



Academic Plan SY 2023-2024



WAIKIKI SCHOOL

“The Mindful School”

Principal Signature: *Ryall* Date: 4/13/23

CAS Signature: *Mahua Mahoe* Date: 4/12/23

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Where are we now?

Vision

Waikiki School is a safe, vibrant, nurturing environment that encourages lifelong learning.

Mission

Creating "mindful", ethical decision makers committed to making the world a more "thought-full" place

Beliefs

~ Harmony of heart and mind result in joyful living & learning

~ Mindfulness, compassion, thoughtfulness and collaboration provide a foundation for limitless learning and honor the unique contributions of each individual.

2022-23 [Comprehensive Needs Assessment](#)

Waikiki School [WASC Focus on Learning Self Study Report](#)

Based on our school's March 2023 WASC Visiting Committee Report, the following areas were identified as school wide areas of strength.

1. Waikiki School's unique, vibrant identity as "The Mindful School" integrates the Habits of Mind in collaboration with General Learner Outcomes and Philosophy 4 Children into structures which support the whole child and contribute to student success.
2. Empowerment of student voice, autonomy and agency through curricular opportunities support the holistic development of students as independent learners, effective problem solvers, critical thinkers and lifelong learners.
3. A highly qualified and professional administration, faculty, and support staff committed to the school's mission and vision serve as role models to ensure all students have a safe, nurturing, and supportive learning environment in which to learn, grow and thrive.
4. Administrative leadership and support of teacher autonomy allows for creativity and innovation which enables Waikiki School to move forward with school initiatives and ongoing improvement.
5. Effective instructional practices and differentiation strategies are utilized to ensure equitable access to the curriculum for all learners; These practices are consistent with the school's mission and vision guided by p4c, HoM and the GLOs.
6. Strong symbiotic relationships with community partners, including field trips and place- and project-based learning opportunities contribute to the whole-child development of students.
7. The school's master schedule creates spaces for Resource classes (sustainability, art, music, culture, PE, Hawaiian Studies, Creative Movement) that enrich Waikiki School students' learning experience and allow teachers additional articulation time.

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8. The Intervention Team, in collaboration with teachers, effectively facilitates systems and structures to identify and serve all students needing additional support including, but not limited to IDEA, 504, English Learners, and behavioral challenges.

Based on our school's March 2023 WASC Visiting Committee Report, the following areas were identified as school wide critical areas of follow-up.

The visiting committee concurs with the school's identified critical areas for follow-up and those outlined

in the Academic Plan. These are summarized below:

1. The Leadership Team, faculty, and support staff need to design a plan to intentionally support, promote and monitor horizontal and vertical articulation, alignment, and tiered supports to promote student success (ie: writing instruction and Professional Development for teachers).
2. The Leadership Team, faculty, and intervention staff need to develop and implement a unified behavioral system with consistent, clear procedures to ensure equitable student support.
3. Waikīkī School needs to continue strengthening their induction and mentoring program for new faculty members with an intentional focus on the school's unique culture and values to support, develop, and retain effective and caring teachers and professional staff.
4. The Leadership Team and faculty need to develop and implement a systemic structure for data analysis for the purpose of designing inclusive and equitable practices to support the success of all students.
5. Waikīkī School needs to continue to explore options and opportunities to address the school's facility, maintenance, and equipment needs to support student learning, well-being, and equitable access to all facilities.

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<p>Prioritize school's needs as identified in one or more of the following needs assessments:</p> <ul style="list-style-type: none"> ● Comprehensive Needs Assessment (Title I Schools) ● WASC Self Study <ul style="list-style-type: none"> ▪ WASC Category B: Standards Based Student Learning: Curriculum, instruction ▪ WASC Category C: Standards Based Student Learning: Instruction ▪ WASC Category D: Standards Based Student Learning: Assessment and Accountability ● International Baccalaureate (IB) Authorization ● Other 	<ol style="list-style-type: none"> 1. Need: Improve equity/access to quality instruction for all English Learners (Strategic Goal 2: FKK EL Success Plan) EL students make up 22.71% of the student population in the 2021-22 school year, holding steady over the past five years. Based on the most recent 2021-22 StriveHI report, 65% of English Learner students are on track to English language proficiency. During the 2020-21 StriveHI report, that number was 67%. 2. Need: Writing across all grade levels shows the highest percentage of DP and WB grade marks. 60% of Kindergarten students earned a DP or Not Yet (NY) for writing at the 2021-22 year end. 39% of 1st and 2nd grade students had DP or WB grade marks for writing for the 2021-22 year end. 22% of 3rd, 4th, and 5th grade students had DP or WB grade marks for writing for the 2021-22 year end. 3. Need: Chronic absences hit 25% during the 2021-22 school year. As of March 2023, 18% of our student body is considered chronically absent.
	<p>Addressing Equity: Sub Group Identification</p> <p>From the 2021-22 Smarter Balanced Assessment</p> <p>Overall - 82% proficiency reading, 75% proficiency math</p> <p>Free and Reduced Lunch Students - 70.5% proficiency reading, 68.3% proficiency math</p> <p>English Learners - 40% proficiency reading, 60% proficiency math</p> <p>Special Education - 30% proficiency reading, 31.2% proficiency math</p>

