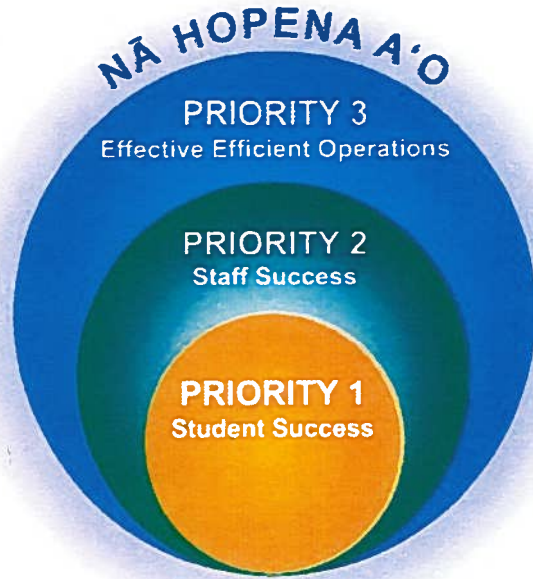




# Ernest B. deSilva Elementary Academic Plan SY 2024-2025

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

Submitted by Principal Mr. Dennis O'Brien

	03/14/2024
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Approved by Esther Kanehailua, Hilo-Waiakea CAS

	4/12/24
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**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 (SY 25-26 required)	Social Studies (SY 25-26 required)
K-6		HMH Into Math		
K-5	McGraw-Hill Wonders 2017			
6	Springboard 2021			
[Insert grade level or course name]			[List the comprehensive instructional program(s) here]	[List the comprehensive instructional program(s) here]
[Insert grade level or course name]			[List the comprehensive instructional program(s) here]	[List the comprehensive instructional program(s) here]

**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
K	STAR ▾	STAR ▾
1	STAR ▾ DIBELS ▾	STAR ▾
2	STAR ▾	STAR ▾
3	STAR ▾	STAR ▾
4	STAR ▾	STAR ▾
5	STAR ▾	STAR ▾
6	STAR ▾	STAR ▾



## IDENTIFIED SCHOOL NEEDS

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

- Current Comprehensive Needs Assessment (CNA)
- Current Western Association of Schools and Colleges (WASC) Schoolwide Growth Areas for Continuous Improvement  
Last Full Self-Study: 2023, Next Full Self-Study: 2029
- Other current accreditation self-study

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

*“What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?”*

*To identify additional critical student needs, please insert a new row and duplicate the “Student Need” and “Root/Contributing cause(s)” text as needed. Please number the student need and root/contributing cause(s) for ease of cross-referencing.*

**1** **Student Need:** Increase student achievement and growth in English Language Arts (ELA), Math, and Science. Decrease the gap among subgroups in English Language Arts (ELA), Math, and Science.

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

- A. Continue to identify assessments and targeted interventions that are evidence-based and most effective to help drive student growth.
- B. Continue vertical articulation across all grade levels to address needs of students and provide opportunities for faculty to share best practices amongst colleagues.

**2** **Student Need:** Refine schoolwide systems to strengthen personalized learning for all students.

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

- A. Continue to improve on clarifying and communicating roles and responsibilities of all stakeholders in the decision making process in order for all students to be successful and faculty/staff to feel supported.
- B. Continue to refine schoolwide systems to guide decision making processes (at all levels) in order to strengthen personalized learning for all students.



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><b>Targeted Subgroup:</b> <a href="#">Students with Disabilities (SPED)</a></p> <p><b>Identified Student Need(s):</b> Dedicated specially designed instruction (SDI) schedule to address IEP goals/objectives.</p>
2	<p><b>Targeted Subgroup:</b> <a href="#">English Learners (EL)</a></p> <p><b>Identified Student Need(s):</b> Increase opportunities for Speaking and Writing during dedicated language instruction and sheltered instruction.</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.

