NĀ HOPENA AʻO

PRIORITY 3
Effective Efficient Operations

PRIORITY 2
Staff Success

PRIORITY 1
Student Success

Hale`iwa Elementary School 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 Malaea Wetzel	
Malaea Wetzel Malaea Wetzel (Apr 12, 2024 10:47 HST)	Apr 12, 2024

Approved by Complex Area Superintendent Bob Davis	
Robert Davis Robert Davis (Apr 13, 2024 09:35 HST)	Apr 13, 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-6	Wonders	Ready Classroom 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
K-6	**iReady**	**iReady**
K-6	**DIBELS**	**Select One**

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: 2022, Next Full Self-Study: 2028
- Other current accreditation self-study

Please identify <u>critical student learning needs</u> and the <u>root/contributing cause(s)</u> 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. <mark>**Title 1 SW 1**</mark>

1	**<u>Student Need:</u>** MTSS supports - the Haleʻiwa Universal Behavior Screener indicates that problem solving is rated lowest by numerous teachers for multiple years (Haleʻiwa CNA SY 2024-2025 p. 26) ***<u>Root/Contributing cause(s):</u>*** *There is a disconnect between content learned and application of that learning. Students do not know how to "transfer" their learning into different or new situations.*
2	**<u>Student Need:</u>** Classroom engagement - the EES student perception survey reports that classroom engagement is the lowest domain for Haleʻiwa from 2019 to 2024 (Haleʻiwa CNA SY 2024-2025 p. 26) ***<u>Root/Contributing cause(s):</u>*** *Classroom teachers are not using strategies or implementing practices that students find engaging.*
3	**<u>Student Need:</u>** Tier 3 students in both ELA and math are not improving enough to move them into Tier 2 or higher even with RTI and after school tutoring supports (Haleʻiwa CNA SY 2024-2025 p. 26) ***<u>Root/Contributing cause(s):</u>*** *Admin does not conduct consistent observations and/or provide meaningful feedback to teachers. As a result, there are inconsistent instructional practices used across grade levels.* *Students do not consistently make the "one year gain" of learning every year so they fall behind. The problem is compounded as the student gets older.*

4	**Student Need:** Haleʻiwa has not begun "official" implementation of the Computer science standards. (Haleʻiwa CNA SY 2024-2025 p. 26)
	Root/Contributing cause(s): *The school has not provided professional development to its teachers so that they are prepared to provide the computer science instruction.*
	The school must create a clear pathway and set clear expectations for computer science implementation at Haleʻiwa.
5	**Student Need:** SBA proficiency is not improving at a significant enough rate to ensure that the majority of students are on grade level in both ELA and math (Haleʻiwa CNA SY 2024-2025 p. 26)
	Root/Contributing cause(s): *Admin is not conducting consistent classroom observations and/or providing meaningful feedback to teachers to make the changes necessary.*
	Instruction in both ELA and math is not meeting the needs of students in disaggregated groups like SPED, EL and the disadvantaged.
6	**Student Need:** The school's 3rd grade literacy rate is below 85% and must be improved. (Haleʻiwa CNA SY 2024-2025 p. 26)
	Root/Contributing cause(s): *Admin is not conducting consistent classroom observations and/or providing meaningful feedback to teachers to make the changes necessary.*
	Students do not consistently make the "one year gain" of learning every year so they fall behind. The problem is compounded as the student gets older.
7	**Student Need:** Students need to increase their vocabulary by using prior knowledge to elicit understanding of contextual clues. (from WASC report 2022, p. 71)
	Root/Contributing cause(s): *Admin is not conducting consistent classroom observations and/or providing meaningful feedback to teachers to make the changes necessary.*
	Inconsistent instructional strategies used by grades K-6
8	**Student Need:** Students need to improve their understanding and comprehension of geometry and algebra to see relationships between models and algorithms. (from WASC report 2022, p. 71)
	Root/Contributing cause(s): *Admin is not conducting consistent classroom observations and/or providing meaningful feedback to teachers to make the changes necessary.*

Inconsistent instructional practices throughout all grades has made it difficult for students to achieve in geometry and algebra.

