



Wilcox Elementary School Academic Plan SY 2025 -2026

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- ☐ Non-Title 1 School ☒ Title 1 School ☐ Kaiapuni School (Self-Contained) ☐ Kaiapuni School (Shared School Site) ☐ Comprehensive Support and Improvement School ☐ Targeted Support and Improvement School

Submitted by Principal: Corey Nakamura		Approved by Complex Area Superintendent: Daniel S. Hamada	

[VIALE QUALITY CURRICULUM](#) [SCREENING ASSESSMENTS](#) [IDENTIFIED SCHOOL NEEDS](#) [PRIORITY 1](#) [PRIORITY 2](#) [PRIORITY 3](#) [BELL SCHEDULE](#)

VIABLE QUALITY CURRICULUM

This section highlights the comprehensive instructional programs and supplementary instructional materials used by each core subject area.

Please utilize the drop-down list to select the **comprehensive instructional program(s)** being used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the program. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
Grades K through 5	'23 Wonders - (Gr. K-2) Other: - Ready Magnetic Reading (Gr. 3-5)	Ready - (Ready Math)	Mystery Science	Miscellaneous

Please list all **supplementary instructional materials** used to enrich or extend the comprehensive instructional programs identified above, and specify the grade level(s) or course name. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
Grades K through 2	Ready Reading, UFLI, and Heggerty			
Grades 3 through 5	SONDAY			

HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

The Department is committed to ensuring that every student receives the support necessary for success. This commitment includes providing personalized support to meet individual student needs, documenting student interventions, and monitoring progress.

How does your school document HMTSS student interventions? Please select all that apply. If "Other" is selected, please explain.

- ☐ Panorama
 ☒ School-created template
 ☒ Other: Tier 2 interventions are recorded weekly during PLC meetings using grade-level documentation. Any student concerns are noted in the Cadre meeting minutes, and if additional support is needed, a referral is made through the RFA form, including Tier 2 intervention details. Academic and behavioral Tier 3 interventions are documented in the eCSSS system.

UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

This section highlights school-administered screening and/or other progress monitoring assessments designed to quickly identify the needs of students in **Kindergarten through Grade 9** who may require additional support.

Please utilize the dropdown list to identify the screening and/or progress monitoring assessments used and specify the grade level(s) or course name. If “Other” is selected, please manually identify the assessment. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics
Grades K through 5	I-Ready ▾	I-Ready ▾
	Other: ▾ Reading Records	Teacher Created ▾

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 for those needs and gaps, as identified in one or more of the following:

- ☒ Current Comprehensive Needs Assessment (CNA)
- ☐ Other current assessment/self-study report: N/A
- ☒ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: Spring 2025

Type of Last Visit: Full Self-Study ▾

Year of Next Action: SY 2027-28

Type of Next Action:

Mid-Cycle Report & Visit ▾ (TBD)

Year of Next Self-Study:

SY 2030-31

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

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

1

LITERACY

SBA ELA-Literacy											
Proficiency				High Needs Achievement Gap				Growth			
20-21	21-22	22-23	23-24	20-21	21-22	22-23	23-24	20-21	21-22	22-23	23-24
50%	53%	56%	63%	34%	32%	43%	42%	50%	67%	55%	57%
Goal >80%				Goal <10%				Goal >60%			

i-Ready Diagnostic Screener - Reading									
Growth - Fall to Spring 2023-24					Current Proficiency - Winter 2024-25				
Met Typical Growth	Met Stretch Growth	Median Progress to Annual Typical Growth			Mid or Above GL	Early On GL	One GL Below	Two GLs Below	Three or More GL Below
70%	44%	136%			17%	27%	43%	10%	3%
>80%	>30%	>100%							

Sources: Strive HI Report and [i-Ready](#)

Student LEARNING Needs (What students need to learn regarding literacy.)

- All students need to increase their understanding and application of literacy skills in reading, writing, listening/speaking, and research/inquiry.
 - Reading - All students need to increase their ability to apply skills related to foundational reading (i.e., phonics, fluency) and comprehension (i.e., text structures & features, language use, and reasoning & evidence).
 - Writing - All students need to increase their ability to edit their writing using the conventions of standard English (i.e., grammar, capitalization, punctuation, and spelling).
 - Listening/Speaking - All students need to increase their ability to comprehend and interpret complex auditory information and communicate effectively.
 - Research/Inquiry - All students need to increase their ability to interpret, analyze, integrate, and evaluate information and sources.

