Waiāhole Elementary Academic Plan SY 2024-2025

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https://www.waiahole.org/

WAIĀHOLE ELEMENTARY SCHOOL

KE KALO PAʻA O WAIAHOLE

Directions for completing the School Academic Plan template can be found in the Academic Plan Template Guidance document.

Submitted by Principal Dr. Alexandra Obra	
Alexandr Ob	4/5/24

Approved by Interim Complex Area Superintendent Matt Ho	
Matt E. Ho	04/05/2024
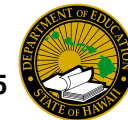
VIABLE QUALITY CURRICULUM

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 <u>comprehensive instructional program(s)</u> 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.

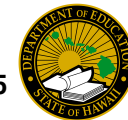| Grade Level / Course Name	English Language Arts	Mathematics	Science	Social Studies
K-2	• Ready Reading • Really Great Reading (Phonics/Phonemic Awareness Program) • Flyleaf Decodeables • Learning Without Tears (Handwriting Program)	Ready Math		
3-6	Ready Reading	Ready Math		

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 <u>universal screener(s)</u> 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	iReady ⌄ ELA	iReady ⌄ Math
Grades K-3	**Really Great Reading** ⌄	**Other:** ⌄ **Assessing Math Concepts**
Grades K-6	**Other:** ⌄ **Benchmark Assessment System**	
Grades 3-6		**Listening to Learn**

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 underline 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: [SY 24-25 Waiāhole Comprehensive Needs Assessment]

1	**Student Need:** Closing the achievement gap in ELA/Mathematics (WASC Growth Area #1, WASC Growth WASC Growth Area #2, & WASC Growth Area #4) **Contributing cause(s):** 1. Curriculum and instruction alignment and consistency 2. Strengthen staff development and collaboration across grade levels 3. Improve our data driven practices
2	**Student Need:** Boys social-emotional and underperforming in academics (WASC Growth Area #3) **Contributing cause(s):**
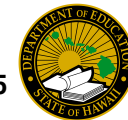
1. Continue to work on creating and developing culturally appropriate curriculum and practices
2. Lack of strong social emotional learning and executive functioning skills

In order to address student equity, please list the <u>targeted subgroup(s)</u> and their <u>identified needs</u>. 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:** Native Hawaiian
	Identified Student Need(s):

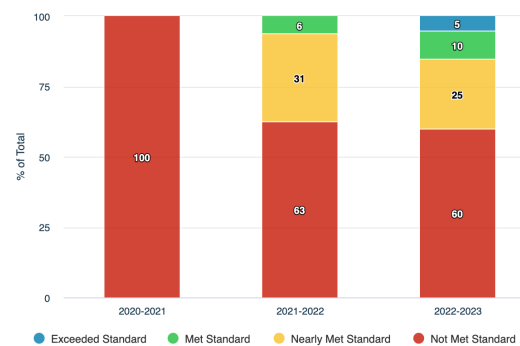| 2	**Targeted Subgroup:** IDEA/504
	Identified Student Need(s): ELA Math

3

Targeted Subgroup: Low SES

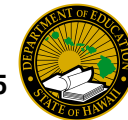**Identified Student Need(s):**
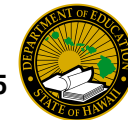
ELA
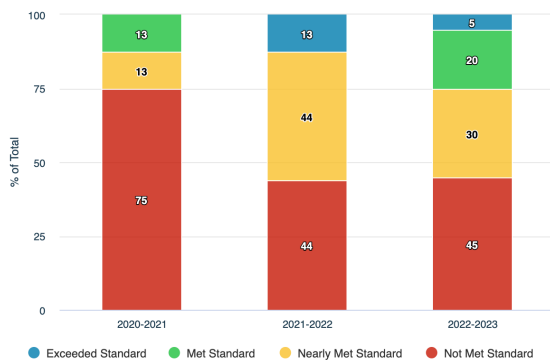
Math

Priority 1
High-Quality Learning For All

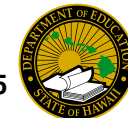| ★ GOAL 1.1 All students experience rigorous, high-quality learning that results in equitable outcomes for all learners.				
Desired Outcomes *"What do we plan to accomplish?"*	**Contributing Cause** *"Why are we doing this?"*	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and* Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress (Initial & Intermediate Outcomes)** *"How will we know progress is being made?"*	**Source of Funds** *"What funding source(s) should be utilized?"* *Please estimate the 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.	State of Hawaiʻi Act 210	• 1.1.1 EA 1 - All incoming kindergarten students will be assessed using KEA. (AL - Kindergarten Teacher) • 1.1.1 EA 2 - All student data will be uploaded and reviewed by the end of September 2024. (AL - Kindergarten Teacher, SpEd K-6 Teacher, & Principal)	• Student data uploaded into the KEA system	No additional cost