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	<u>**Targeted Subgroup:**</u> High Needs students: IDEA, EL, Disadvantaged <u>**Identified Student Need(s):**</u> Differentiated instruction is necessary to close the achievement gap between the high needs students and non-high needs students.

WASC visit 2022 school wide recommendations from the visiting committee	
1	The school leadership and staff should continue to focus attention on attendance to ensure all students are able to maximize their learning opportunities.
2	School leadership and staff should develop and implement a process to measure the impact of instructional practices on student achievement, including differentiation and modification of strategies based on data assessment in order to improve student achievement and decrease the achievement gap.
3	School leadership should conduct systematic and consistent observations and follow up discussions to better support teacher performance and ensure the instructional program is meeting the needs of all students.
4	The school leadership should begin to document school level procedures that define operational practices and decision-making processes to provide clarity for staff and to provide the structure upon which student learning is built.
5	The school leadership should explore ways to incorporate regular opportunities for teacher collaboration to promote alignment through vertical articulation.

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?"* Title SW 6	Root/ 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?"* Title 1 SW 2 Title SW 6	Monitoring of Progress (Initial & Intermediate Outcomes) *"How will we know progress is being made?"* Title 1 SW 3	Anticipated Source of Funds *"What funding source(s) should be utilized?"* *Please estimate the additional 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 mandate	1 - Implement Kindergarten Readiness Assessment for every kindergartener who enters school. *Pam Yamkawa - Curriculum Coordinator* *Malaea Wetzel Principal*	KRA assessment results	WSF, $ Title I, $ Title II, $ Title III, $ Title IV-A, $ Title IV-B, $ IDEA, $ SPPA, $ Homeless, $ Grant:__, $ Other:__, $

| **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.

LMW KPI SA 5
Grade 3 literacy rate

LMW KPI SA 1
SBA proficiency rate in ELA | **Student need:**
6- school's 3rd grade literacy rate is below 85% and must be improved
CNAp.26

Root cause
Admin is not conducting consistent classroom observations and/or provide meaningful feedback to teachers to make the changes necessary
CNAp.26

Student Need:
 7- students need to increase their vocabulary by using prior knowledge to elicit understanding of contextual clues
WASC report 2022 p.71

Root Cause:
Admin is not conducting consistent classroom observations and/or provide meaningful feedback to teachers to make the changes necessary

Inconsistent instructional strategies used by grades K-6
WASC report 2022 p.71 | 2–Teachers in K-2 will use ECRI with Wonders Instruction to build a strong literacy foundation for students.
● Progress monitoring will be conducted on at least a monthly basis with all students
● **PPTs for RTI / Reading support - Title 1**

Pam Yamakawa Curriculum Coordinator
Malaea Wetzel Principal

3–Teachers in 2-6 will provide RTI targeted intervention four times a week to all students in small groups designed to meet the specific needs of the group.
● **PPTs for RTI / Reading support - Title 1**

Pam Yamakawa Curriculum Coordinator
Malaea Wetzel Principal | **DIBELS scores:**
MOY = 50% students in CORE

EOY= 75% of students in CORE

DIBELS scores:
MOY = 50% students in CORE

EOY = 75% of students in CORE | WSF, $
Title I, $18,000
Title II, $
Title III, $
Title IV-A, $
Title IV-B, $
IDEA, $
SPPA, $
Homeless, $
Grant:__, $
Other:__, $ |

| Mathematics Proficiency

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.

LMW KPI SA1
SBA proficiency rate in math | **Student Need:**
8- Students need to improve their understanding and comprehension of geometry and algebra to see relationships between models and algorithms
WASC report 2022 p.71

Root Cause:
Admin is not conducting consistent classroom observations and/or provide meaningful feedback to teachers to make the changes necessary

Inconsistent instructional practices throughout all grades has made it difficult for students to achieve in geometry and algebra
CNA p.26 | 4–Teachers in K-6 will use Ready Classroom Math to provide standards based instruction on a consistent basis.