<b>Desired Outcomes</b> <i>"What do we plan to accomplish?"</i>	<b>Root/Contributing Cause</b> <i>"Why are we doing this?"</i>	<b>Enabling Activities and Name of Accountable Lead(s)</b> <i>"How will we achieve the desired outcome?"</i>  <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress (Initial &amp; Intermediate Outcomes)</b> <i>"How will we know progress is being made?"</i>	<b>Anticipated Source of Funds</b> <i>"What funding source(s) should be utilized?"</i>  <i>Please estimate the additional amount needed to execute the enabling activity.</i>
<p><b>Strat Plan Measures:</b></p> <ul style="list-style-type: none"> <li>% of Kinders who are assessed for K Readiness (1.1.1)</li> <li>% of Kinder Ss assessed as not ready who receive additional personalized supports (1.1.1)</li> <li>% of 3rd Graders demonstrating grade level proficiency in reading (1.1.2)</li> <li>% of Ss who are not proficient in reading by the end of third grade who receive additional personalized support (1.1.2)</li> <li>% of 8th graders demonstrating grade-level proficiency in mathematics. (1.1.3)</li> <li>% of Ss who are not proficient in mathematics by the end of 8th grade who receive additional personalized support (1.1.3)</li> <li>Add for ES % of 5th or 6th grade...</li> <li>Data disaggregated by student group (Sped, EL) (1.1.4)</li> <li>% of EL's who are meeting or on track to meet EL proficiency (1.1.4)</li> <li>% of ES with transition activities for newly entering Ss (1.1.5)</li> <li>% of MS with transition activities for Ss entering from ES to 9th grade (1.1.5)</li> </ul> <p><b>HWCA Focus Measures</b></p> <p><b>Indicator 3:</b> % of Ss w/IEP's that participate in state assessment  % of Ss w/IEP's that are proficient on state assessment progress <b>Monitoring Measurement:</b> iReady/Star</p>				



**Indicator 5:** % of Ss with IEP's enrolled and where they are served a) Inside the regular class 80% or more of the day, and b) Inside the regular class less than 40% of day **Measurement:** Child Count Report **Goal:** 80% or more of SWDs spending 80% or more of their day in Gen ed (start of school day until the end of the school day is considered school day)

