WAIʻKEAWENA ELEMENTARY SCHOOL

Hilo-Waiakea Complex
SY 2023 - 2024 Academic Plan

2420 Kilauea Avenue
Hilo, HI 96720

<table>
<thead>
<tr>
<th>Initial Academic Plan</th>
<th></th>
<th>March 21, 2023</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suzanne M.I. Ochi</td>
<td>Principal Signature</td>
<td>Date</td>
</tr>
<tr>
<td>Principal Name</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Esther Kanekailua</td>
<td>CAS Signature</td>
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</tr>
<tr>
<td>CAS Name</td>
<td></td>
<td>Date 3/21/23</td>
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<table>
<thead>
<tr>
<th>Revised Academic Plan</th>
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<tr>
<td>Principal Name</td>
<td>Principal Signature</td>
<td>Date</td>
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</tr>
<tr>
<td>CAS Name</td>
<td>CAS Signature</td>
<td>Date</td>
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</tbody>
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Waiʻkeawaena Elementary School One-Year Academic Plan | Version #1 | March, 21, 2023

2023-24 Academic Plan

Version #1: March 21, 2023
## Academic Review Team

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>Suzanne Ochi</td>
<td>Principal</td>
</tr>
<tr>
<td>Todd Yanagi</td>
<td>Vice Principal</td>
</tr>
<tr>
<td>Kim Takahashi</td>
<td>Counselor</td>
</tr>
<tr>
<td>Christy Masaoka</td>
<td>Grade Level Support (K-1)</td>
</tr>
<tr>
<td>Erika Kaneo</td>
<td>Grade Level Support (2-3)</td>
</tr>
<tr>
<td>Sandy Fujioka</td>
<td>Grade Level Support (4-5)</td>
</tr>
<tr>
<td></td>
<td>Grade Level Support (SPED)</td>
</tr>
<tr>
<td>Ruby Grace</td>
<td>Title I/Data Coordinator</td>
</tr>
<tr>
<td>Tarah Green</td>
<td>Tech Coordinator</td>
</tr>
<tr>
<td>Melissa Brilhante</td>
<td>Student Services Coordinator</td>
</tr>
</tbody>
</table>

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WAIÄKEAWAENA ELEMENTARY SCHOOL

2023-24 Academic Plan  Version #1: March 21, 2023
School Vision:

Respect - students have a strong foundation in our core values and have respect for themselves and others, respect for their learning, and respect for their environment/community.

Perseverance - students know that meeting and reflecting on goals is an important part of growth. Students understand that while we may make mistakes or fall short of our goals sometimes, true learning and growth comes from not giving up.

Integrity - students show integrity by incorporating the core values and doing what is right even when no one is looking. Integrity promotes trust, collaboration and the sense of community.

School Mission:

Waiakeaawaena Elementary is committed to supporting the growth of the whole child through rigorous academic, character building and community involvement. Through the modeling and reinforcement of our core values (responsibility, integrity, respect, perseverance, unity), and setting high expectations, our students learn the academic and social skills needed to be part of the global community.
Where Are We Now?
2022-23 WWES Comprehensive Needs Assessment

WWES lacks a clearly defined Multi-Tiered System of Support (MTSS):
Identify team
Prioritize areas of need
Develop action plan

WWES lacks a system to identify, implement, and evaluate the effectiveness of PD:
Prioritize identified areas of need for professional development based on student learning data.
Identify clear desired outcomes for PD.
Develop and communicate expectations for implementation of PD.
Progress monitor implementation of PD.
Evaluate effectiveness of PD.

WWES lacks a system to address the achievement gap for High Needs and Non-High Needs students:
Data process to identify and prioritize academic and social emotional needs for student subgroups
System to provide materials and PD to implement evidence based support
Monitor effectiveness of interventions in closing achievement gap (focus on growth)
## 2023-24 Academic Plan