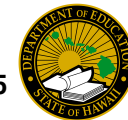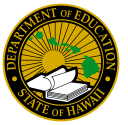|				
Reading Proficiency 1.1.2. All students read proficiently by the end of _third grade_, and those who do not read proficiently receive necessary and timely support to become proficient.	Reading proficiency is low because our curriculum and instructional practices are not aligned or consistent	• 1.1.2 EA 1 - Create alternative assessment to BAS using decodable books for Kindergarten (to pilot) (AL - K-2 Teachers) • 1.1.2 EA 2 - Administer the alternative assessment in Kinder in December of 2024 (AL - Kindergarten Teacher) • 1.1.2 EA 3 - Based on 'PLC for Singletons' book, create 'common' assessment measure for a common skill K-6 (AL - K-6 Teachers) • 1.1.2 EA 4 - Continue to implement RGR phonics program in K-3 at Tier 1 (AL - K-3 Teachers & SpEd K-6 Teachers)	• Teachers in Gr K-2 create an alternative assessment to BAS in semester 1 • Kindergarten record sheets • Kindergarten data analysis sheets • PLC and Grade level agendas and minutes • Student work based on "common" assessment • RGR data	• WSF, $1,664.40

Reading Proficiency 1.1.2. All students read proficiently by the end of _third grade_, and those who do not read proficiently receive necessary and timely support to become proficient.	Reading proficiency is low because our curriculum and instructional practices are not aligned or consistent	• 1.1.2 EA 5 - Prek students will use special words throughout the year to build literacy skills like naming letters, letter sounds and pre reading skills. (AL - PreK EOEL & PreK SpEd Teachers)	• Written observation documentation, pictures and videos. • Notes from data talks during PreK meetings.	No additional cost

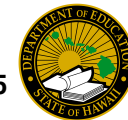| Mathematics Proficiency 1.1.3. All students are proficient in mathematics by the end of _5th grade_, and those who are not proficient receive necessary and timely support to become proficient.	Mathematics proficiency is low because our curriculum and instructional practices are not aligned or consistent	• 1.1.3 EA 1 - Implement Do the Math as a MATH RtI program for Gr 3-6 (AL - Grades 3-6 Teachers & SpEd K-6 Teachers) • 1.1.3 EA 2 - *Continue* with AMC Math Implementation for Grades K-2 (AL - K-2 Teachers & SpEd K-6 Teachers) • 1.1.3 EA 3 - *Continue* with peer observations for 8 Mathematical Practices (AL - K-6 Teachers) • 1.1.3 EA 4 - *Continue* to administer Listening to Learning conceptual assessment for Grades 3-6 (AL - Grades 3-6 Teachers)	• AMC student data • Do the Math student data • Listening to Learn student data • Peer Observation notes • PLC and grade level agenda and minutes	• WSF, $4,268.41

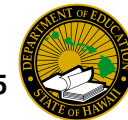|				
1.1.3. All students are proficient in mathematics by the end of _5th grade_, and those who are not proficient receive necessary and timely support to become proficient.	Mathematics proficiency is low because our curriculum and instructional practices are not aligned or consistent	• 1.1.3 EA 6 - PreK students will use quantity cards to play multiple math games to help build early math skills like subitizing, counting and recognizing written numbers. (AL - PreK EOEL Teacher & SpEd PreK Teacher)	• Written observation documentation, pictures and videos. • Notes from math data talk session during PreK meetings.	• WSF, $0 • Title I, $0 • Title II, $0 • Title III, $0 • Title IV-A, $0 • Title IV-B, $0 • IDEA, $0 • SPPA, $0 • Homeless, $0 • Grant:__, $0 • Other:__, $0
1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.	There is not always a strong follow through with interventions after the core meetings Data driven practices can be stronger We don't have a culturally relevant SEL curriculum and are not consistent with teaching of SEL/EF skills	• 1.1.4 EA 1 - Keiki data will be analyzed monthly during grade level team meetings (AL - K-6 Teachers) • 1.1.4 EA 2 - Grade level teams determine actionable next steps based on data (AL - K-6 Teachers) • 1.1.4 EA 3 - **_Continue_** to refine and implement the Core Meeting process (AL - K-6 Teachers)	• Data sheets • Grade level agenda and minutes • Panorama Student Success Platform (Mid-term check for teacher progress to be uploaded and reviewed by Academic Coach)	• WSF, $1,500