<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><i>Required for all HW ES</i></p>	<p>1A</p>	<p>EA 1.1.1 (1) Administer KEA (KRA), STAR, and E.B. deSilva Kindergarten Readiness Screener to all entering Kindergarten students [Curriculum Coordinator, Kindergarten Teachers]</p> <ul style="list-style-type: none"> <li>a. Identify students who are not socially/emotionally &amp; academically ready</li> <li>b. Provide all assessed as not ready with timely support             <ul style="list-style-type: none"> <li>i. Social/emotional interventions (ex. Second Step, Centers, PSAP)</li> <li>ii. Academic interventions (ex. Reading and math supports)</li> <li>iii. Additional teacher-parent communication</li> </ul> </li> <li>c. Monitor student progress during Achievement Team meetings through the use of multiple data sources             <ul style="list-style-type: none"> <li>i. Second Steps lesson progress and Unit assessments</li> <li>ii. STAR, DIBELS, CFAs</li> </ul> </li> </ul>	<p>KEA participation rate</p> <p>KEA results</p> <p>Support Log</p> <p>eCSSS</p> <p><i>deSilva Kindergarten Readiness Screener results</i></p> <p>STAR</p> <p>CFAs</p> <p><i>Panorama SEL</i></p> <p>SRSS-IE</p> <p><i>Social-Emotional /Behavior Support data</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> WSF, \$</li> <li><input type="checkbox"/> Title I, \$</li> <li><input type="checkbox"/> Title II, \$</li> <li><input type="checkbox"/> Title III, \$</li> <li><input type="checkbox"/> Title IV-A, \$</li> <li><input type="checkbox"/> Title IV-B, \$</li> <li><input type="checkbox"/> IDEA, \$</li> <li><input type="checkbox"/> SPPA, \$</li> <li><input type="checkbox"/> Homeless, \$</li> <li><input type="checkbox"/> Grant:__, \$</li> <li><input type="checkbox"/> Other:__, \$</li> </ul>
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<p><b>Reading Proficiency</b></p> <p>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.</p> <p><i>Required for all HW ES</i></p>	<p>1A</p>	<p>EA 1.1.2 (1) Administer universal screener (STAR) to all students at least 3x a year [Curriculum Coordinator, Grade Level Teachers]</p> <ol style="list-style-type: none"> <li>a. Identify students who are not on grade level</li> <li>b. Provide all Gr. 1-3 students who are assessed as not on grade level with timely support through the use of appropriate interventions (ex. Differentiation, small groups, intervention groups, reading strategies), and interventions (ex. Smarty Ants, IXL, Achieve3000)</li> <li>c. Monitor student progress during Achievement Team meetings through the use of multiple data sources related to students' needs (ex. DIBELS, CFAs)</li> </ol> <p>EA 1.1.2 (2) Provide professional development for PPTs and teachers on reading intervention strategies to meet the needs of targeted students [Curriculum Coordinator]</p> <ol style="list-style-type: none"> <li>a. Identify targeted reading intervention strategies</li> <li>b. Provide training for PPTs and teachers</li> <li>c. Monitor the implementation of the reading intervention strategies             <ol style="list-style-type: none"> <li>i. Achievement team meetings</li> <li>ii. GL meetings with teachers/PPTs</li> <li>iii. Learning walks</li> </ol> </li> </ol> <p>EA 1.1.2 (3) Promote schoolwide literacy (reading and writing) [Curriculum Coordinator, Technology Coordinator]</p> <ol style="list-style-type: none"> <li>a. Expand reading buddies (ex. Upper grade levels, high school students, community partners, guest readers)</li> <li>b. Establish literacy activities across all grade levels (ex. Daily writing and reading for enjoyment)</li> <li>c. Conduct family literacy activities (ex. Writing showcase)</li> </ol>	<p><i>STAR data</i></p> <p><i>DIBELS data</i></p> <p><i>Grade Level CFA data</i></p> <p><i>B.E.E. Tracker</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> WSF, \$</li> <li><input type="checkbox"/> Title I, \$</li> <li><input type="checkbox"/> Title II, \$</li> <li><input type="checkbox"/> Title III, \$</li> <li><input type="checkbox"/> Title IV-A, \$</li> <li><input type="checkbox"/> Title IV-B, \$</li> <li><input type="checkbox"/> IDEA, \$</li> <li><input type="checkbox"/> SPPA, \$</li> <li><input type="checkbox"/> Homeless, \$</li> <li><input type="checkbox"/> Grant: __, \$</li> <li><input type="checkbox"/> Other: __, \$</li> </ul>
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<p><b>Mathematics Proficiency</b></p> <p>1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient receive necessary and timely support to become proficient.</p> <p><i>Required for all HW ES</i></p>	<p>1A</p>	<p>EA 1.1.3 (1) Administer universal screener (STAR) to all students at least 3x a year [Curriculum Coordinator, Grade Level Teachers]</p> <ul style="list-style-type: none"> <li>a. Identify students who are not on grade level</li> <li>b. Provide all students who are assessed as not on grade level with timely support through the use of appropriate interventions (ex. Differentiation, small groups, intervention groups, visual aids, manipulatives, specific strategies), and interventions (ex. i-Ready, IXL, xtramath, Freckle, Prodigy)</li> <li>c. Monitor student progress during Achievement Team meetings through the use of multiple data sources related to students' needs (ex. STAR, SBA, CFAs)</li> </ul> <p>EA 1.1.3 (2) Provide professional development for PPTs and teachers on math intervention strategies to meet the needs of targeted students [Curriculum Coordinator]</p> <ul style="list-style-type: none"> <li>a. Identify targeted math intervention strategies</li> <li>b. Provide training for PPTs and teachers</li> <li>c. Monitor the implementation of the math intervention strategies <ul style="list-style-type: none"> <li>i. Achievement team meetings</li> <li>ii. GL meetings with teachers/PPTs</li> <li>iii. Learning walks</li> </ul> </li> </ul>	<p><i>Math Universal screener participation rate</i></p> <p><i>Disag. Universal screener proficiency levels</i></p> <p><i>Support Log</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> WSF, \$</li> <li><input type="checkbox"/> Title I, \$</li> <li><input type="checkbox"/> Title II, \$</li> <li><input type="checkbox"/> Title III, \$</li> <li><input type="checkbox"/> Title IV-A, \$</li> <li><input type="checkbox"/> Title IV-B, \$</li> <li><input type="checkbox"/> IDEA, \$</li> <li><input type="checkbox"/> SPPA, \$</li> <li><input type="checkbox"/> Homeless, \$</li> <li><input checked="" type="checkbox"/> Grant: __, \$</li> <li><input type="checkbox"/> Other: __, \$</li> </ul>
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<p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p> <p><i>Required for all schools.</i></p>	<p>1A, 1B, 2B</p>	<p>EA 1.1.4 (1) Administer universal screener to all students at least 3x a year [Curriculum Coordinator, Grade Level Teachers]</p> <ul style="list-style-type: none"> <li>a. Identify students who are not meeting typical growth</li> <li>b. Provide all students who are assessed as not on grade level with timely support through the use of appropriate interventions and intervention in a dedicated common grade level intervention block</li> <li>c. Monitor student progress during Achievement Team meetings through the use of multiple data sources related to students' needs (ex. STAR, SBA, CFAs)</li> </ul> <p>EA 1.1.4 (2) EL specific activities (e.g. EL Success Initiative, ESL/ELD) [EL Coordinator]</p> <ul style="list-style-type: none"> <li>a. Increase collaborative learning practices that promote quality interactions in all classrooms so students have multiple opportunities to engage with peers who have equal, greater, and lesser mastery of English</li> <li>b. Utilize Achievement Teams and Learning Walks to provide high-quality support and collaboration opportunities to improve EL practices</li> </ul> <p>EA 1.1.4 (3) SPED specific activities (e.g. Evidence Based Practices) [SSC, SPED Department, Administration]</p> <ul style="list-style-type: none"> <li>a. Specially designed instruction (SDI) schedule to address individualized goals/objectives</li> <li>b. Establish and maintain a school-wide system to monitor student progress toward meeting individualized goals/objectives</li> </ul> <p>EA 1.1.4 (4) Family &amp; Community Engagement activities [B.E.E. Support Team ]</p>	<p><i>Universal screener participation rate</i></p> <p><i>Disag. Universal screener % meeting typical growth</i></p> <p><i>Support Log</i></p> <p><i>Activity Surveys</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> WSF, \$</li> <li><input type="checkbox"/> Title I, \$</li> <li><input type="checkbox"/> Title II, \$</li> <li><input type="checkbox"/> Title III, \$</li> <li><input type="checkbox"/> Title IV-A, \$</li> <li><input type="checkbox"/> Title IV-B, \$</li> <li><input type="checkbox"/> IDEA, \$</li> <li><input type="checkbox"/> SPPA, \$</li> <li><input type="checkbox"/> Homeless, \$</li> <li><input type="checkbox"/> Grant: __, \$</li> <li><input type="checkbox"/> Other: __, \$</li> </ul>
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**One-Year Academic Plan SY 2024-2025**