Student LEARNER Needs (What students need us to provide so that they can strengthen their literacy.)

- All students need instruction that scaffolds the teaching of literacy concepts and skills in the areas of reading, writing, listening/speaking, and research/inquiry; effectively engages all types and levels of learners; and is differentiated and targeted to address their needs.
 - All students need quality Tier 1 instruction on grade level ELA/literacy standards incorporating the strategic use of schoolwide best practices and research-based/high-yield instructional strategies that effectively engage all types and levels of learners and are designed to strengthen students' ability to read fluently and with comprehension; write with purpose, clarity, and voice; listen with understanding; speak effectively; and conduct research/inquiry.
 - Identified students need flexible grouping and intentional Tier 2 instruction designed to scaffold ELA/literacy concepts and skills within the grade level standards to strengthen their understanding and application.
 - Identified students need strategic Tier 3 literacy instruction that addresses their learning deficiencies and improves their growth rate to bring them up to the same academic level as their grade-level peers.

Root/Contributing Causes:

2A. There are varying levels of understanding of how to utilize instructional strategies and resources to address identified target areas and student learning needs in literacy.

2B. There is a lack of understanding of the newly revised Hawaii Common Core State Standards for ELA.

2C. There are varying levels of understanding about the Science of Reading and how to utilize our updated curricula to better align with the Science of Reading pedagogy.

5A. There are varying levels of understanding of how to address students' needs in ELA Tier 2, especially when students move from Tier 3 to Tier 2.

12A. There are varying levels of understanding and use of high-yield instructional strategies and best practices.

12B. There are varying degrees of understanding of early intervention strategies to address the needs of high-needs students in working memory and oral language comprehension.

*Additional contributing causes: [11B](#), [13A](#), [14A](#), [17A](#)

2

NUMERACY

SBA Math											
Proficiency				High Needs Achievement Gap				Growth			
20-21	21-22	22-23	23-24	20-21	21-22	22-23	23-24	20-21	21-22	22-23	23-24
40%	46%	54%	63%	36%	32%	37%	34%	24%	72%	55%	60%
Goal >80%				Goal <10%				Goal >60%			

i-Ready Diagnostic Screener - Math									
Growth - Fall to Spring 2023-24					Current Proficiency - Winter 2024-25				
Met Typical Growth	Met Stretch Growth	Median Progress to Annual Typical Growth			Mid or Above GL	Early On GL	One GL Below	Two GLs Below	Three or More GL Below
68%	41%	124%			25%	30%	40%	3%	2%
Goal >80%	>30%	>100%			Sources: Strive HI Report and i-Ready				

Student LEARNING Needs (What students need to learn regarding numeracy.)

- All students need to increase their understanding and application of numeracy skills in mathematical concepts and procedures, math problem-solving, modeling & data analysis, and communicating reasoning.
 - Concepts and Procedures - All students need to increase their ability to apply mathematical concepts and procedures in such a way that they effectively manipulate numbers and symbols to come up with answers, and they understand how and why the math makes sense.
 - Problem-Solving - All students need to increase their ability to make sense of problems and persevere in solving them.
 - Modeling and Data Analysis - All students need to increase their ability to model with mathematics and interpret/analyze numerical information displayed in diagrams, charts, graphs, and tables.
 - Communicating Reasoning - All students need to increase their ability to reason abstractly and quantitatively and communicate their reasoning.

Student LEARNER Needs (What students need us to provide so that they can strengthen their numeracy.)

- All students need instruction that scaffolds the teaching of numeracy concepts and skills in the areas of mathematical concepts and procedures, math problem-solving, modeling & data analysis, and communicating reasoning, and is differentiated and targeted to address their needs.
 - All students need Tier 1 instruction on grade-level math standards, incorporating the strategic use of schoolwide best practices that effectively engage all types and levels of learners and are designed to strengthen students' ability to understand and apply mathematical concepts and procedures, problem-solve, create models, interpret/analyze data, and communicate their reasoning.
 - Identified students need flexible grouping for Tier 2 instruction (and Tier 3 as needed) that scaffolds the mathematical concepts and skills necessary to achieve the grade level standards, including their ability to problem solve, create models, interpret/analyze data, and communicate their reasoning.

Root/Contributing Causes:

3A. There is variance taking place regarding matching the rigor of instruction to the rigor called for in the Math standards.