### Goal 1: Student Success

<table>
<thead>
<tr>
<th>Objective (Desired Outcome)</th>
<th>Enabling Activities</th>
<th>Strategies</th>
<th>Component</th>
<th>Funding Source</th>
<th>Accountable Lead</th>
<th>Progress Monitoring</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELA</strong></td>
<td>By the end of SY 2023-24, ELA student proficiency will be at: SBA (3-5) = 62%, I-Ready (K-5) = 62%</td>
<td>EA1 Instruction (ELA): Students will engage in rigorous instruction through differentiation, focused on: Student engagement - Higher order thinking - Explicit instruction strategies Students will be provided with access to supplemental programs to support their classroom learning: ELA (K-5) = I-Ready My Pathway</td>
<td>Effective Academic Practices</td>
<td>ESSER Planning Title I IDEA SW 1</td>
<td>Sandy Fujioka (4-5)</td>
<td>I-Ready student proficiency: Q1-30% Q2-42% Q3-52% Q4-62%</td>
</tr>
<tr>
<td></td>
<td>By the end of SY 2023-24, ELA student growth will be at: SBA (3-5) = 68% O-Ready Typical Growth (K-5) = 75% of students will achieve &quot;Typical Growth&quot; targets</td>
<td>EA2 Assessment (ELA): Students will engage in a quarterly assessment cycle, including the I-Ready Diagnostic universal screener: Teachers will analyze student I-Ready proficiency and growth data to identify, provide, and monitor student interventions Students will self-regulate on summative and formative assessments and self-academic growth goals</td>
<td>Effective Academic Practices</td>
<td>Action-Oriented Data Decision-Making</td>
<td>Christy Masaoka (K-1)</td>
<td>I-Ready student growth: Q1-20% Q2-40% Q3-65% Q4-80% I-Ready Typical Growth</td>
</tr>
<tr>
<td></td>
<td>By the end of SY 2023-24, ELA student proficiency will be at: SBA (3-5) = 55% I-Ready (K-5) = 55%</td>
<td>EA3 Instruction- Students will engage in the writing process utilizing the 6 traits of writing Assessment- Students will participate in quarterly grade level common formative writing assessment</td>
<td>Effective Academic Practices</td>
<td>Action-Oriented Data Decision-Making</td>
<td>Christy Masaoka (K-1)</td>
<td>Quarterly writing assessment proficiency - SMART Goals</td>
</tr>
<tr>
<td></td>
<td>By the end of SY 2023-24, Math student proficiency will be at: SBA (K-5) = 65% I-Ready (K-5) = 65%</td>
<td>EA4 Instruction (Math): Students will engage in rigorous instruction through differentiation, focused on: Student engagement - Higher order thinking - Explicit instruction strategies Students will be provided with access to supplemental programs to support their classroom learning: Math: IXL, Generation Genius, I-Ready My Pathway</td>
<td>Effective Academic Practices</td>
<td>Action-Oriented Data Decision-Making</td>
<td>Christy Masaoka (K-1)</td>
<td>I-Ready student proficiency: Q1-35% Q2-35% Q3-45% Q4-55%</td>
</tr>
<tr>
<td></td>
<td>By the end of SY 2023-24, Math student proficiency will be at: SBA (K-5) = 65% O-Ready Typical Growth (K-5) = 75% of students will achieve &quot;Typical Growth&quot; targets</td>
<td>EA5 Assessment (Math): Students will engage in a quarterly assessment cycle, including the I-Ready Diagnostic universal screener: Teachers will analyze student proficiency and growth data to identify, provide, and monitor student interventions Students will self-regulate on summative and formative assessments and self-academic growth goals</td>
<td>Effective Academic Practices</td>
<td>Action-Oriented Data Decision-Making</td>
<td>Christy Masaoka (K-1)</td>
<td>I-Ready student growth: Q1-20% Q2-40% Q3-65% Q4-80% I-Ready Typical Growth</td>
</tr>
<tr>
<td></td>
<td>By the end of SY 2023-24, Problem Solving proficiency will be at 55%</td>
<td>EA6 Instruction- Students will engage in the problem solving process Assessment- Quarterly problem solving grade level assessment</td>
<td>Effective Academic Practices</td>
<td>Action-Oriented Data Decision-Making</td>
<td>Christy Masaoka (K-1)</td>
<td>Quarterly problem solving assessment proficiency - SMART Goals</td>
</tr>
<tr>
<td><strong>Achievement Gap</strong></td>
<td>By the end of SY 2023-24, the STRIVE HI Achievement Gap will: Math- decrease from 38 to 30</td>
<td>EA7 Based on universal screener and classroom formative assessments, identified students will engage in Tier 2 and 3 small group targeted instruction based on need.</td>
<td>Effective Academic Practices</td>
<td>Action-Oriented Data Decision-Making</td>
<td>Suzanne Ochi</td>
<td>I-Ready Growth Monitoring and/or I-Ready Standards Mastery Assessment</td>
</tr>
<tr>
<td></td>
<td>By the end of SY 2023-24, I-Ready Growth for &quot;Tier 3&quot; students, 75% will achieve &quot;Stretch Growth&quot; targets</td>
<td>EA8 Based on Tier 2 and 3 progress monitoring data, identified students will receive weekly individualized supports based on need.</td>
<td>Effective Academic Practices</td>
<td>Action-Oriented Data Decision-Making</td>
<td>Suzanne Ochi</td>
<td>Curriculum Based Measure (i.e. DIBELS, Core Phonics Survey, PAST)</td>
</tr>
<tr>
<td></td>
<td>By the end of SY 2023-24, SBA proficiency for &quot;High Needs&quot; students will: Math decrease from 39% to 42% Math increase from 27% to 35%</td>
<td>EA9 Students receiving specially designated instruction (SDI) will engage in evidence based practices to support their identified area(s) of need.</td>
<td>Effective Academic Practices</td>
<td>Action-Oriented Data Decision-Making</td>
<td>Suzanne Ochi</td>
<td>Curriculum Based Measure progress monitoring (weekly)</td>
</tr>
<tr>
<td></td>
<td>By the end of SY 2023-24, the STRIVE HI English Language Learner &quot;on-track&quot; to proficiency measure will increase from 6% to 40% (WIDA Access Growth to Target)</td>
<td>EA10 Identified students will receive English Language Learner services. Services may include in class push in and/or pull-out services to support student achievement, English language acquisition, and social/transition support. EL learners will complete the WIDA Access assessment annually.</td>
<td>Effective Academic Practices</td>
<td>Action-Oriented Data Decision-Making</td>
<td>Suzanne Ochi</td>
<td>WIDA growth to target</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>100% of students will engage in Next Generation Science Standards (NGSS)</td>
<td>EA11 Students will engage in quarterly STEM grade level projects Students will engage in collaborative hands-on learning experiences through quarterly stem-based projects and Kids Investigating and Discovering Science (KIDS) Day</td>
<td>Effective Academic Practices</td>
<td>Action-Oriented Data Decision-Making</td>
<td>Christy Masaoka (K-1)</td>
<td>STEM grade level rubric</td>
</tr>
</tbody>
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2023-24 Academic Plan  
Version #1: March 21, 2023  
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<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Action-Oriented Data Decision-Making</th>
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<tbody>
<tr>
<td>Grade 5</td>
<td>Healthy Habits, Healthy Schools Effective Academic Practices Action-Oriented Data Decision-Making</td>
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<tr>
<td>Grade 6</td>
<td>Healthy Habits, Healthy Schools Effective Academic Practices Action-Oriented Data Decision-Making</td>
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<tr>
<td>Grade 7</td>
<td>Healthy Habits, Healthy Schools Effective Academic Practices Action-Oriented Data Decision-Making</td>
</tr>
<tr>
<td>Grade 8</td>
<td>Healthy Habits, Healthy Schools Effective Academic Practices Action-Oriented Data Decision-Making</td>
</tr>
<tr>
<td>Grade 9</td>
<td>Healthy Habits, Healthy Schools Effective Academic Practices Action-Oriented Data Decision-Making</td>
</tr>
<tr>
<td>Grade 10</td>
<td>Healthy Habits, Healthy Schools Effective Academic Practices Action-Oriented Data Decision-Making</td>
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<tr>
<td>Grade 11</td>
<td>Healthy Habits, Healthy Schools Effective Academic Practices Action-Oriented Data Decision-Making</td>
</tr>
<tr>
<td>Grade 12</td>
<td>Healthy Habits, Healthy Schools Effective Academic Practices Action-Oriented Data Decision-Making</td>
</tr>
</tbody>
</table>