Pam Yamakawa Curriculum Coordinator

Malaea Wetzel Principal | **Results of Math data trackers for unit assessments**
By the end of each quarter, the measured AVERAGE "impact" of instruction, as measured by assessment results, should be 75% or higher | WSF, $
Title I, $
Title II, $
Title III, $
Title IV-A, $
Title IV-B, $
IDEA, $
SPPA, $
Homeless, $
Grant:__, $
Other:__, $ |

1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. *Required for all schools.* **LMW KPI SA 2** Equity in student learning **LMW KPI SA 3** Universal screener	**Student need:** 3- Tier 3 students in both ELA and math are not improving enough to move them into Tier 2 or higher even with RTI and after school tutoring supports. CNA p. 26 **Root cause** Admin is not conducting consistent classroom observations and/or provide meaningful feedback to teachers to make the changes necessary Students do not consistently make the "one year gain" of learning every year so they fall behind. The problem is compounded as the student gets older. CNA p. 26 **Student need:** 5-SBA proficiency is not improving at a significant enough rate to ensure that the majority of students are on grade level in both ELA and math CNA p.26 **Root Cause:** Admin is not conducting consistent classroom	5–Teachers will provide differentiated and targeted instruction to students who need it, including, but not limited to, SPED, EL and Disadvantaged students *Pam Yamakawa Curriculum Coordinator* *Malaea Wetzel Principal*	**I-Ready diagnostic data**: D2: at least 35% of HIGH NEEDS students will be "on grade level" as measured by being in "green" in I-Ready report for both ELA and Math D3: at least 45% of HIGH NEEDS students will be "on grade level" as measured by being in "green" in I-Ready report for both ELA and Math	WSF, $ Title I, $ Title II, $ Title III, $ Title IV-A, $ Title IV-B, $ IDEA, $ SPPA, $ Homeless, $ Grant:__, $ Other:__, $

observations and/or provide meaningful feedback to teachers to make the changes necessary

Instruction in both ELA and Math is not meeting the needs of students in disaggregated groups like SPED, EL and disadvantaged
CNA p.26

WASC recommendation 2 from 2022 visit
School leadership and staff should develop and implement a process to measure the impact of instructional practices on student achievement, including differentiation and modification of strategies based on data assessment in order to improve student achievement and decrease the achievement gap.

1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school. *Required for all schools.*	State mandate	6– ● Implement KinderCamp transition program during the summer ● Host WHIS admin for meeting with 6th graders to provide students an opportunity to meet their new administrators and ask questions *Vice Principal* *Pam Yamakawa, Curriculum Coordinator*	% of kindergarteners that attend KinderCamp during the summer Date of meeting % of 6th graders that attend the meeting	WSF, $ Title I, $ Title II, $ Title III, $ Title IV-A, $ Title IV-B, $ IDEA, $ SPPA, $ Homeless, $ Grant:__, $ Other:__, $
LMW KPI for MTSS 3 The number / percent of students that are IDEA eligible meeting state benchmark for inclusion	LMW KPI for MTSS	7 – IDEA students will have their LRE in the inclusion setting to the extent possible *Ernest Pai, SSC* *Vice Principal*	% of IDEA students whose LRE is inclusion meets the state benchmark	WSF, $ Title I, $ Title II, $ Title III, $ Title IV-A, $ Title IV-B, $ IDEA, $ SPPA, $ Homeless, $ Grant:__, $ Other:__, $
LMW KPI CAI 1 Computer science implementation	LMW KPI CAI 1	8 - Implement computer science lessons for all grade levels *Pam Yamakawa Curriculum Coordinator* *Malaea Wetzel, Principal*	**Quarterly report cards:** % of students ME and MP	WSF, $ Title I, $ Title II, $ Title III, $ Title IV-A, $ Title IV-B, $ IDEA, $ SPPA, $ Homeless, $ Grant:__, $ Other:__, $