3B. There are varying levels of understanding of how to utilize instructional strategies and resources to address identified target areas and student learning needs in Math.

5A. There are varying levels of understanding of how to address students' needs in ELA Tier 2, especially when students move from Tier 3 to Tier 2.

5B. There are inconsistencies in the implementation of Math Tier 2 and Tier 3 RTI processes for small group instruction, focusing on targeted interventions to close the achievement gap.

12A. There are varying levels of understanding and use of high-yield instructional strategies and best practices.

12B. There are varying degrees of understanding of early intervention strategies to address the needs of high-needs students in working memory and oral language comprehension.

*Additional contributing causes: [11B](#), [13A](#), [14A](#), [17A](#)

3

SCIENCE

NGSS-HSA Science							
Proficiency				High Needs Achievement Gap			
20-21	21-22	22-23	23-24	20-21	21-22	22-23	23-24
40%	54%	40%	29%	35%	27%	38%	35%
Goal >80%				Goal <10%			

Source: Strive HI Report

Student LEARNING Needs (What students need to learn regarding science.)

- All students need to increase their understanding and application of the topics and performance expectations outlined in the Next Generation Science Standards (NGSS), including the science and engineering practices, crosscutting concepts, and disciplinary core ideas for their grade level.

Student LEARNER Needs (What students need us to provide so that they can strengthen their understanding and application of science.)

- All students need instruction based on a viable and quality curriculum that is vertically aligned and designed to strengthen their ability to meet the NGSS performance expectations by fully addressing the grade-level topics, science and engineering practices, crosscutting concepts, and disciplinary core ideas.

Root/Contributing Causes:

4A. There is variance taking place in regards to matching the rigor of instruction to the rigor called for in the NGSS standards.

12A. There are varying levels of understanding and use of high-yield instructional strategies and best practices.

*Additional contributing causes: [11B](#), [13A](#), [14A](#), [17A](#)

4

SOCIAL-EMOTIONAL LEARNING and ATTENDANCE

Social-Emotional Learning Competencies						
Self Management	Social Awareness	Perseverance	Sense of Belonging	Growth Mindset	Emotion Regulation	Self-Efficacy
70%	60%	61%	63%	50%	50%	56%
Goal: >80%						

Sources: [Panorama Education](#) Student SEL Survey – Winter 2024-25

Regular Attendance			
20-21	21-22	22-23	23-24
*89%	63%	72%	79%
Goal: >90%			

Strive HI Report

Student LEARNING Needs (What students need to learn regarding SEL.)

- All students need to increase their understanding and application of the social-emotional learning (SEL) competencies as outlined within the Panorama Student SEL Survey, especially regarding strengthening their ability to regulate their emotions and perseverance.
- All students need an understanding of how regular attendance in school helps them to learn to their fullest potential.

Student LEARNER Needs (What students need us to provide so that they can embody the SEL competencies and experience a positive learning environment.)

- All students need explicit instruction and positive reinforcement in the SEL competencies, with an ongoing emphasis on developing attributes aligned with emotion regulation and grit.
- All students need a positive learning environment that embeds *Nā Hopena A'o* and fosters academic and social growth, resulting in a sense of belonging and regular attendance in school.

Root/Contributing Causes:

7A. There is a need to sustain and strengthen our implementation of clear, proactive follow-up procedures when students are absent.

8A. There are varying levels of student application of the social-emotional competencies.

8B. There are inconsistencies in our behavioral RTI process and a lack of understanding of roles and responsibilities within Tiers 1, 2, and 3.

8C. There are varying levels of effective strategies/practices being implemented to support positive/productive student behaviors in the classroom.

12A. There are varying levels of understanding and use of high-yield instructional strategies and best practices.

*Additional contributing causes: [6A](#), [9A](#), [13A](#), [14A](#), [17A](#)

1

Targeted Subgroup: *Economically Disadvantaged*

Economically Disadvantaged Subgroup				
	SBA/HSA Proficiency			
	20-21	21-22	22-23	23-24
ELA	35% = 66	39% = 76	37% = 68	48% = 86
Math	23% = 44	32% = 63	35% = 64	51% = 94
Science	25% = 14	42% = 27	21% = 14	20% = 14

Percentage and number of EDS students proficient

Source: [LEI Kulia](#) - School Profile Report***Student LEARNING Needs (What students who are economically disadvantaged need to learn.)***

- Students in the economically disadvantaged subgroup need to increase their understanding and application of word recognition (phonological awareness, decoding, sight recognition) and language comprehension (background knowledge, vocabulary, language structures, verbal reasoning, literacy knowledge), as well as math fluency, computational skills, and math problem-solving.