**STEM Education: Generation Genius, Mystery Science**

**Social Studies: In SY 2023-24, 100% of students will engage in Hawaii Content Standards for Social Studies (HCCSS) Students will engage in standards-based Social Studies instruction, lessons, and activities.**

**Computer Science: In SY 2023-24, 100% of students will be exposed to CSTA K-12 standards Students will engage in CSTA standards in resource and general education classroom, utilizing programs like UnKuly Splats and social.org.**

**Behavior & Social Emotional Learning: In SY 2023-24, 100% of students will be provided instruction in social emotional learning through the Second Step curriculum Students will learn and practice social emotional learning skills through Second Step lessons, Social emotional learning: delivered and reinforced in class, bullying prevention, delivered in resource by counselors and/or counseling PIT.**

**Grade 5:**
- **Behavior Matrix**
- **Resource schedules**
- **CSTA pacing guides**
- **Students will participate in schoolwide PBIS Tier 1 system that will focus on Discipline process to address problem behaviors**
- **Students will participate in schoolwide Tier 1, 2 and 3 interventions**

**Grade 6:**
- **Students will engage in enrichment opportunities through program classes including, articulation resources, physical education, and Hawaiian Studies.**
- **Students will engage in enrichment opportunities through resource classes including, articulation resources, physical education, and Hawaiian Studies.**
- **Students will engage in enrichment activities through the Ho`oulu like after school program.**

**Student Engagement:**
- **Students will participate in schoolwide Tier 1, 2 and 3 interventions and programs that will focus on attendance.**
- **100% of students will reflect on personal academic and social emotional development.**
- **All families will be encouraged to engage with their child in reflecting on their personal academic and social emotional development.**
- **Whole Child:**
  - **100% of students will engage in enrichment opportunities through resource classes:**
    - **Art**
    - **Multicultural**
    - **Computer Science**
    - **Physical Education**
    - **Hawaiian Studies.**
- **Students will engage in activities to support transition.**