		<ul style="list-style-type: none"><li>a. Ensure regular, two-way communication with families that promotes the academic and socioemotional well-being of students through the use of multiple forms of communication (e.g. phone calls, Remind, student planner, email, conferences, etc.)</li><li>b. Educate the school community to recognize and celebrate cultural similarities and differences through quarterly family nights/community activities.</li></ul>		
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<p>1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.</p> <p><i>Required for all schools.</i></p>	<p>2A</p>	<p>EA 1.1.5 (1) Transition activities for newly entering students [B.E.E. Support Team, Administration]</p> <ul style="list-style-type: none"> <li>a. Encourage students who are registered for Kindergarten to attend KinderKamp during the summer</li> <li>b. Develop a BEE Ambassadors program to help students new to the school with their transition</li> <li>c. Provide students and families who may need additional transition assistance with support services</li> </ul> <p>EA 1.1.5 (2) Promote student belonging [B.E.E. Support Team]</p> <ul style="list-style-type: none"> <li>a. Conduct quarterly hale activities</li> <li>b. Provide professional development to teachers and staff on strategies to promote student belonging</li> <li>c. Utilize Panorama data to identify students who may be expressing a lack of belonging</li> <li>d. Develop support plans for students who are having difficulty transitioning to a new grade level/teacher</li> </ul> <p>EA 1.1.5 (3) Transition from elementary to middle school [Grade 6 Team, SSC]</p> <ul style="list-style-type: none"> <li>a. Provide articulation opportunities for the 6th grade teachers and intermediate school teachers to better facilitate the transition</li> <li>b. Provide 6th grade students the opportunity to familiarize themselves with middle level expectations and visit middle school</li> </ul>	<p><i>Panorama Surveys</i></p> <p><i>Off Track indicators for students in transition grades</i></p> <p><i>KinderKamp participate rate</i></p> <p><i>LEI Kulia MMSS</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> WSF, \$</li> <li><input type="checkbox"/> Title I, \$</li> <li><input type="checkbox"/> Title II, \$</li> <li><input type="checkbox"/> Title III, \$</li> <li><input type="checkbox"/> Title IV-A, \$</li> <li><input type="checkbox"/> Title IV-B, \$</li> <li><input type="checkbox"/> IDEA, \$</li> <li><input type="checkbox"/> SPPA, \$</li> <li><input type="checkbox"/> Homeless, \$</li> <li><input type="checkbox"/> Grant: __, \$</li> <li><input type="checkbox"/> Other: __, \$</li> </ul>
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★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment

<p><b>Desired Outcomes</b> "What do we plan to accomplish?"</p>	<p><b>Root/Contributing Cause</b> "Why are we doing this?"</p>	<p><b>Enabling Activities and Name of Accountable Lead(s)</b> "How will we achieve the desired outcome?" "Who is responsible to oversee and monitor implementation and progress?"</p>	<p><b>Monitoring of Progress (Initial &amp; Intermediate Outcomes)</b> "How will we know progress is being made?"</p>	<p><b>Anticipated Source of Funds</b> "What funding source(s) should be utilized?" Please estimate the additional amount needed to execute the enabling activity.</p>
<p><b>Strat Plan</b> % of Ss attending 90% or more days of instruction % of Ss, parents/guardians and staff agreeing the school encourages positive behaviors # of schools, state and complex area offices that have completed the Hā orientation and/or training</p> <p><b>HWCA Focus Measures</b> <b>Indicator 5:</b> LRE: Appropriate transition between and within schools for SWDs <b>Measurement:</b> Number of transition meetings held for SWDS: a) between grade levels, b) change in setting (e.g., Gen Ed to SPED or SPED to Gen Ed), c) between schools (e.g., elementary -&gt; middle -&gt; high). <b>Indicator 4: Suspension:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs. <b>Progress Monitoring Measurement:</b> a) % of SWDs suspended, b) Mean days of suspension for SWDs c) % of SWDs who have in-school suspension, d) Mean days of in-school suspension for SWDs, e)% of SWDs who have had an Manifestation Determination Meeting within 8-11 days of suspension, f) % of SWDs who have had an IEP and/or BSP revision meeting after issuance of in-school suspension or suspension.</p>				
<p>1.2.1. All students desire to and attend school regularly.</p> <p><i>Required for all schools.</i></p>	<p>1A, 2A, 2B</p>	<p>EA 1.2.1 (1) Attendance proactive strategies [School Counselor; PBIS Committee]</p> <p>a. Identify and recognize students with perfect attendance b. Hold Hale attendance challenges</p>	<p>Panorama SEL Survey - Sense of Belonging</p> <p>SQS</p> <p>Daily attendance rate</p>	<p><input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$</p>