Student LEARNER Needs (What students who are economically disadvantaged need us to provide so that they can increase their learning.)

- Students in the economically disadvantaged subgroup need instruction that targets word recognition, language comprehension, math fluency, computational skills, and math problem solving, as well as ongoing positive reinforcement, consistent classroom routines, and social-emotional support to increase their rate of learning so that they perform equally as well academically as their non-economically disadvantaged peers.

2

Targeted Subgroup: *English Learners*

English Learners Subgroup									
	SBA/HSA Proficiency					Language Acquisition			
	20-21	21-22	22-23	23-24		20-21	21-22	22-23	23-24
ELA	13% = 4	18% = 4	6% = 1	50% = 7		50%	51%	55%	72%
Math	19% = 6	26% = 6	28% = 5	44% = 8		Source: LEI Kulia - School Profile Report and Growth to Target (WIDA Access)			
Science	13% = 2	0%	0%	0%		Wilcox Elementary EL Success Plan			
Percentage and number of EL students proficient									

Percentage and number of EL students proficient

Source: [LEI Kulia](#) - School Profile Report and Growth to Target (WIDA Access)[Wilcox Elementary EL Success Plan](#)***Student LEARNING Needs (What students who are English Learners need to learn.)***

- English Learner students need to develop and strengthen their application of listening, speaking, reading, and writing skills.

Student LEARNER Needs (What students who are English Learners need us to provide so that they increase their learning.)

- Students in the English Learner subgroup need instruction that targets auditory comprehension skills, oral communication, and reading comprehension, and includes vocabulary supported by visuals to increase their rate of learning so that they perform equally as well academically as their non-English Learner peers.

Targeted Subgroup: *Special Education*

Special Education Subgroup				
	SBA/HSA Proficiency			
	20-21	21-22	22-23	23-24
ELA	22% = 5	14% = 3	4% = 1	7% = 2
Math	17% = 4	18% = 4	21% = 5	19% = 5
Science	33% = 2	13% = 1	13% = 1	0%
Percentage and number of SPED students proficient				

Source: [LEI Kulia](#) - School Profile Report***Student LEARNING Needs (What students who require Special Education need to learn.)***

- Students who receive special education need to strengthen their understanding of grade-level concepts, including the application of literacy/numeracy skills.

Student LEARNER Needs (What students who require Special Education need us to provide so that they can increase their learning.)

- Students in this subgroup need specialized instruction in their least restrictive environment that is designed to strengthen their understanding of grade-level concepts and application of literacy/numeracy skills to support their learning of grade-level academic content.

Academic Plan Summary 2025-26



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 <i>"What do we plan to accomplish?"</i>	Root/Contributing Causes <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i> SW6 - EA 1, 2, 3, 4, 5, 6	Monitoring of Progress Initial & Intermediate Outcomes <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> SW5 - EA 5
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.	1A. Determining the strengths and needs of incoming Kindergarten students is essential to maximizing their strengths and providing appropriate support to effectively address their needs.	EA 1. Kindergarten Readiness (1.1.1) All incoming Kindergarten students will be assessed for readiness, and the results will guide practices to support their academic and social-emotional needs. Action Steps: a. School administration will ensure that Kindergarten teachers/staff have been trained to conduct the Kindergarten Entry Assessment (KEA). b. Teachers/staff will conduct the KEA and school-level assessments and access and use data/results to inform instructional and SEL practices to meet student needs. c. All Kindergarten students will be provided the necessary, timely support to develop foundational skills for learning and social-emotional needs (e.g., Summer Learning, Early Intervention, PSAP). Leads: Academic Coaches, Principal, and VPs	Kindergarten Assessment Data Kindergarten i-Ready Diagnostic Screener Reading and Math Data	<input checked="" type="checkbox"/> WSF 42101 A1 - 2744 Summer K Assessment for incoming Kindergarten students - 7 teachers /coaches x 5 hrs x 2 days = 70 hrs x \$42.16 \$2,951 <input type="checkbox"/> Title I
Reading Proficiency 1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently	2A. There are varying levels of understanding of how to utilize instructional strategies and resources to address identified target areas and	EA 2. Literacy (1.1.2) Student literacy will increase through the effective implementation of horizontally and vertically aligned curriculum, instruction, and assessment that is congruent with the HCCSS and includes vocabulary development. (WASC 1) Action Steps: a. School administration will continue to provide time for teachers to participate in PLC to align and calibrate their use of the curriculum, instruction, and assessments for Reading and Writing.	i-Ready Diagnostic Screener Reading Proficiency and Growth Data Strive HI SBA ELA Proficiency and Growth Data	<input type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I 18902 B - 3006 UFLI Teacher Guides & Magnetic Boards \$3,000 Ready Reading Student Workbooks