**Kindergarten:**
- **Summer transition program**
- **Start of year transition schedule**
- **Grade 5:**
  - **Collaborate with Waiakea Intermediate to support student transition**
  - **New student transition program through the Student Council.**

**2023-24 Academic Plan Version #1: March 21, 2023**
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<th>Progress Monitoring</th>
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</table>
| **ELA**                    | By the end of SY 2023-24, ELA student proficiency will be at:  
                             EBA (3-5) = 62%  
                             i-Ready Typical Growth (K-5) = 75% of students will achieve “Typical Growth” targets | EA1  
Instruction (ELA): teachers will provide rigorous instruction through differentiation, focused on:  
Student engagement  
Higher order thinking  
Explicit instruction strategies  
Teachers, with support from GLS, will refine pacing guide for instruction of Reading Wonders core curriculum and will identify priority standards that require supplemental materials/instruction | Effective Academic Practices  
Action-Oriented Data Decision-Making  
Responsive Capacity Building  
ESSER Planning  
Title I  
IDEA  
SW 1 | WSF  
Title I  
IDEA  
ESSER | Susanne Ochi  
Todd Yanagi | i-Ready student proficiency:  
Q1: 32% proficient  
Q2: 42% proficient  
Q3: 52% proficient  
Q4: 62% proficient |
| By the end of SY 2023-24, ELA student growth will be at:  
EBA (3-5) = 62%  
i-Ready Typical Growth (K-5) = 75% of students will achieve “Typical Growth” targets | EA2  
Assessment (ELA): teachers with support from GLS and data coordinator will engage in a quarterly assessment cycle, including the i-Ready Diagnostic universal screener. Teachers will analyze student i-Ready proficiency data for whole/small group instructional planning. Teachers will analyze growth data to identify, provide, and monitor student interventions. Teachers will facilitate student reflection and goal setting with students. Teachers will engage in teacher reflection and goal setting. | Effective Academic Practices  
Action-Oriented Data Decision-Making  
Responsive Capacity Building  
ESSER Planning  
Title I  
IDEA  
SW 1 | WSF  
Title I  
IDEA  
ESSER | Christy Masaoka  
Ruby Grace  
Sandy Fujioka (4-5)  
Erika Kaneo (2-3)  
Todd Yanagi  
Suzanne Ochi | i-Ready student growth:  
Q1: 20% progress Typical Growth  
Q2: 40% progress Typical Growth  
Q3: 60% progress Typical Growth  
Q4: 80% progress Typical Growth |
| By the end of SY 2023-24, Writing proficiency will be at 62% | EA3  
Instruction: Teachers will provide instruction in the writing process utilizing the 4 traits Assessment: Grade levels will develop common formative writing assessments and rubrics. | Effective Academic Practices  
Action-Oriented Data Decision-Making  
Responsive Capacity Building  
ESSER Planning  
Title I  
IDEA  
SW 1 | WSF  
Title I  
IDEA  
ESSER | Christy Masaoka  
Ruby Grace  
Sandy Fujioka (4-5)  
Erika Kaneo (2-3)  
Todd Yanagi  
Suzanne Ochi | Grade level writing instructional agreements  
Quarterly writing assessment proficiency- SMART Goals |
| **Math**                   | By the end of SY 2023-24, Math student proficiency will be at:  
EBA (3-5) = 62%  
i-Ready Typical Growth (K-5) = 75% of students will achieve “Typical Growth” targets | EA4  
Instruction (Math): Teachers will provide rigorous instruction through differentiation, focused on:  
Student engagement  
Higher order thinking  
Explicit instruction strategies  
Teachers will refine pacing guide for instruction of Stepping Stones/Ready Math core curriculum and will identify priority standards that require supplemental materials/instruction | Effective Academic Practices  
Action-Oriented Data Decision-Making  
Responsive Capacity Building  
ESSER Planning  
Title I  
IDEA  
SW 1 | WSF  
Title I  
IDEA  
ESSER | Susanne Ochi  
Todd Yanagi | i-Ready student proficiency:  
Q1: 25% proficient  
Q2: 35% proficient  
Q3: 45% proficient  
Q4: 55% proficient |
| By the end of SY 2023-24, Math student growth will be at:  
EBA MGP (3-5) = 65%  
i-Ready Typical Growth (K-5) = 75% of students will achieve “Typical Growth” targets | EA5  
Assessment (Math): Teachers will engage in a quarterly assessment cycle, including the i-Ready Diagnostic universal screener. Teachers will analyze student i-Ready proficiency data for whole/small group instructional planning. Teachers will analyze growth data to identify, provide, and monitor student interventions. Teachers will facilitate student reflection and goal setting with students. Teachers will engage in teacher reflection and goal setting. | Effective Academic Practices  
Action-Oriented Data Decision-Making  
Responsive Capacity Building  