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		<p>EA 1.2.1 (2) Attendance intervention strategies [School Counselor; PBIS Committee]</p> <ul style="list-style-type: none"> <li>a. Identify and monitor students who need attendance interventions</li> <li>b. Ensure regular, two-way communication and share resources with families to support student attendance (ex. Student planner, attendance policy, Health and Wellness family activity)</li> </ul>	<p><i>Chronic absenteeism rate</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Homeless, \$</li> <li><input type="checkbox"/> Grant: __, \$</li> <li><input type="checkbox"/> Other: __, \$</li> </ul>
<p>1.2.2. All students demonstrate positive behaviors at school.</p> <p><i>Required for all schools.</i></p>	<p>1A, 2A, 2B</p>	<p>EA 1.2.2(1) PBIS Program/Activities, schoolwide expectations [MTSS/PBIS Committee; Leadership Team]</p> <ul style="list-style-type: none"> <li>a. Refine PBIS Program and schoolwide expectations</li> <li>b. Align Core Values with GLOs</li> <li>c. Value of the Month</li> <li>d. Provide student models/photos/exemplars of schoolwide expectations and core values through the use of posters and videos in the Weekly Buzz</li> </ul> <p>EA1.2.2(2) Behavior Intervention strategies [B.E.E. Support Team]</p> <ul style="list-style-type: none"> <li>a. Provide all teachers with professional development on behavior intervention strategies (ex. Classroom 180)</li> <li>b. Provide all students with Tier 1 interventions to increase positive behaviors throughout all school settings (eg: manners, social skills)</li> <li>c. Identify targeted students who are in need of behavior interventions with timely Tier 2 and 3 supports and services (ex. School counseling)</li> <li>d. Monitor student progress during Achievement Team meetings through the use of multiple data sources related to students' needs (ex. Second Step lessons/assessments, discipline referral data, teacher observations)</li> </ul>	<p><i>PBIS data</i></p> <p><i>LEI Kulia MMSS Behavior Risk</i></p> <p><i>Disaggregated suspension rates (Indicator 4)</i></p> <p><i>Panorama/SRSS</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> WSF, \$</li> <li><input type="checkbox"/> Title I, \$</li> <li><input type="checkbox"/> Title II, \$</li> <li><input type="checkbox"/> Title III, \$</li> <li><input type="checkbox"/> Title IV-A, \$</li> <li><input type="checkbox"/> Title IV-B, \$</li> <li><input type="checkbox"/> IDEA, \$</li> <li><input type="checkbox"/> SPPA, \$</li> <li><input type="checkbox"/> Homeless, \$</li> <li><input type="checkbox"/> Grant: __, \$</li> <li><input type="checkbox"/> Other: __, \$</li> </ul>



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<p>1.2.3. All students experience a Nā Hopena A`o environment for learning.</p> <p><i>Required for all schools.</i></p>	<p>2A</p>	<p>EA 1.2.3 (1) Nā Hopena A`o Activities [B.E.E. Support Team]</p> <ul style="list-style-type: none"> <li>a. Schoolwide core values</li> <li>b. Schoolwide Hale activities</li> <li>c. Quarterly Wellness/SEL activities</li> <li>d. Hale community service activities</li> <li>e. Activities that promote inclusivity and celebrate diversity</li> </ul> <p>EA 1.2.3 (2) Culture-based learning opportunities/activities [B.E.E. Support Team]</p> <ul style="list-style-type: none"> <li>a. Learning Lab literacy activities</li> <li>b. Grade level learning opportunities/activities</li> </ul> <p>EA 1.2.3 (3) `Āina Aloha programs/activities [B.E.E. Support Team]</p> <ul style="list-style-type: none"> <li>a. Plan for development of cultural-based/SEL program to promote place-based learning and increase sense of belonging</li> </ul>	<p><i>Schoolwide participation</i></p> <p><i>Student reflections</i></p> <p><i>Panorama</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> WSF, \$</li> <li><input type="checkbox"/> Title I, \$</li> <li><input type="checkbox"/> Title II, \$</li> <li><input type="checkbox"/> Title III, \$</li> <li><input type="checkbox"/> Title IV-A, \$</li> <li><input type="checkbox"/> Title IV-B, \$</li> <li><input type="checkbox"/> IDEA, \$</li> <li><input type="checkbox"/> SPPA, \$</li> <li><input type="checkbox"/> Homeless, \$</li> <li><input type="checkbox"/> Grant:__, \$</li> <li><input type="checkbox"/> Other:__, \$</li> </ul>
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**★ GOAL 1.3 All students' graduate high school prepared for college and career success and community and civic engagement**