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	<p>In order to address equity, list the targeted sub group(s) and their identified needs. **Specific enabling activities listed in the academic plan should address identified sub group(s) and their needs.</p> <p>To address the needs of our English Learners and improve outcomes we will employ targeted instructional practices to advance language acquisition and academic learning. We will also periodically review i-Ready and other formative data to assess progress of EL learners</p>
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ORGANIZE: Identify your Academic Review Team Accountable Leads.	
Name and Title of ART Team Accountable Lead	Responsible for implementation of the school's strategies and initiatives
1. Ryan Kusuda, Principal	1. Comprehensive Needs Assessment, Academic Plan, Wellness, EES
2. Whitney Mahoney, Vice Principal	2. Hawaii Multi-Tiered Systems of Support
3. Trisha Fish, Student Services Coordinator	3. Hawaii Multi-Tiered System of Support
4. Courtney Carpenter, Community Outreach Coordinator	4. Community-Based Project Coordinator
5. Jenna Kunihiro, Intervention Support Specialist, Mindfulness Coordinator	5. New Teacher Mentoring
6. Shelly Hecker & Bailey Ledesma EL Leads	6. High Needs - English Learner Design Team
7. Christine Neuman, Intervention Support Specialist	7. Hawaii Multi-Tiered System of Support - Language Arts
8. Lynn Loveman, Counselor	8. Hawaii Multi-Tiered Systems of Support - Social Emotional
9. Natalia Sandoval, Teacher	9. High Needs - Special Education
10. Frances Higashi, Technology Coordinator	10. Technology Plan

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Goal 1: Student Success. All students demonstrate they are on a path toward success in college, career and citizenship.

- ❑ **Objective 1: Empowered** - All students are empowered in their learning to set and achieve their aspirations for the future.
- ❑ **Objective 2: Whole Child** - All students are safe, healthy, and supported in school, so that they can engage fully in high-quality educational opportunities.
- ❑ **Objective 3: Well Rounded** - All students are offered and engage in rigorous, well rounded education so that students are prepared to be successful in their post-high school goals.
- ❑ **Objective 4: Prepared and Resilient** - All students transition successfully throughout their educational experiences.

Outcome: By the end of three years,	Rationale:
<p>Critical Area of Follow Up #4 The Leadership Team and faculty need to develop and implement a systemic structure for data analysis for the purpose of designing inclusive and equitable practices to support the success of all students.</p> <p>The gap between high-needs and non-high needs students will narrow. (Baseline is 25 points for Language Arts and 15 points for Math.)</p> <p>Deepening Commitment to HOM and p4c by all segments of school community School wide Area of Strength #5 Effective instructional practices and differentiation strategies are utilized to ensure equitable access to the curriculum for all learners; These practices are consistent with the school's mission and vision guided by p4c, HoM and the GLOs.</p>	<p>We believe that all children can learn. We are all teachers of language.</p> <p>If we utilize push-in, pull-out, small group models for intervention and support, then students will learn in environments that will accelerate their learning. Level of support is based on data.</p> <p>The Habits of Mind (HOM) is a research-based initiative focused on applying mindful behaviors to classroom learning and life. The HOM include the behavioral dispositions of flexibility in thinking, listening with empathy, problem solving, persistence, and more. Their practice establishes standards of behavior, a common set of values, and unites stakeholders into a cohesive learning community. They are at the heart of the Waikiki School culture. Through their practice, the school stays intellectually alive and forward thinking.</p>