ESSER Planning  
Title I  
IDEA  
SW 1 | WSF  
Title I  
IDEA  
ESSER | Christy Masaoka  
Ruby Grace  
Sandy Fujioka (4-5)  
Erika Kaneo (2-3)  
Todd Yanagi  
Suzanne Ochi | i-Ready student growth:  
Q1: 20% progress Typical Growth  
Q2: 40% progress Typical Growth  
Q3: 60% progress Typical Growth  
Q4: 80% progress Typical Growth |
| By the end of SY 2023-24, Problem Solving proficiency will be at 55% | EA6  
Instruction: Teachers will provide explicit instruction utilizing the problem solving process Assessment: Grade levels will develop common formative problem solving assessments. | Effective Academic Practices  
Action-Oriented Data Decision-Making  
Responsive Capacity Building  
ESSER Planning  
Title I  
IDEA  
SW 1 | WSF  
Title I  
IDEA  
ESSER | Christy Masaoka  
Ruby Grace  
Sandy Fujioka (4-5)  
Erika Kaneo (2-3)  
Todd Yanagi  
Suzanne Ochi | Quarterly problem solving assessment proficiency - SMART Goals |
| **Achievement Gap**        | By the end of SY 2023-24, the STRIVE HI Achievement Gap will be:  
ELA: decrease from 36 to 30  
Math: decrease from 38 to 30 | EA7  
Based on universal screener and classroom formative assessments, teachers will provide Tier 2 and 3 small group targeted instruction based on need. | Effective Academic Practices  
Action-Oriented Data Decision-Making  
Responsive Capacity Building  
ESSER Planning  
Title I  
IDEA  
SW 1/6 | WSF  
Title I  
IDEA  
ESSER | Susanne Ochi  
Todd Yanagi | i-Ready Growth Monitoring and/or i-Ready Standards Mastery Assessment |
<table>
<thead>
<tr>
<th>EA</th>
<th>Description</th>
<th>Action-ACTED Team</th>
<th>WIF</th>
<th>Title</th>
<th>IDEA</th>
<th>ELA</th>
<th>SPED GLS</th>
<th>Curriculum Based Measure progress monitoring (weekly)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EA8</td>
<td>Based on universal screener and classroom formative assessments, teachers will provide Tier 2 and 3 small group/one-to-one targeted instruction based on need. Evidence based programs and professional development will be provided to teachers providing specially designed instruction (SDI) including: UPL, Sound Partners, Seeing Stars.</td>
<td>Effective Academic Practices Decision-Making</td>
<td>ESSER Planning Title I</td>
<td>I DEA</td>
<td>1 SW 1/6</td>
<td>WSF Title I</td>
<td>IDEA</td>
<td>ELA</td>
</tr>
<tr>
<td>EA9</td>
<td>Based on Tier 2 and 3 progress monitoring data, teachers, PTTs, and EAs will provide identified students weekly individualized supports based on need.</td>
<td>Effective Academic Practices Decision-Making</td>
<td>ESSER Planning Title I</td>
<td>IDEA</td>
<td>1 SW 1/6</td>
<td>WSF Title I</td>
<td>IDEA</td>
<td>ELA</td>
</tr>
<tr>
<td>EA10</td>
<td>Teachers with support from EL Coordinator will engage in: Professional development to support ELs Program meetings Quarterly EL teacher conferences</td>
<td>Effective Academic Practices Decision-Making</td>
<td>ESSER Planning Title I</td>
<td>IDEA</td>
<td>1 SW 1/6</td>
<td>WSF Title I</td>
<td>IDEA</td>
<td>ELA</td>
</tr>
<tr>
<td>EA11</td>
<td>Teachers will facilitate collaborative hands-on learning experiences through a variety of educational projects and Kids Investigating and Discovering Science (KIDS) Day</td>
<td>Effective Academic Practices Decision-Making</td>
<td>ESSER Planning Title I</td>
<td>IDEA</td>
<td>1 SW 1/6</td>
<td>WSF Title I</td>
<td>IDEA</td>
<td>ELA</td>
</tr>
<tr>
<td>EA12</td>
<td>Teachers will provide STEM instruction and will be provided with access to online supplemental programs: Generation Genius, Mystery Science, Brain Pop</td>
<td>Effective Academic Practices Decision-Making</td>
<td>ESSER Planning Title I</td>
<td>IDEA</td>
<td>1 SW 1/6</td>
<td>WSF Title I</td>
<td>IDEA</td>
<td>ELA</td>
</tr>
<tr>
<td>EA13</td>
<td>Teachers will explore various Social Studies curriculum and resources</td>
<td>Effective Academic Practices Decision-Making</td>
<td>ESSER Planning Title I</td>
<td>IDEA</td>
<td>1 SW 1/6</td>
<td>WSF Title I</td>
<td>IDEA</td>
<td>ELA</td>
</tr>
<tr>
<td>EA14</td>
<td>CS Teacher will engage students in CSTA standards in resource and the general education classroom, utilizing programs like Unruly Spots and code.org. Teachers will participate in PD to become familiar with CSTA standards and concepts.</td>
<td>Effective Academic Practices Decision-Making</td>
<td>ESSER Planning Title I</td>
<td>IDEA</td>
<td>1 SW 1/6</td>
<td>WSF Title I</td>
<td>IDEA</td>
<td>ELA</td>
</tr>
<tr>
<td>EA15</td>
<td>Staff will provide students with the opportunity to participate in a schoolwide positive behavior support system. The 2023-24 Panorama Student Perception EES School Survey “Safety” dimension will increase from 63% to 72%.</td>
<td>Effective Academic Practices Decision-Making</td>
<td>ESSER Planning Title I</td>
<td>IDEA</td>
