<ul style="list-style-type: none"> ● SBES and KHIS staff will coordinate a transition plan for Grade 6 students <p>Leads: Eliza Elkington Michelle Mendoza Megan Silva Stephanie Da Silva Kris Oros Janell Fisher</p>	<p>Grade 6 Transition Plans and Notes Gr 6 Transition Meeting Schedule</p>	<p>No additional cost</p>
---	---	---	--	---------------------------

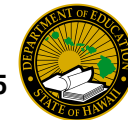


★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment

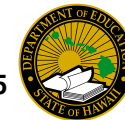
<p>Desired Outcomes "What do we plan to accomplish?"</p>	<p>Contributing Cause "Why are we doing this?"</p>	<p>Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"</p>	<p>Monitoring of Progress (Initial & Intermediate Outcomes) "How will we know progress is being made?"</p>	<p>Source of Funds "What funding source(s) should be utilized?" Please estimate the amount needed to execute the enabling activity.</p>
<p>1.2.1. All students desire to and attend school regularly.</p>	<p>Attendance may be poor due to family trips and a lack of value of academics</p> <p>Attendance may be poor due to a lack of partnership with parents in regards to academics because we only talk to them formally as a school about it once a year during parent teacher conferences</p>	<ul style="list-style-type: none"> • The school will hold one awards assembly ("Shark Assembly") per quarter, focused on attendance, the SURF virtues, GLOs, and Choose Love attributes • The school will hold two Family Expo events per year, focused on Math and Literacy <p>Leads: Eliza Elkington Robin Linn</p>	<p>Shark Assembly Agendas 'Ohana Night Surveys Parent Notification Letters</p>	<p><input checked="" type="checkbox"/> WSF</p> <ul style="list-style-type: none"> • \$1,000 for Shark Assembly Prizes and Certificates



<p>1.2.2. All students demonstrate positive behaviors at school.</p>	<p>Choose Love is not not taught with fidelity because some staff may not value the curriculum, or may feel that they don't have time to fit the lessons into their schedule.</p> <p>Students in grades 3-6 may feel a lack of growth mindset because they feel they have already established habits, or they don't have a say in school decisions (programs, school rules, etc.).</p>	<ul style="list-style-type: none"> Teachers will deliver 4-5 SEL lessons (either Choose Love or Give Thx) per quarter with fidelity <p>Leads: Eliza Elkington Robin Linn Kerry Moea'i</p>	<p>SEL Lesson Google Doc Give Thx Data Referral data</p>	<p>No additional cost</p>
--	--	---	--	---------------------------

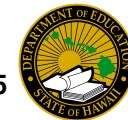


<p>1.2.3. All students experience a Nā Hopena A’o environment for learning.</p>	<p>Teachers may not feel equipped to deal with the social and emotional changes that students go through in upper grade levels.</p> <p>Students in grades 3-6 may feel a lack of growth mindset because they feel they have already established habits, or they don’t have a say in school decisions (programs, school rules, etc.).</p>	<ul style="list-style-type: none"> ● Homeroom classes will select a Buddy Class, and students will participate in at least one Buddy Class activity per semester <p>Leads: Eliza Elkington Robin Linn</p>	<p>Buddy Class Google Doc Panorama Data</p>	<p>No additional cost</p>
---	--	---	---	---------------------------



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

<p>Desired Outcomes "What do we plan to accomplish?"</p>	<p>Contributing Cause "Why are we doing this?"</p>	<p>Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"</p>	<p>Monitoring of Progress (Initial & Intermediate Outcomes) "How will we know progress is being made?"</p>	<p>Source of Funds "What funding source(s) should be utilized?" Please estimate the amount needed to execute the enabling activity.</p>
<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 between and across schools.</p> <p>There is a need for students to continue to have multiple opportunities to share their voice.</p> <p>There may not be enough real-world application for math.</p>	<ul style="list-style-type: none"> • Students will be elected to be on student council, ("Shark Council") and will practice leadership skills by planning and running school events and assemblies • Students will participate P4C circles 2x per month • Students will create Shark Goals for iReady and SBA, to be shared with families • Students will publish three writing pieces, and will share at least one writing piece with an audience • Students will participate in two PBL units <p>Leads: Eliza Elkington Emily Fox</p>	<p>PBL Google Doc P4C Google Doc Writing Data</p>	<p>No additional cost</p>



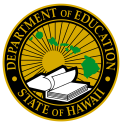
		Robin Linn		
<p>K-12 Alignment</p> <p>1.3.2. All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.</p>	<p>There is an absence of a developed and implemented K-12 academic and vision alignment in both the Castle and Kahuku Complexes.</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"> ● Kahuku Graduate Portrait <ul style="list-style-type: none"> ■ Productive Communicator ■ Critical Thinker ■ Intentional Collaborator ■ Civic and Cultural Responder ■ Socially and Emotionally Adaptive <p>Principals develop agreements on the graduate profile/portrait in their respective complex principal meetings.</p> <p>Leads: Kahuku Complex Principals</p>	<p>Kahuku Complex will identify key indicators at each level to support the graduate portrait by Summer 2024.</p>	<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 "What do we plan to accomplish?"</p>	<p>Contributing Cause "Why are we doing this?"</p>	<p>Enabling Activities and Name of Accountable Lead(s) "How will we achieve the desired outcome?" "Who is responsible to oversee and monitor implementation and progress?"</p>	<p>Monitoring of Progress "How will we know progress is being made?"</p>	<p>Source of Funds "What funding source(s) should be utilized?" Please estimate the amount needed to execute the enabling activity.</p>
<p>Teachers will engage in professional collaboration to define grading practices, set goals for students, and receive PD from peers, analyze student data</p>	<p>Teachers may feel that the training received in foundational math and reading skills is not quality.</p> <p>Data teams are just starting to be established, the process is new for teachers- it</p>	<ul style="list-style-type: none"> ● Teachers will utilize three sub days for grade level articulation on identified areas of need ● Staff will work together to define grading practices ● Grade Level teachers will participate in weekly collaboration and data team 	<p>Writing Data Student Goal Data Sheets ("My Shark Goals") Shark Team Meeting Notes New ELA Curriculum PD agenda</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF <ul style="list-style-type: none"> ● \$16,620 for 3x sub days for teacher collaboration and PD <input checked="" type="checkbox"/> SPPA <ul style="list-style-type: none"> ● \$450,000 for 7 SPED co-teachers



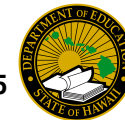
	<p>may be difficult for teachers to directly connect data team findings affect to WIN instructional strategies.</p> <p>Teachers may not feel that they have a voice in decision making due to: feeling as if the decisions have already been predetermined, feeling like there has been a lack of transparency, a misunderstanding of budget restraints and school initiatives, and a feeling of some teachers being favored over others.</p>	<p>meetings (“Shark Team Meetings”)</p> <ul style="list-style-type: none"> • Staff will participate in vertical articulation meetings two times per year • Identified teachers will practice co-teaching in every grade level <p>Leads: Eliza Elkington Robin Linn Janell Fisher</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 <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 <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	<ul style="list-style-type: none"> School Community council will meet quarterly to review the Academic and Financial Plan Lead: Eliza Elkington	SCC Minutes	No additional cost



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 **Sunset Beach 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 (Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)

Instructional Hours:
1080

Did your school submit a SCC Waiver Request Form? Please explain.

Yes, school submitted 5 waiver days.

SCC Waiver Dates:

- August 6
- September 20
- November 1
- January 8
- April 25

Bell Schedule: [SBES Bell Schedule 2024-2025](#)