receive necessary and timely support to become proficient.	<p>student learning needs in literacy.</p> <p>2B. There is a lack of understanding of the newly revised Hawaii Common Core State Standards for ELA.</p> <p>2C. There are varying levels of understanding about the Science of Reading and how to utilize our updated curriculums to better align with the Science of Reading pedagogy.</p>	<p>b. All teachers will...</p> <ul style="list-style-type: none"> i. Continue to implement the vertically aligned standards-based industry-vetted curriculum to teach the CCSS for reading, writing, speaking/listening, research/inquiry, and GLOs, including curriculum-embedded high-yield instructional strategies and assessments. ii. Implement effective reading vocabulary and comprehension instruction based on the Science of Reading. (Self-Study/WASC 1) iii. Provide instruction on grade-level appropriate academic language and vocabulary, including but not limited to the SBA-Sample Academic Vocabulary and the SBA-ELA and Literacy Vocabulary, and provide students opportunities to implement and practice using academic language. (EL Success Plan) iv. Identify/create common grade-level rubrics for teacher and student use with various types of writing, research, and speaking assignments, utilizing CCSS Writing Exemplars and SBA-Rubrics/Scoring Guides as guides for grade-level expectations/rigor. <p>c. All grades 3-5 teachers will...</p> <ul style="list-style-type: none"> i. Select and utilize individual items (questions) from the ELA SBA Interim Assessment Blocks (IABs) <u>informally for instruction</u> (e.g., as a lesson activity/practice item) throughout quarters 2-3 to expose students to the types of questions on the SBA and reinforce the learning of standards-based content, which will be embedded within the pacing guides to align with the content taught. ii. Utilize at least one ELA IAB <u>formally within the testing system</u> as a formative assessment to provide students with practice in the online testing system, including using the SBA online tools and conducting assessment feedback sessions with students. iii. Examine student work and assessment data, providing timely feedback to students on how they can improve. <p>d. All students will complete standards-based learning activities/tasks and assessments to read proficiently and strengthen their literacy development, preparing them for real-world application and success on standardized assessments (e.g., i-Ready screener, i-Ready Literacy Tasks/Passage Reading</p>	<p>\$4,000</p> <p>Magnetic Reading Workbooks \$10,000</p> <p>Scholastic Inc. Grade PreK-6 1500 Reading Books \$10,000</p> <p>Wonders Curriculum Consumables \$3,000</p>
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		Fluency, SBA). Leads: Academic Coaches, Principal, and VPs		
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.	3A. There is variance taking place in regards to matching the rigor of instruction to the rigor called for in the Math standards. 3B. There are varying levels of understanding of how to utilize instructional strategies and resources to address identified target areas and student learning needs in Math.	EA 3. Numeracy (1.1.3) Student numeracy will increase through the effective implementation of horizontally and vertically aligned curriculum, instruction, and assessment that is congruent with the CCSS and includes vocabulary development. (WASC 2) Action Steps: a. School administration will continue to provide time for teachers to participate in PLC to align and calibrate their use of the Ready Classroom Math curriculum, supplementary resources, instruction, and assessments. b. All teachers will... i. Implement the vertically aligned standards-based industry-vetted curriculum (e.g., Ready Classroom Math) to teach the CCSS Math concepts and procedures, mathematical practices, and GLOs, including curriculum-embedded high-yield instructional strategies and assessments. ii. Provide instruction on Math vocabulary words, including those on the SBA-Math Vocabulary list. iii. Implement common grade-level scoring methods for teacher and student use as provided within the Ready Math curriculum. c. All grades 3-5 teachers will... i. Select and utilize individual items (questions) from the Math SBA Interim Assessment Blocks (IABs) <u>informally for instruction</u> (e.g., as a lesson activity/practice item) throughout quarters 2-3 to expose students to the types of questions on the SBA and reinforce the learning of standards-based content, which will be embedded within the pacing guides to align with the content taught. ii. Utilize at least one Math IAB <u>formally within the testing system</u> as a formative assessment to provide students with practice in the online testing system, including using the SBA online tools and conducting assessment feedback sessions with students. iii. Examine student work and assessment data, providing timely feedback to students on how they can improve. d. All students will...	i-Ready Diagnostic Screener Math Proficiency and Growth Data Strive HI SBA Math Proficiency and Growth Data	<input type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I 18902 B-3006 Ready Classroom Math student work text volume 1 and volume 2 with digital access \$23,000