<td>1 SW 1/6</td>
<td>WSF Title I</td>
<td>IDEA</td>
<td>ELA</td>
</tr>
<tr>
<td>EA16</td>
<td>Teachers will utilize the Second Step lessons to engage students in practicing social emotional learning skills: Social emotional learning: delivered and reinforced in class; Bullying prevention: delivered in resource by counselors and/or counseling PD.</td>
<td>Effective Academic Practices Decision-Making</td>
<td>ESSER Planning Title I</td>
<td>IDEA</td>
<td>1 SW 1/6</td>
<td>WSF Title I</td>
<td>IDEA</td>
<td>ELA</td>
</tr>
<tr>
<td>EA17</td>
<td>Teachers will analyze BBSS and BRIEF data to identify students needing additional support.</td>
<td>Effective Academic Practices Decision-Making</td>
<td>ESSER Planning Title I</td>
<td>IDEA</td>
<td>1 SW 1/6</td>
<td>WSF Title I</td>
<td>IDEA</td>
<td>ELA</td>
</tr>
<tr>
<td>EA18</td>
<td>Teachers will engage students in instruction that promotes: Developing healthy relationships &amp; sense of belonging, Understanding of real world application of the skills they are learning; Student voice and choice.</td>
<td>Effective Academic Practices Decision-Making</td>
<td>ESSER Planning Title I</td>
<td>IDEA</td>
<td>1 SW 1/6</td>
<td>WSF Title I</td>
<td>IDEA</td>
<td>ELA</td>
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<tr>
<td>Whole Child</td>
<td><strong>100% of teachers will guide students in on-going self-reflection and goal setting</strong></td>
<td><strong>Progressfolios</strong></td>
<td><strong>Healthy Habits, Healthy Schools Effective Academic Practices Action-Oriented Data Decision-Making</strong></td>
<td>ESSER Planning</td>
<td>Title I</td>
<td>IDEA</td>
<td>SW 1</td>
<td>WSF</td>
</tr>
<tr>
<td>All teachers will encourage families to engage with their child in reflecting on their personal academic and social emotional development</td>
<td><strong>Teachers will share progressfolios with families and explain how to engage in their child’s learning:</strong></td>
<td><strong>Progressfolios</strong></td>
<td><strong>Healthy Habits, Healthy Schools Effective Academic Practices Action-Oriented Data Decision-Making</strong></td>
<td>ESSER Planning</td>
<td>Title I</td>
<td>IDEA</td>
<td>SW 1</td>
<td>WSF</td>
</tr>
<tr>
<td>Students will engage students in enrichment opportunities through resource classes such as: Art</td>
<td><strong>PITI will provide enrichment opportunities for students K-5 through articulation resource classes:</strong></td>
<td><strong>Healthy Habits, Healthy Schools Effective Academic Practices Action-Oriented Data Decision-Making</strong></td>
<td>ESSER Planning</td>
<td>Title I</td>
<td>IDEA</td>
<td>SW 1</td>
<td>WSF</td>
<td>Title I</td>
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<tr>
<td><strong>Ho‘oulu Ike</strong></td>
<td><strong>Teacher Interest will be surveyed at the start of the school year for Ho‘oulu Ike after school instruction</strong></td>
<td><strong>Healthy Habits, Healthy Schools Effective Academic Practices Action-Oriented Data Decision-Making</strong></td>
<td>ESSER Planning</td>
<td>Title I</td>
<td>IDEA</td>
<td>SW 1</td>
<td>WSF</td>
<td>Title I</td>
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<tr>
<td><strong>Teacher Engagement and Satisfaction</strong></td>
<td><strong>All teachers will collaborate in grade level teams</strong></td>
<td><strong>Grade level teams will participate in grade level articulation meetings weekly</strong></td>
<td><strong>Healthy Habits, Healthy Schools Effective Academic Practices Action-Oriented Data Decision-Making</strong></td>
<td>ESSER Planning</td>
<td>Title I</td>
<td>IDEA</td>
<td>SW 1</td>
<td>WSF</td>
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<td><strong>All teachers will be provided with an opportunity to provide feedback on school wide initiatives and activities</strong></td>
<td><strong>Teachers will be provided an opportunity to share feedback through:</strong></td>
<td><strong>Healthy Habits, Healthy Schools Effective Academic Practices Action-Oriented Data Decision-Making</strong></td>
<td>ESSER Planning</td>
<td>Title I</td>
<td>IDEA</td>
<td>SW 1</td>
<td>WSF</td>
<td>Title I</td>
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<tr>
<td><strong>Staff will be provided with professional development opportunities based on school wide data and staff feedback/need</strong></td>
<td><strong>Professional development will focus on schools needs identified in the CNA and WASC report:</strong></td>
<td><strong>Healthy Habits, Healthy Schools Effective Academic Practices Action-Oriented Data Decision-Making</strong></td>
<td>ESSER Planning</td>
<td>Title I</td>
<td>IDEA</td>
<td>SW 1</td>
<td>WSF</td>
<td>Title I</td>
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<tr>
<td>Objective (Desired Outcome)</td>