1.1.5. All students transition successfully at critical points, from elementary to intermediate school and from intermediate to high school.	There is an absence of a developed and implemented K-12 academic and vision alignment in the Castle Complex	• 1.1.5 EA 1 - All teachers and staff will be introduced to the Castle Graduate Profile. (AL - Principal) • 1.1.5 EA 2 - Continue to have transition conversations with King Intermediate for all incoming Grade 7 students (AL - Grade 6 Teacher, SpEd K-6 Teacher, Counselor, Students Services Coordinator, Principal)	• Castle Graduate Profile	No additional cost

★ **GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment**
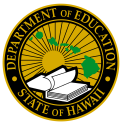
Desired Outcomes *"What do we plan to accomplish?"*	Contributing Cause *"Why are we doing this?"*	Enabling Activities *"How will we achieve the desired outcome?"* *and* Name of Accountable Lead(s) *"Who is responsible to oversee and monitor implementation and progress?"*	Monitoring of Progress (Initial & Intermediate Outcomes) *"How will we know progress is being made?"*	Source of Funds *"What funding source(s) should be utilized?"* *Please estimate the amount needed to execute the enabling activity.*
1.2.1. All students desire to and attend school regularly.	**§302A-1132** Attendance Compulsory Law	• 1.2.1 EA 1 - Implement school attendance procedures (AL - Counselor & Principal) • 1.2.1 EA 2 - Work with School Social Worker to address chronic absenteeism (AL - Counselor, Principal)	• Attendance data (daily, monthly, quarterly)	No additional cost

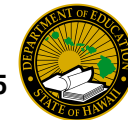| 1.2.2. All students demonstrate positive behaviors at school.	We don't have a culturally relevant SEL curriculum and are not consistent with teaching of SEL/EF skills	• 1.2.2 EA 1 - School-wide expectations developed based on Mission and Vision will be communicated with all stakeholders (AL - All Teachers & Staff) • 1.2.2 EA 2 - Students will be recognized for "living" the school's mission with Positive Office Referrals (POR) and luncheons (AL - Counselor)	• POR data (quarterly)	• WSF, $800.00
1.2.2. All students demonstrate positive behaviors at school.	We don't have a culturally relevant SEL curriculum and are not consistent with teaching of SEL/EF skills	• 1.2.2 EA 3 - PreK will focus their SEL talks and strategies around our mission of Aloha, Kuleana and Pono (AL - PreK EOEL Teacher & PreK SpEd Teacher) • 1.2.2 EA 4 - PreK teachers will use modeling and emotion coaching to support all students with their SEL skills. (AL - PreK EOEL Teacher & PreK SpEd Teacher)	• Written observation documentation, pictures and videos • Notes from data talk session about SEL during PreK meetings	No additional cost

| 1.2.3. All students experience a Nā Hopena Aʻo environment for learning. | We are still working on creating culturally relevant curriculums and learning experiences | • 1.2.3 EA 1 - Review and implement Second Step Program align lessons to the school's mission/vision (AL - K-6 teachers)

• 1.2.3 EA 2 - Analyze student Panorama data to inform SEL lessons (AL - K-6 teachers)

• 1.2.3 EA 3 - Identify which questions on Panorama survey are connected to Executive Function (AL - EF Committee)

• 1.2.3 EA 4 - Continue creating checklists for EF 'Look Fors' (working memory or mental flexibility) (AL - EF Committee) | • PD agenda and notes

• Panorama data

• Panorama data analysis

• WASC/SEL Committee agenda and minutes

• WASC/EF Committee agenda and minutes

• Updated EF 'Look fors'

• Learning Journey Slides | No additional cost |

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

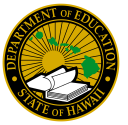| Desired Outcomes *"What do we plan to accomplish?"*	Contributing Cause *"Why are we doing this?"*	Enabling Activities *"How will we achieve the desired outcome?"* *and* Name of Accountable Lead(s) *"Who is responsible to oversee and monitor implementation and progress?"*	Monitoring of Progress (Initial & Intermediate Outcomes) *"How will we know progress is being made?"*	Source of Funds *"What funding source(s) should be utilized?"* *Please estimate the amount needed to execute the enabling activity.*
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.	We are still working on creating culturally relevant curriculums and learning experiences	• 1.3.1 EA 1 - Include C3 Framework-Advocacy component into all PBL units (AL - K-6 Teachers) • 1.3.1 EA 2 - Student portfolios will include the students' PBL learning journey (to be shared with 'ohana) (AL - K-6 Teachers, CIA Committee)	• PBL unit plans • Student artifacts demonstrating advocacy • Student portfolios	• WSF, $7,000

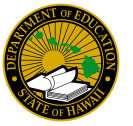| **K-12 Alignment**

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. | There is an absence of a developed and implemented K-12 academic and vision alignment in both the Castle and Kahuku Complexes. | • 1.3.2 EA 1 - A Graduate Profile will align and shape a common vision for graduates through a clearly articulated K-12 continuum.
• Castle Graduate Profile
 ▪ Culturally & Community Minded
 ▪ College Ready
 ▪ Career Ready
 ▪ Life Ready

• 1.3.2 EA 2 - Principals develop agreements on the graduate profile/portrait in their respective complex principal meetings.