LMW KPI SA 4 Progress towards EL Proficiency	LMW KPI SA 4	9 - Implement academic supports in ELA and math for English Language learners as appropriate *Pam Yamakawa Curriculum Coordinator* *Malaea Wetzel, Principal*	**ACCESS results** % of EL students meeting growth to target	WSF, $ Title I, $ Title II, $ Title III, $ Title IV-A, $ Title IV-B, $ IDEA, $ SPPA, $ Homeless, $ Grant:__, $ Other:__, $
LMW KPI SA 1 HSA Science proficiency	LMW KPI SA 1	10 - Implement a high quality science program that includes lessons from the school's community based learning sites: ● Kokua Hawaii Foundation Farm ● Loko Ea fish pond ● Na Mea Kupono Loʻi *Pam Yamakawa Curriculum Coordinator* *Malaea Wetzel, Principal*	Academic Plan progress monitoring surveys after CB learning visits HSA science proficiency of 5th graders	WSF, $ Title I, $ Title II, $ Title III, $ Title IV-A, $ Title IV-B, $ IDEA, $ SPPA, $ Homeless, $ Grant:__, $ Other:__, $
100% of teachers will have access to an array of different technology and instructional support resources to assist in curriculum planning and instruction	Title 1 funding	11- Implement the use of different technology and instructional support tools to assist with providing instruction as needed Examples of technology tools/instructional support resources: I-Ready Ready Classroom Math SeeSaw Go Guardian Teacher Brain Pop ● **Title 1 funding for resources** *Pam Yamakawa Curriculum Coordinator* *Malaea Wetzel Principal*	Academic Plan Progress Monitoring survey	WSF, $ ==Title I, $22,900== Title II, $ Title III, $ Title IV-A, $ Title IV-B, $ IDEA, $ SPPA, $ Homeless, $ Grant:__, $ Other:__, $

At least 50% of students will participate in After school tutoring	Title 1 funding	12 - Implement after school tutoring in math / ELA on Tuesdays and Thursdays ● **PTTs for tutoring - Haleʻiwa teachers - Title 1 funding** *Pam Yamakawa Curriculum Coordinator* *Vice Principal*	% of students who attend tutoring and make improvements on each I-Ready diagnostic	WSF, $ <mark>Title I, $52,000</mark> Title II, $ Title III, $ Title IV-A, $ Title IV-B, $ IDEA, $ SPPA, $ Homeless, $ Grant:__, $ Other:__, $
Establish a Kaiapuni program at Haleʻiwa Elementary	State mandate	13 - Establish a Kaiapuni program at Haleʻiwa Elementary beginning with Kindergarten in SY 2024-2025	# of students enrolled in Kaiapuni program SY 2024-2025	WSF, $ Title I, $ Title II, $ Title III, $ Title IV-A, $ Title IV-B, $ IDEA, $ SPPA, $ Homeless, $ Grant:__, $ Other:__, $

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

Desired Outcomes *"What do we plan to accomplish?"*	Root/ 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?"*	Anticipated Source of Funds *"What funding source(s) should be utilized?"* *Please estimate the additional amount needed to execute the enabling activity.*
1.2.1. All students desire to and attend school regularly. *Required for all schools.* <u>LMW KPI for MTSS 1</u> Attendance: Daily attendance rate Chronic absenteeism	<u>**WASC recommendation #1 from 2022 visit:**</u> The school leadership and staff should continue to focus attention on attendance to ensure all students are able to maximize their learning opportunities	13– Implement Haleʻiwa attendance procedures to reduce chronic absenteeism - Attendance cadre to work with families - Provide incentives for overall class attendance - Counseling of students/families who are in danger of being chronically absent *Nami-Anne Dolan Counselor* *Nicole Yonamine Counselor* *Vice Principal*	% of students attending 90% or more days of instruction % of students with 15 or more absences	WSF, $ Title I, $ Title II, $ Title III, $ Title IV-A, $ Title IV-B, $ IDEA, $ SPPA, $ Homeless, $ Grant:__, $ Other:__, $

| 1.2.2. All students demonstrate positive behaviors at school.

Required for all schools.