<td>Enabling Activities</td>
<td>Strategies</td>
<td>Component</td>
<td>Funding Source</td>
<td>Accountable Lead</td>
<td>Progress Monitoring</td>
<td></td>
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<td><strong>Multi-tiered System of Support</strong> By the end of 2023-24, a schoolwide Ci3T plan will be implemented to support the whole child.</td>
<td>EA1 Tier 2: CY 2023-24: Prior to start of school year, Ci3T team will train school staff and provide resources to implement Tier I program (Academics), Schoolwide core instruction agreements (Behavior/Attendance: PBIS Social Skills, Social Emotional Learning)</td>
<td>Healthy Habits, Healthy Schools - Effective Academic Practices - Action-Oriented Data Decision-Making - Responsive Capacity Building</td>
<td>ESSE Planning Title I IDEA SW 1</td>
<td>WSF Title I IDEA ESSE</td>
<td>Suzanne Ochi Todd Yanagi Melissa Bihlanite</td>
<td>Ci3T plan School PD Plan Staff Program/PD survey</td>
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<tr>
<td><strong>Data Driven School Decision Making</strong> By the end of SY 2023-24, ELA and Math student growth will be at: SW 1/3, 60% - 75%</td>
<td>EA2 Tier 3: Ci3T team will review Tier 2 components of Ci3T plan - Intervention grid - Schoolwide agreements for small group instruction - Evidence-based programs (i.e., Sound Foundations)</td>
<td>Healthy Habits, Healthy Schools - Effective Academic Practices - Action-Oriented Data Decision-Making - Responsive Capacity Building</td>
<td>ESSE Planning Title I IDEA SW 1</td>
<td>WSF Title I IDEA ESSE</td>
<td>Suzanne Ochi Todd Yanagi Melissa Bihlanite</td>
<td>Ci3T plan School PD Plan Staff Program/PD survey</td>
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<tr>
<td><strong>Professional Development</strong> By the start of the 2022-23 school year, a school professional development plan will be developed based on identified school needs. By the end of SY 21-22, 100% of teachers will effectively implement strategies acquired from PD to enhance classroom instruction.</td>
<td>EA3 Tier 3: Ci3T team will develop and review Tier 3 components of Ci3T plan - Intervention grid</td>
<td>Healthy Habits, Healthy Schools - Effective Academic Practices - Action-Oriented Data Decision-Making - Responsive Capacity Building</td>
<td>ESSE Planning Title I IDEA SW 1</td>
<td>WSF Title I IDEA ESSE</td>
<td>Suzanne Ochi Todd Yanagi Ruby Grace</td>
<td>Ready student growth: -Q1: 20%+ progress Typical Growth -Q2: 40%+ progress Typical Growth -Q3: 60%+ progress Typical Growth -Q4: 80%+ progress Typical Growth</td>
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<td><strong>English Language Learners</strong> By the end of SY 23-24, Waiakeaewena will implement and monitor a system to support English Language Learners.</td>
<td>EA4 Implement instructional data decision making routines for grade levels focused on student progress: School will implement a quarterly data cycle in grade level articulation</td>
<td>Healthy Habits, Healthy Schools - Effective Academic Practices - Action-Oriented Data Decision-Making - Responsive Capacity Building</td>
<td>ESSE Planning Title I IDEA SW 1/3</td>
<td>WSF Title I IDEA ESSE</td>
<td>Suzanne Ochi Todd Yanagi Melissa Bihlanite</td>
<td>Curriculum Based Measure (i.e., DIBELS, Core Phonics Survey, PAST) -Ready Reading Growth measures: -Q1: 20%+ Stretch Growth -Q2: 40%+ Stretch Growth -Q3: 60%+ Stretch Growth -Q4: 80%+ Stretch Growth</td>
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<tr>
<td><strong>Healthy Habits, Healthy Schools</strong>implement and monitor school's English Learner program</td>
<td>EA5 Implement and monitor school's English Learner program -Identify PD/Staff supports required -EL Team (EL coordinator, EL grade level teacher, EL part-time teacher, admin) -Family engagement</td>
<td>Healthy Habits, Healthy Schools - Effective Academic Practices - Action-Oriented Data Decision-Making - Responsive Capacity Building</td>
<td>ESSE Planning Title I IDEA SW 1</td>
<td>WSF Title I IDEA ESSE</td>
<td>Suzanne Ochi Todd Yanagi</td>
<td>ART/Articulation/Faculty minutes PD walkthrough data -Student performance dependent on PD (i.e. DIBELS, Ready, etc) -Student perception data (i.e. SPP, Panorama, etc) -Teacher surveys/feedback</td>
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<tr>
<td><strong>Responsive Capacity Building</strong></td>
<td><strong>Effective Academic Practices</strong></td>
<td><strong>Action-Oriented Data Decision-Making</strong></td>
<td><strong>Tier I</strong></td>
<td><strong>Tier I-C (Migrant)</strong></td>
<td><strong>Tier IV-A</strong></td>
<td><strong>Title I</strong></td>
<td><strong>Title II</strong></td>
<td><strong>Title III</strong></td>
</tr>
</tbody>
</table>
### Student Engagement