<p><b>Desired Outcomes</b> "What do we plan to accomplish?"</p>	<p><b>Root/Contributing Cause</b> "Why are we doing this?"</p>	<p><b>Enabling Activities</b> "How will we achieve the desired outcome?"   <b>and Name of Accountable Lead(s)</b> "Who is responsible to oversee and monitor implementation and progress?"</p>	<p><b>Monitoring of Progress (Initial &amp; Intermediate Outcomes)</b> "How will we know progress is being made?"</p>	<p><b>Anticipated Source of Funds</b> "What funding source(s) should be utilized?"  Please estimate the additional amount needed to execute the enabling activity.</p>
<p><b>Strat Plan</b> % of schools offering career exploration and development activities for students % of schools offering opportunities to participate in civic learning and active civic engagement</p> <p><b>Complex-specific</b> CTE K-5 Career Connected Learning K-5 Computer Science-Foundational</p>				
<p>1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.</p> <p><i>Required for all schools.</i></p>	<p>2A</p>	<p>EA 1.3.1 (1) Provide all students opportunities to engage in a variety of career, community, and civic pathways. [Grade Level Teams, B.E.E. Support Team]</p> <ul style="list-style-type: none"> <li>a. Career Exploration (career days, field trips, guest speakers, etc.)</li> <li>b. Community Service activities (in school &amp; local organizations)</li> <li>c. Grade level field trips</li> <li>d. Guest speakers</li> <li>e. School leadership</li> </ul> <p><a href="#">CTE Road Map</a></p>	<p>Schoolwide Participation</p> <p>Community Partner List</p> <p>Student Reflections</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> WSF, \$</li> <li><input type="checkbox"/> Title I, \$</li> <li><input type="checkbox"/> Title II, \$</li> <li><input type="checkbox"/> Title III, \$</li> <li><input type="checkbox"/> Title IV-A, \$</li> <li><input type="checkbox"/> Title IV-B, \$</li> <li><input type="checkbox"/> IDEA, \$</li> <li><input type="checkbox"/> SPPA, \$</li> <li><input type="checkbox"/> Homeless, \$</li> <li><input type="checkbox"/> Grant:__, \$</li> <li><input type="checkbox"/> Other:__, \$</li> </ul>





# 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.

<b>Desired Outcomes</b> <i>"What do we plan to accomplish?"</i>	<b>Root/Contributing Cause</b> <i>"Why are we doing this?"</i>	<b>Enabling Activities and Name of Accountable Lead(s)</b> <i>"How will we achieve the desired outcome?"</i> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress</b> <i>"How will we know progress is being made?"</i>	<b>Anticipated Source of Funds</b> <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
<p><b>Strat Plan</b>-% of first year and second year teachers participating in the state approved I&amp;M program  # of T's participating in PD beyond the 21 hours of teacher's job embedded training required by the CBA</p> <p><b>HWCA Focus Measures</b>  <b>Indicator 17: State Systemic Improvement Plan (SSIP):</b> General and Special Education K-4 teachers know and implement evidence-based practices in the Science of Reading for Phonemic Awareness and Phonics <b>Progress Monitoring:</b> % of teachers who have participated in training based in the science of reading for phonemic awareness and phonics and/or % of classroom fidelity checks with 80% or better implementation.</p>				
2.1.2 All teachers are effective or receive the necessary support	1B, 2A	EA 2.1.2 (1) Induction & Mentoring Activities [HW Complex Lead, Curriculum Coordinator] a. Complex Area I & M program b. School level I & M activities	<i>Sign-in/Agenda</i>  <i>Learning Walk data</i>	<input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$