		<ul style="list-style-type: none"> i. Demonstrate the Ready Classroom Math desired student actions while engaging in the Try It, Discuss It, and Connect It Routines. ii. Complete standards-based learning activities/tasks and assessments to strengthen their numeracy development and become proficient in mathematics, preparing them for real-world application and success on standardized assessments (e.g., i-Ready screener, Math Fact Fluency Assessments, SBA). <p>Leads: Academic Coaches, Principal, and VPs</p>		
All grade 5 students are proficient in their understanding of the NGSS concepts.	4A. There is variance taking place in regards to matching the rigor of instruction to the rigor called for in the NGSS standards.	<p>EA 4. Science</p> <p>Students' understanding of Science concepts will increase through the effective implementation of horizontally and vertically aligned curriculum, instruction, and assessment that are congruent with the NGSS. (WASC 3)</p> <p>Action Steps:</p> <ul style="list-style-type: none"> a. School administration will continue to provide time for teachers to align and calibrate their use of the Mystery Science and Generation Genius curriculum, instruction, and assessments. b. All teachers will... <ul style="list-style-type: none"> i. implement a vertically aligned curriculum to teach the NGSS and GLOs that meet the NGSS Evidence Statements for Elementary, and clearly indicate in their pacing guides the curriculum sources being used for each unit/lesson and assessment. c. All grades K-2 teachers will continue to analyze and act on their Mystery Science summative assessments. (Self-Study/WASC 3) d. All grades 3-5 teachers will... <ul style="list-style-type: none"> i. Select and utilize NGSS Interim Assessments <i>informally for instruction</i> (e.g., as a lesson activity/practice item) throughout quarters 1-4 to expose students to the types of questions on the HSA and reinforce the learning of standards-based content. ii. Utilize at least one NGSS Interim Assessment <i>formally within the testing system</i> as a formative assessment to provide students with practice in the online testing system, including using the HSA online tools, and conducting assessment feedback sessions with students. 	<p>Classroom Science Assessment Results</p> <p>Strive HI NGSS-HSA Proficiency Data</p>	<p><input type="checkbox"/> WSF</p> <p><input checked="" type="checkbox"/> Title I 18902</p> <p>B-3006 Mystery Science supplies: \$25,000</p> <p>B - 3502 Mystery Science license K-5 \$1,500</p>