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<p>All students in all grade levels have access to Project/Place-Based Learning School wide Area of Strength #6 Strong symbiotic relationships with community partners, including field trips and place- and project-based learning opportunities contribute to the whole-child development of students.</p> <p>All students in all grade levels will participate in Aina Aloha via Waikiki School's sustainability program</p> <p>School wide Area of Strength #7 The school's master schedule creates spaces for Resource classes (sustainability, art, music, culture, PE, Hawaiian Studies, Creative Movement) that enrich Waikiki School students' learning experience and allow teachers additional articulation time.</p>	<p>p4c is an internationally recognized approach to developing critical thinking and social emotional learning. p4c creates intellectually safe communities of inquiry where student voices are heard and students are taught "how" to think not "what" to think.</p> <p>The HOM and p4c provide the foundation to support excellence both in the academic arena and in life. They serve as our multi-tiered system of support. This foundation has contributed to consistent high performance on statewide summative assessments such as the SBA.</p> <p>Waikiki School will continue our move to provide authentic learning experiences via partnerships with the school community (Aquarium, Zoo, Hula Grill, etc.), honoring student voice in the process, culminating in student selected final projects delivered to authentic audiences.</p> <p>Honua - Cultivating and strengthening our relationship with 'āina and stewardship mindset. The school believes that 21st Century graduates must be active stewards of the fragile natural resources of planet earth. Our gardens, orchard, organic farm provide contexts for hands-on, project based experimentation and learning about sustainability, farm to table understandings, and more.</p>
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Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
<p>Critical Area of Follow Up #1 The Leadership Team, faculty, and support staff need to design a plan to intentionally support, promote and monitor horizontal and vertical articulation, alignment, and tiered supports to promote student success (ie: writing instruction and Professional</p>	<p>Allow for time to horizontally articulate around 1) phonics instruction and 2) writing during grade level articulation time.</p> <p>Use a combination of faculty meeting and PC time to vertically articulate.</p>	2023-24	Ryan Kusuda	<p>X WSF</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other: ESSER Funds</p> <p><input type="checkbox"/> N/A</p>	<p>Track the amount of DPs and WBs for Writing across all grade levels K-5.</p> <p>Increase the amount of students on grade level for both phonics and phonemic awareness in grades K-3 base on i-Ready diagnostics or another assessment tool such as DIBELS.</p>

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Development for teachers).					
Critical Area of Follow Up #4 The Leadership Team and faculty need to develop and implement a systemic structure for data analysis for the purpose of designing inclusive and equitable practices to support the success of all students.	Use i-Ready as a universal screener assessment	Ongoing	Whitney Mahoney	X WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II X Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE X Other: ESSER Funds <input type="checkbox"/> N/A	100% of students take the i-Ready Beginning-of-Year, Mid-Year, and End-of-Year assessment
	Implement small group instruction using a shared framework across grade levels	2022-23 2023-24	Ryan Kusuda		
	Fund floating teachers for grade level intervention support who will provide effective targeted student support in a fluid fashion.				
	School funding for 2.5 full-time English Learner teachers.	2023-24	Bailey Ledesma		WIDA Access Assessment

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Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
All students in all grade levels have access to Project/Place-Based Learning	School funding of a position to expand community based outreach, establishing authentic learning projects and promoting purposeful community involvement throughout the school	Ongoing	Courtney Carpenter	<input checked="" type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other: <input type="checkbox"/> N/A	Number of participating classes/students Video or photo documentation
Deepening Commitment to HOM and p4c by all segments of school community	Students will participate in p4c circles with their class on a weekly basis with the freedom to select and change circle topics based on their input. Teachers will facilitate the discussions using the Good Thinker's Toolkit Continue to expand the partnership with University of Hawaii Uehiro Academy for Philosophy and Ethics in Education to provide resident philosophers and student teachers	Ongoing		<input checked="" type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other: <input type="checkbox"/> N/A	Number of participating classes/students Number of visiting philosopher in residents Number of visiting teachers interested in learning about p4c

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Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
	to further support students' thinking around issues such as exploration of social justice, global warming, racial tolerance, and more				
	Utilize web-based programs to further extend learning- including IXL, KidBiz, i-Ready, etc. both in and out of the school day	Ongoing		X WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other: <input type="checkbox"/> N/A	Number of students demonstrating growth from initial to mid-year to end-of-year