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<p>to become effective. <i>All HW Schools</i></p>		<p>EA 2.1.2 (2) Professional Development [Administration, Leadership]</p> <ul style="list-style-type: none"><li>a. Professional development support for academic/SEL/behavior strategies to meet targeted student needs</li><li>b. Vertical articulation to support SEL and academic growth</li><li>c. Vertical learning walks (3x/year)</li></ul>	<p><i>PD participation chart</i></p>	<ul style="list-style-type: none"><li><input type="checkbox"/> Title IV-A, \$</li><li><input type="checkbox"/> Title IV-B, \$</li><li><input type="checkbox"/> IDEA, \$</li><li><input type="checkbox"/> SPPA, \$</li><li><input type="checkbox"/> Homeless, \$</li><li><input type="checkbox"/> Grant: __, \$</li><li><input type="checkbox"/> Other: __, \$</li></ul>
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## 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.

<b>Desired Outcomes</b> <i>"What do we plan to accomplish?"</i>	<b>Root/Contributing Cause</b> <i>"Why are we doing this?"</i>	<b>Enabling Activities</b> <i>"How will we achieve the desired outcome?"</i>  <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress</b> <i>"How will we know progress is being made?"</i>	<b>Anticipated Source of Funds</b> <i>"What funding source(s) should be utilized?"</i>  <i>Please estimate the additional amount needed to execute the enabling activity.</i>
<b>Strat Plan</b> -% of schools with all required stakeholders represented in SCC membership % of schools with overall positive rating on the SCC self-assessment rating				
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. <i>Required for all schools.</i>		EA 3.3.1 (1) Conduct Orientation/Training Session for new SCC members on roles and responsibilities [Principal] <ol style="list-style-type: none"> <li>Monitor Academic and Financial Plan</li> <li>Hold two community meetings annually in person (October and March)</li> <li>Include all stakeholders in monthly meetings (e.g. Parent, Community, Student, Classified, Certificated)</li> <li>Nominate and hold elections for new members</li> <li>Open-door policy</li> <li>Complete SCC Self Assessment &amp; Principal Survey</li> </ol>	SCC member roster and agendas  SCC Self Assessment Survey  Principal Survey	<input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$





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

<b>Desired Outcomes</b> <i>"What do we plan to accomplish?"</i>	<b>Root/Contributing Cause</b> <i>"Why are we doing this?"</i>	<b>Enabling Activities and Name of Accountable Lead(s)</b> <i>"How will we achieve the desired outcome?"</i>  <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress</b> <i>"How will we know progress is being made?"</i>	<b>Anticipated Source of Funds</b> <i>"What funding source(s) should be utilized?"</i>  <i>Please estimate the additional amount needed to execute the enabling activity.</i>
<p><b>HWCA Focus Measures</b>  <b>Indicator 8: Parent Involvement: Goal:</b> 100% of parents are provided the annual survey during the annual IEP meeting.  <b>Progress Monitoring:</b> % of confirmed survey distribution to parents at every annual IEP meeting for all SWDs.</p>				
3.3.2 All families and staff can easily learn about and participate in feedback processes that inform decision making at the school, complex area, and state levels	2A	<p>EA 3.3.2 (1) Communicate with the school community through the school website and/or social media. [Administration, Technology Coordinator]</p> <ul style="list-style-type: none"> <li>a. Schoolwide Remind messenger</li> <li>b. Weekly Buzz</li> <li>c. E.B. deSilva Elementary website/social media accounts</li> <li>d. Monthly school newsletter</li> </ul> <p>EA 3.3.2 (2) Promote a stronger partnership between PTA and school to enhance student, family, and community engagement. [B.E.E. Support Team, PTA Board]</p> <ul style="list-style-type: none"> <li>a. Coordinate family and community events</li> <li>b. Collaborating on important dates/events between PTA and school</li> <li>c. Collect and share feedback of schoolwide events</li> </ul>	<i>School websites and/or social media</i>	<input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$



## 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 Ernest B. deSilva Elementary 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](#).

<b>Total student instructional <u>hours per year</u></b> <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>	1080 hours <a href="#">deSilvaES_Bell Schedule Minutes</a>
<b>Did your school submit a SCC Waiver Request Form? Please explain.</b>	Yes

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