LMW KPI MTSS 2
Sense of belonging

LMW KPI MTSS 4
Behavioral Referrals | State mandate | 14 –Implement the Haleʻiwa SEL program which is a combination of Choose Love, Sense of Belonging, GRIT and Growth Mindset
● Teachers will provide at least weekly check-ins with students to check on their "sense of belonging"
● Counselors will assist with instruction of SEL lessons
● Track behavior referrals by grade level

Nami-Anne Dolan Counselor
Nicole Yonamine Counselor
Malaea Wetzel Principal | **Panorama SEL Survey Results for MOY:**

Sense of belonging= 70% favorable or more

Grit= 60% favorable or more

Growth mindset = 60% favorable or more | WSF, $
Title I, $
Title II, $
Title III, $
Title IV-A, $
Title IV-B, $
IDEA, $
SPPA, $
Homeless, $
Grant:__, $
Other:__, $ |
| | | 15 - Implement the schoolʻs universal behavior screener (UBS) to have teachers rate students on 9 behavior traits to determine if MTSS supports are effective
● Track behavioral referrals by quarter to see how they align to the UBS ratings by teachers

Nami-Anne Dolan Counselor
Nicole Yonamine Counselor
Malaea Wetzel Principal | **EOY:**
Sense of belonging = 75% favorable or more

Grit = 65% favorable or more

Growth mindset = 65% favorable or more

Number of behavior referrals each quarter

UBS ratings each quarter
% of students who are 3.0 or higher on UBS ratings | |

1.2.3. All students experience a Nā Hopena Aʻo environment for learning. *Required for all schools.*	State mandate	16—The elements of Na Hopena Aʻo are incorporated throughout the school ● Belonging ● Responsibility ● Excellence ● Aloha ● Total well-being ● Hawaiʻi ● Each grade level will participate in Hawaiian studies lessons on weekly basis with the school's Kumu *Vice Principal*	Haleʻiwa Na Hopena AʻO Student survey Results by semester **Panorama SEL survey** % for sense of belonging =76% or higher for all BOY, MOY and EOY	WSF, $ Title I, $ Title II, $ Title III, $ Title IV-A, $ Title IV-B, $ IDEA, $ SPPA, $ Homeless, $ Grant:__, $ Other:__, $

★ **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?"*	**Root/ 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?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Please estimate the additional 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. *Required for all schools.*	State mandate	17–All students in grades K-6 will participate in Haleʻiwaʻs community based learning sites program. ● Each grade level will work at each site at least once a semester ● Sites: ○ Loko Ea fish pond ○ Na Mea Kupono Loʻi ○ Kokua Hawaii Foundation Farm *Pam Yamakawa, Curriculum Coordinator* *Vice Principal*	Academic Plan Progress Monitoring Surveys completed by each teacher after each site visit	WSF, $ Title I, $ Title II, $ Title III, $ Title IV-A, $ Title IV-B, $ IDEA, $ SPPA, $ Homeless, $ Grant:__, $ Other:__, $

K-12 Alignment	Student Need:	18−Promote the use of "durable skills" (IC3) to more overtly embed problem solving lessons and skills in classes that provide opportunities for the transfer of learning to new situations.	The creation of a K-6 matrix of UbD units for each durable skill to ensure grade level standards are being met and there is no redundancy in what is being taught	WSF, $
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.	1- MTSS supports - the Haleʻiwa Universal Behavior Screener indicates that problem solving is rated lowest by numerous teachers for multiple years CNA p. 25	• Investigate • Collaborate • Communicate • Create		Title I, $ Title II, $ Title III, $ Title IV-A, $ Title IV-B, $ IDEA, $ SPPA, $ Homeless, $ Grant:__, $ Other:__, $
	Root cause: There is a disconnect between content learned and application of that learning. Students do not know how to "transfer" their learning into different or new situations. CNA p.25	Conduct classroom observations to better support teachers in their instruction and engagement of students *Pam Yamakawa Curriculum Coordinator* *Malaea Wetzel Principal*	Results of classroom observations	
	Student need: 2- Classroom engagement - the EES student perception survey reports that classroom engagement is the lowest domain for Haleʻiwa from 2019-2024 CNA p.25			
	WASC recommendation 3 from 2022 visit:			

	School leadership should conduct systematic and consistent observations and follow up discussions to better support teacher performance and ensure the instructional program is meeting the needs of all students **Root Cause:** Classroom teachers are not using strategies or implementing practices that students fine engaging CNA p.25			