| EA8 | Develop system to promote student input, engagement, connection and support:  
  - Student transition program  
  - Student goal setting/reflection through progressfolios  
  - SEL instruction and supports | Healthy Habits, Healthy Schools  
  - Effective Academic Practices  
  - Action-Oriented Data  
  - Decision-Making  
  - Responsive Capacity Building | ESSER Planning  
  - Title I  
  - IDEA  
  - SW 1 | WSF  
  - Title I  
  - IDEA  
  - ESSER | Suzanne Ochi  
  - Todd Yanagi  
  - Kim Takahashi | Panorama Student Perception Survey (EES)- Student Engagement Measure  
  - Panorama Student SEL Survey |  

### Family Engagement

| EA9 | Continue system for engaging families in student learning and school decision making:  
  - Quarterly ‘Ohana Activities  
  - Family Perceptual Surveys:  
    - SQS  
    - Family Engagement School Survey  
  - ‘Ohana Engagement Activities:  
    - Quarterly events (Tech, STEM, Wellness, May Day)  
    - Open House  
    - Career Week  
    - Junior Achievement  
    - English Language Learner  
    - Student Community Council  
  - Use variety of technology to communicate with parents (Na Leo, school website, Messenger, Parent Square, social media) | Healthy Habits, Healthy Schools  
  - Effective Academic Practices  
  - Action-Oriented Data  
  - Decision-Making  
  - Responsive Capacity Building | ESSER Planning  
  - Title I  
  - IDEA  
  - SW 1/2/4/5/7 | WSF  
  - Title I  
  - IDEA  
  - ESSER | Suzanne Ochi  
  - Todd Yanagi  
  - Ruby Grace  
  - Tarah Green | Family Engagement Survey  
  - School Quality Survey (Family)  
  - Engagement activity feedback surveys  
  - Attendance at family events |
Academic Plan Development Process:
1. Review CNA and Implementation Continuum
2. Identify school strengths and challenge areas- select focus/priority areas
3. Identify objectives- set SMART goals
4. Enabling activities- funding and person(s) responsible
5. Progress monitoring- how will we know what we are doing is effective?

Faculty/staff engagement in development of academic plan:
1. Academic Review Team (ART): Development of draft
2. Review of CNA and Academic Plan process in faculty meetings
3. Grade levels provided with time and support to review and provide feedback during grade level articulation and grade level meeting time
4. Staff feedback was reviewed/addressed, revisions made by ART prior to submitting

Family/community engagement in development of academic plan:
1. CNA and AcPlan process overview provided to School Community Council (SCC)
2. Academic plan reviewed at a "Community" SCC meeting, community member and parents provided with opportunity to provide feedback and/or ask questions
3. SCC Assurance received 3/10/2023

Supporting Documents:
SY 2022-23 WWES AcPlan (Previous Plan)
22-23 WWES CNA
WASC Self Study Report
WASC Visiting Committee Report