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Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
All students in all grade levels will participate in Aina Aloha via Waikiki School's sustainability program	Fund positions to support Waikiki School's thriving Food Farm and have 100% of its students participate in garden and sustainability initiatives.	2021-22 2022-23 2023-24		<input checked="" type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other: <input type="checkbox"/> N/A	Number of students involved in Hawaiian Studies/Sustainability Resource classes Number of garden workdays Number of Harvest of the Month Activities

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Goal 2: Staff Success. **Waikiki School** has a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

Outcome: By the end of three years.	Rationale:
<p>Waikiki School will stay on the cutting edge of innovation, reform and best practice.</p> <p>Provide teachers with targeted PD to assist in deepening implementation of CCSS (with focus on early childhood literacy and writing), C3 (Social Studies Framework), Computer Science (CTSA), and critical thinking processes into student learning.</p> <p>Implement a school induction and mentoring program to support, develop, and retain effective and caring teachers and other professional staff and support their growth into highly effective faculty.</p>	<p>Continuing to serve as a Model School, continually pushing to achieve an ever enhanced level of excellence.</p> <p>We believe in developing the professional capacity and practice of school personnel to promote each student's academic success and well-being.</p>

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Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
Provide teachers with targeted PD to assist in deepening implementation of CCSS (with focus on early childhood literacy in reading and writing and geometry in math), C3 (Social Studies Framework), Computer Science (CTSA), and critical thinking processes into student learning.	<p>All lower grade K-2 teachers will have received training with evidence-based phonics instruction</p> <p>All upper grade 3-5 teachers will have received training with Morphology</p> <p>Teachers, especially in lower grades, are given the opportunity to build their knowledge base around explicit instruction.</p> <p>PD focusing on EL strategies-academic language development, reading comprehension strategies</p>	2023-24	Ryan Kusuda	<input checked="" type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	Number of students demonstrating growth on ELA and Math indicators on i-Ready

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Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
Deepening Commitment to HOM and p4c by all segments of school community	<p>School funding of a position to ensure that all teachers are trained and supported in implementation strategies of Habits of Mind</p> <p>Participating in virtual discussion groups and potentially in-person collaborative visits with HOM schools around the globe to stay abreast of new and innovative practices</p>	2023-24	<p>Jenna Kunihiro</p> <p>Ryan Kusuda</p>	<p>X WSF</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p>	100% of teachers will utilize the p4c model to stimulate deeper thinking and promote the practice of the HOM

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Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
<p>Waikiki School will stay on the cutting edge of innovation, reform and best practice.</p>	<p>Continue to serve as a practicum site and training ground for pre-service student teachers</p> <p>Continue to support teachers in the pursuit of National Board Certification</p> <p>Continue to welcome visitations from local and international educators</p> <p>Continue to support teacher/student presentations at various conferences, both at home and abroad</p> <p>Funding for staff attendance at Conferences with focus on Literacy.</p> <p>Continue to support teacher visitations both to other schools and from other schools</p>	2023-24	Ryan Kusuda	<p>X WSF</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p>X Other : PTO</p> <p><input type="checkbox"/> N/A</p>	<p>Number of student teachers placed. Number of Waikiki School teachers serving as mentors.</p> <p>Number of National Board Certified Teachers</p> <p>Number of visiting organizations</p> <p>Number of conferences presented</p> <p>Number of teachers participating</p>

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Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
100% of new (1st, 2nd, and 3rd year teachers) and non-highly qualified teachers will be provided with mentoring and training opportunities by district and/or school level personnel.	<p>Induction and Mentoring: Attend new teacher workshops and/or training</p> <p>Attend monthly meetings with teacher mentor, school level mentor, and/or administrator</p>	Ongoing	Ryan Kusuda Jenna Kunihiro	<p>X WSF</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> CTE</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> N/A</p>	Number of teachers earning effective or higher ratings on EES

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Goal 3: Successful Systems of Support. The system and culture of **Waikiki School** works to effectively organize financial, human, and community resources in support of student success.