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?"*	Root/ 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?"*	Anticipated Source of Funds *"What funding source(s) should be utilized?"* *Please estimate the additional amount needed to execute the enabling activity.*
LMW KPI CAI 2 Induction and Mentoring	LMW KPI CAI 2	19 – New teachers will receive mentoring support from the school and the district level mentor *Pam Yamakawa Curriculum Coordinator* *Malaea Wetzel Principal*	% of teachers receiving mentoring services that choose to remain at the school	WSF, $ Title I, $ Title II, $ Title III, $ Title IV-A, $ Title IV-B, $ IDEA, $ SPPA, $ Homeless, $ Grant:___, $ Other:___, $
100% of staff will be informed of school procedures and decision making processes	**WASC recommendation 4 from 2022 visit:** The school leadership should begin to document school level procedures that define operational practices and decision-making processes to provide clarity for staff and to provide the structure upon which student learning is built	20- The school leadership will create a faculty handbook that documents school level procedures that define operational practices and decision making processes *Malaea Wetzel Principal* *Odelyn Ramil Castillo SASA*	Quarterly progress on faculty handbook	WSF, $ Title I, $ Title II, $ Title III, $ Title IV-A, $ Title IV-B, $ IDEA, $ SPPA, $ Homeless, $ Grant:___, $ Other:___, $

100% of teachers will have time to collaborate with their colleagues during faculty meetings	**WASC recommendation 5 from 2022 visit:** The school leadership should explore ways to incorporate regular opportunities for teacher collaboration to promote alignment through vertical articulation	21- Provide collaboration time for teachers during faculty meetings and at other times as the schedule permits *Malaea Wetzel Principal*	Notes from collaboration meetings	WSF, $ Title I, $ Title II, $ Title III, $ Title IV-A, $ Title IV-B, $ IDEA, $ SPPA, $ Homeless, $ Grant:___, $ Other:___, $
100% of teachers will have the opportunity for PD training that helps to increase their effectiveness and compensation		22 - Provide meaningful professional development during the 21 hours of embedded work time PD during the SY • Track PD courses that teachers are registered in to increase their effectiveness and compensation (# of teachers participating in PD beyond the 21 hours) *Pam Yamakawa Curriculum Coordinator* *Malaea Wetzel Principal*	Faculty meeting agendas Survey results of teachers who enroll in PD courses	

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?"*	Root/ 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?"*	Anticipated Source of Funds *"What funding source(s) should be utilized?"* *Please estimate the additional 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. *Required for all schools.*	State mandate	23– ● SCC will have full membership ● SCC will meet at least once a quarter ● Principal will attend all SCC meetings *Malaea Wetzel, Principal*	SCC attendance sign in sheets SCC minutes from each meeting	WSF, $ Title I, $ Title II, $ Title III, $ Title IV-A, $ Title IV-B, $ IDEA, $ SPPA, $ Homeless, $ Grant:___, $ Other:___, $

★ **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?"*	Root/ 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?"*	Anticipated Source of Funds *"What funding source(s) should be utilized?"* *Please estimate the additional amount needed to execute the enabling activity.*
Parents have opportunities to learn how to support their child's learning at home	Title 1	24 - Provide opportunities for parents to learn about and engage in their child's learning through classroom parent engagement activities and school wide parent engagement activities each semester **Title 1 funding - PPE (PCNC) $10,000** **Title 1 funding - supplies for parent activities - $1258 (18935)** *Pam Yamakawa Curriculum Coordinator* *Malaea Wetzel Principal*	Parent attendance numbers at activities Parent evaluation forms	WSF, $ Title I, $11,258 Title II, $ Title III, $ Title IV-A, $ Title IV-B, $ IDEA, $ SPPA, $ Homeless, $ Grant:___, $ 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 **Hale'iwa 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 <u>hours per year</u> *(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)*	1170 hours
Did your school submit a SCC Waiver Request Form? Please explain.	No
Bell Schedule: Hale'iwa Bell Schedule SY 2024-2025	

Haleiwa ES-206_SY2024-25_AcademicPlan

Final Audit Report
2024-04-13

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