		<p>iii. Examine student work and assessment data, providing timely feedback to students on how they can improve.</p> <p>e. All students will complete standards-based learning activities/tasks and assessments to strengthen their understanding/application of scientific concepts and prepare them for real-world application and success on standardized assessments (e.g., NGSS HSA).</p> <p>Leads: Academic Coaches, Principal, and VPs</p>		
1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.	<p>5A. There are varying levels of understanding of how to address students' needs in ELA Tier 2, especially when students move from Tier 3 to Tier 2.</p> <p>5B. There are inconsistencies in the implementation of Math Tier 2 and Tier 3 RTI processes for small group instruction, focusing on targeted interventions to close the achievement gap.</p>	<p>EA 5. Inclusive Practices and Academic Student Support (1.1.4)</p> <p>Inclusive practices and tiered interventions will be strategically implemented to ensure all students can access rigorous standards-based instruction that strengthens their learning of the key concepts and skills for that grade level. (WASC 1, 2)</p> <p>Action Steps:</p> <p>a. School administration/leadership will...</p> <ol style="list-style-type: none"> Oversee the schoolwide ELA and Math intervention programs/processes and provide guidance on the schoolwide interventions to diagnose and address students' academic needs and support the targeted use of differentiation methods/strategies and resources and incentives to reinforce effort and recognize/reward student academic growth. Engage in data analysis of student achievement in sub-groups to determine school needs (i.e., IDEA, EL, SES). Refine our Math Tier 2 and Tier 3 RTI small group instruction, focusing on targeted interventions to close the achievement gap as we continue to develop and refine our approach. (Self-Study/WASC 2) <p>b. All teachers will...</p> <ol style="list-style-type: none"> Implement effective reading vocabulary and comprehension interventions during Tier 2 and 3 instruction based on the Science of Reading. (Self-Study/WASC 1) Continue to identify and improve the implementation of research-based best practices for instruction and RTI to address the academic needs of individuals and the various sub-groups (i.e., IDEA, EL, SES) by engaging in data analysis to support Tier 1, 2, & 3 learners during PLC meetings. Use various forms of student data to determine and implement appropriate Tier 2 and Tier 3 interventions during small group 	<p>i-Ready Diagnostic Screener Reading and Math Proficiency and Growth Data</p> <p>Strive HI SBA ELA and Math Proficiency, Growth, and Achievement Gap Data</p>	<p><input checked="" type="checkbox"/> WSF 42101</p> <p>A1 - 2744 1 PTTA for academic RTI - Tier 3 support 2 x 17 hrs per wk x 40 wks = 680 hrs x \$42.16 \$28,669</p> <p>1 PTTB for academic RTI - Tier 3 support 2 x 17 hrs per wk x 40 wks = 680 hrs x \$29.59 \$20,121</p> <p>A1-2744 Summer Tutorial - 12 PTT at 17 hours per week for 6 weeks = 1,224 x \$42.16 = \$51,604</p> <p>B - 3006 Supplies for Tier 3 support \$1,500</p> <p><input checked="" type="checkbox"/> WSF 42102</p> <p>A1 - 2744 (PTTC) EL Interpreters for 26 NEP students x 4 hrs per student (104 Hours) x \$26.39 \$2,745</p> <p>B - 3502 Imagine Learning License (EL)</p>

		<p>instruction and reinforce effort, and recognize/reward student progress (e.g., Golden Ticket).</p> <p>iv. Conduct “data chats” with students around the reading and math i-Ready diagnostic screeners supported through PLCs. (Self-Study/WASC 1, 2)</p> <p>c. All students will...</p> <p>i. Reflect on their progress toward meeting i-Ready growth targets.</p> <p>ii. Thrive in a positive learning environment that is inclusive and supports their ongoing academic growth.</p> <p>Leads: Academic Coaches, Principal, and VPs</p>		<p>\$3,000</p> <p><input checked="" type="checkbox"/> Title I 18902 A1-2744/2702 After School Tutoring - 1 PTT per grade level at 6 hours per week for 20 weeks for Qtrs 2 & 3. 120 hours X 6 PTT = 720 hrs x \$42.16 = \$30,355 + \$911 (3% Fringe) \$31,266</p> <p><input checked="" type="checkbox"/> Title I 18902 B - 3502 i-Ready License - schoolwide (for SY26/27) \$25,000</p> <p>B - 3006 i-Ready Teacher Toolbox for Reading and Writing for SY26-27 \$4,000</p>
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1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.	6A. There is a need to sustain and strengthen the successful practice of providing students with transitions.	EA 6. Student Transitions (1.1.5) Multiple activities and events will support students' transitions into, through, and out of Wilcox Elementary School. Action Steps: a. School administration and teachers/staff will coordinate activities that support student transitions, including the transition into kindergarten (i.e., Kindergarten Camp, incoming Kindergarten parent orientation, summer program for incoming Kindergartners with no preschool experience, SPED PreK) and transition to the next grade level/middle school. b. All students will participate in learning activities that prepare them for the successful transition into Kindergarten and to the next grade level/middle school. c. The RTI Coordinator will complete a Transition Form for all students enrolled in RTI Tier 3 when they transfer out of our school, ensuring that their services continue at their next school. Leads: Counselors and VPs	Panorama Student Perception/SEL Survey Results	<input type="checkbox"/> WSF <input type="checkbox"/> Title
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★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.				
Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Causes <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i> SW6 - EA 8, 9	Monitoring of Progress Initial & Intermediate Outcomes <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> SW5 - EA 8
1.2.1. All students desire to and attend school regularly.	7A. There is a need to sustain and strengthen our implementation of clear, proactive follow-up procedures when students are absent.	EA 7. Student Attendance (1.2.1) Student attendance guidelines are implemented to support consistent attendance in school. (WASC 5) Action Steps: a. School administration will communicate the guidelines for daily on-time attendance to teachers, staff, and students/parents. b. School administration, teachers, staff, and students/parents will adhere to the attendance guidelines, including the follow-up procedures when students are absent. c. Students will receive recognition/rewards for attendance. Leads: Counselors and VPs	Attendance Data (LEI Kūlia and Strive HI)	<input type="checkbox"/> WSF <input type="checkbox"/> Title I