Leads: Principals | Castle Complex schools will identify common and specific activities at each level to support the graduate profile by Summer 2024:
• Elementary - Expose
• Intermediate - Explore
• High School - Engage | No additional cost |

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?"*	Contributing Cause *"Why are we doing this?"*	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?"*	Monitoring of Progress *"How will we know progress is being made?"*	Source of Funds *"What funding source(s) should be utilized?"* *Please estimate the amount needed to execute the enabling activity.*
New teachers/staff members will participate in a New Teacher Academy to strengthen their sense of place and knowledge of teaching.	Due to a large number of new staff (new teachers and new to Hawai'i), support is needed to enable our school to continue previous work and be aligned in all areas for our students	● EA 2 - All new teachers/staff members will participate in the New Teacher Program throughout the school year. (AL - New Teachers, GLCs, AC, Principal)	● Monthly calendar for new teachers ● PD Agendas/Minutes ● Teacher Reflections	● WSF, $5,000.00

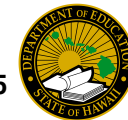|				

Provide ongoing professional development and collaboration opportunities for all staff	PD and collaboration will allow teachers to align and be consistent with identified areas	• EA 1 - Wednesday staff meetings will be restructured to include time for team collaboration (AL - PreK-Grade 6 & SpEd K-6 Teachers)
		
		• EA 2 - *Continue* with Professional Learning Communities (PLCs) (AL - K-6 Teachers, AC, SpEd K-6 Teachers)
		
		• EA 3 - Professional Development Opportunities will be provided throughout the year for teachers/staff members. (AL- AC & Principal)
		  a. RGR training for new teachers
		  b. RGR training for teachers 4-6
		  c. Assessing Math Concepts
		  d. Content: ELA and Math
		  e. PBL training
		  f. KEA/KRA
		  g. Culturally Trauma Informed
		  h. Executive Function Skills
			• Meeting agendas and minutes
			
			• Progress monitoring sheets
			
			• Teacher data collection sheets/analysis
				• WSF, $1,200.00

		i. Do the Math		

Priority 3
Effective and Efficient Operations At All Levels

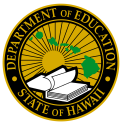| ★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.				
Desired Outcomes *"What do we plan to accomplish?"*	**Contributing Cause** *"Why are we doing this?"*	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and* Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress** *"How will we know progress is being made?"*	**Source of Funds** *"What funding source(s) should be utilized?"* *Please estimate the amount needed to execute the enabling activity.*
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.	Hawaiʻi Revised Statutes Section §302A-1124 Mandate to initiate school community councils	● 3.3.1 EA 1 - The Waiāhole School Community Council will meet at least 1X per quarter. (AL - Principal)	● SCC Agendas ● SCC Minutes ● SCC By-Laws	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.**

Desired Outcomes *"What do we plan to accomplish?"*	Contributing Cause *"Why are we doing this?"*	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?"*	Monitoring of Progress *"How will we know progress is being made?"*	Source of Funds *"What funding source(s) should be utilized?"* *Please estimate the amount needed to execute the enabling activity.*
Families will be included in a meaningful way in their child's learning journey.	Lack of opportunities for 'ohana to engage in their child's learning	• EA 1 - By the end of the school year, a hōʻike showcase of student learning will be planned. (AL - PreK-Grade 6 Teachers, AC, Principal) • EA 2 - Teachers will embed opportunities for 'ohana to be included and participate in PBL units (AL - PreK-Grade 6 Teachers) • EA 3 - 'Ohana Engagement Committee will include families in the planning process of school-wide events (AL - WASC 'Ohana Engagement Committee)	• 'Ohana Engagement Committee agendas and minutes • Learning journey slides • Teacher PBL Units • 'Ohana feedback/reflection from activities	• Title I, $500.00

Families will be included in a meaningful way in the learning process		• PreK will naturally engage our ʻohana in our PBL studies through things like huakaʻi (learning trips), ʻohana guest speakers, and modeling for ʻohana how to engage young children in their learning. (AL - PreK EOEL Teacher & PreK SpEd Teacher)	• Written observation documentation, pictures and videos. • Notes from reflections on ʻohana engagement session during PreK meetings.	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 **Waiāhole 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)*	[Bell schedule tool input](#) Total student instructional hours per year: 1107
Did your school submit a [SCC Waiver Request Form](#)? Please explain.	4 waiver days *See SCC Waiver Request form for rationale.
Bell Schedule: [LINK](#)	