Outcome: By the end of three years,	Rationale:
<p>Reduce the amount of students chronically absent with unexcused absences to under 20%. Chronic absences hit 25% during the 2021-22 school year. As of March 2023, 18% of our student body is considered chronically absent.</p>	<p>Student attendance is a powerful predictor of student success, even accounting for other factors such as prior academic preparation and poverty. Students need to be in school to achieve and grow. The habit of “showing up” is an important life skill.</p>
<p>During the 2023-24 school year, the Leadership Team, faculty, and intervention staff need to develop and implement a unified behavioral system with consistent, clear procedures to ensure equitable student support.</p>	<p>HMTSS: If we continue to implement consistent tiered academic and behavior intervention support, our students will demonstrate high achievement and low incidents of discipline issues.</p>
<p>By the end of the 2023-24 school year, the ELA and Math Gap rate will be reduced from the new baseline established at the end of the 2022-23 school year. (Baseline is 25 points for Language Arts and 15 points for Math.)</p>	
<p>By the end of the 2023-24 school year, the number of student Chapter 19 discipline incidents will remain in-line with previous years.</p>	
<p>By the end of the 2023-24 school year, GT students will have a student growth percentile for ELA and Math above the 50th percentile.</p>	<p>Gifted and Talented: If we implement a highly rigorous and engaging GT program, our high achieving students will continue to stay motivated and demonstrate high levels of growth consistent with their like-ability peers.</p>
<p>Teacher, student, and parent perception data will show favorable marks in different engagement, well-being and satisfaction dimensions</p>	<p>Increase parent satisfaction and engagement by providing opportunities for two-way communication.</p>

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<p>Engage families and communities in a variety of ways that build connections between home and school. (EL Success Plan Goal 4)</p> <p>Refine and implement a focused, integrated, comprehensive school-wide technology plan</p>	
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Planning				Funding	Interim Measures of Progress
Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
Reduce the amount of students chronically absent with unexcused absences to under 20%.	Parent Bulletins Attendance Letters Home visits	Ongoing	Ryan Kusuda	<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	Daily attendance Rate Chronic Absenteeism Rate

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Expand partnerships which provided expanded options for parent and community involvement	Provide coordination of programs that facilitate school and family connections, including Common Grace, 'Ohana Nights, sustainability work days and more.			<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	<p>By the end of the 2023-24 school year, teacher, student, and parent perception data will show favorable marks in different engagement, well-being and satisfaction dimensions.</p> <p>100% of parents will be invited to participate in monthly p4p inquiry sessions</p> <p>Number of parents participating in the 60 hour adult English class</p>
	Hold monthly p4p (philosophy for parents) sessions	2022-23			
	Provide EL classes for parents coordinated with McKinley School for Adults	2023-24			

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Desired Outcome	Enabling Activities <i>(Indicate year(s) of implementation in next column)</i>	School Year(s) of Activity	ART Accountable Lead(s)	Source of Funds <i>(Check applicable boxes to indicate source of funds)</i>	Define the relevant data used to regularly assess and monitor progress
Deepening Commitment to HOM and p4c by all segments of school community	Continue Bilingual p4c lunch clubs and other p4c-based outreach groups to support students and build cognitive and SEL competency.	Ongoing		<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	Panorama SEL Survey
Refine and implement a focused, integrated, comprehensive school-wide technology plan	Fundraise to keep devices current and to move to 1:1 devices for all students in all grade levels. Technology committee will map out Computer Science content across five core concepts (Computer Systems, Network & Internet, Data Analysis, Algorithms & Programming, Impact of Computing) by grade level during the 2023-24 school year for full implementation by 2024-25 school year.	Ongoing	Frances Higashi	<input checked="" type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input checked="" type="checkbox"/> Other: PTO <input type="checkbox"/> N/A	Number of devices replaced over the school year (roughly 20%)

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By the end of the 2023-24 school year, GT students will have a student growth percentile for ELA and Math above the 50th percentile.	Offer a rigorous and engaging GT program for students in grades 3-5.	2022-23 2023-24	Courtney Carpenter	<input checked="" type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input type="checkbox"/> Other <input type="checkbox"/> N/A	SBA SGP scores for GT students
Establish a friendship exchange between Waikiki School and a school in Japan	Have a group of Waikiki School students travel to Japan and participate in a home-stay. In turn, students from Japan will home-stay with Waikiki School families either in the same school calendar year or alternate years.	2023-24	Ryan Kusuda	<input type="checkbox"/> WSF <input type="checkbox"/> Title I <input type="checkbox"/> Title II <input type="checkbox"/> Title III <input type="checkbox"/> IDEA <input type="checkbox"/> Homeless <input type="checkbox"/> CTE <input checked="" type="checkbox"/> Other <input type="checkbox"/> N/A	Amount of students participating annually