<p>1.2.2. All students demonstrate positive behaviors at school.</p>	<p>8A. There are varying levels of student application of the social-emotional competencies.</p> <p>8B. There are inconsistencies in our behavioral RTI process and a lack of understanding of roles and responsibilities within Tier 1, 2 and 3.</p> <p>8C. There are varying levels of effective strategies/practices being implemented to support positive/productive student behaviors in the classroom.</p>	<p>EA 8. Positive Student Behavior (1.2.2)</p> <p>Behavioral RTI, classroom management routines, SEL, and PBIS will be effectively implemented to ensure all students have access to rigorous, standards-based instruction in a positive and productive learning environment. (WASC 4)</p> <p>Action Steps:</p> <ul style="list-style-type: none"> a. School administration, counselors, and the SSC will define our process for behavioral RTI that includes clarified roles and responsibilities of stakeholders and implement the process to provide tiers 1, 2, and 3 behavioral interventions. (Self-Study/WASC 4) b. School administration/leadership will provide PD refreshers and sweeps on Productive Behaviors at the beginning of the school year for K-1 and all newly hired teachers. (Self-Study/WASC 4) c. School administration will provide an overview of routines, procedures, and transitions as a Tier 1 approach to managing student behavior and Tier 1, Tier 2, and Tier 3 behavior interventions. d. School administration/leadership and counselors will provide support/guidance to strengthen teachers' implementation of behavioral RTI, individual student behavior plans, social-emotional learning (SEL), and positive/productive behavioral interventions and support (PBIS) processes/strategies that define, teach, and reward positive behaviors. (Self-Study/WASC 4) e. School counselors will use grade-level feedback and Panorama data to support students' social-emotional needs through guidance lessons during PLC. f. Students will receive recognition/rewards for positive and productive behavior for demonstrating the schoolwide 3 B's and monthly Hawaiian values (i.e., Caught Being Good). <p>Leads: Counselors, VPs, and Principal</p>	<p>Behavior Incident Referral Data</p> <p>Panorama Student Perception/SEL Survey Results</p>	<p><input checked="" type="checkbox"/> WSF 42101 B-3401 Tee shirts, lanyards, misc. school logo items for all students K-5 \$10,000</p> <p><input checked="" type="checkbox"/> Title I 18902 B - 3006 Supplies for SEL activities \$4,000</p>
<p>1.2.3. All students experience a Nā Hopena A'o environment for learning.</p>	<p>9A. There is a need to sustain and strengthen activities and events that instill and promote the components of the Nā Hopena A'o (HĀ) Framework.</p>	<p>EA 9. Nā Hopena A'o (1.2.3)</p> <p>The Nā Hopena A'o (HĀ) Framework (Sense of Belonging, Responsibility, Excellence, Aloha, Total Well-Being, and Hawaii) will continue to be embedded within our school culture. (WASC 5)</p> <p>Action Steps:</p> <ul style="list-style-type: none"> a. School administration, teachers, and staff will coordinate and implement activities/events that instill and promote the components of the (HĀ) Framework within and outside of 	<p>Panorama Student Perception/SEL Survey Results</p>	<p><input checked="" type="checkbox"/> WSF 42101 B-3401 School promotional items for all teachers and staff \$12,000</p>

		<p>classrooms (e.g., Hawaiian Values Program, Choose Love, place-based field trips, Makahiki, etc.).</p> <p>b. All students will be provided with a positive school environment as a result of the Hawaiian Values Program, Choose Love, quarterly PBS assemblies, etc.</p> <p>c. All teachers and staff will receive a Wilcox Elementary embroidered Aloha polo shirt to wear at the Hawaiian Values assemblies, school events, etc., to show unity and belonging.</p> <p>Lead: Principal</p>		
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★ GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.				
Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Causes <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i> SW6 - EA 10, 11	Monitoring of Progress Initial & Intermediate Outcomes <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> SW5 - EA 11
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.	10A. There is a need to sustain and strengthen activities and events that increase students' awareness of college/career options, establish a connection with their community, and develop a sense of civic responsibility.	<p>EA 10. College/Career Exploration, Community Connections, and Civic Engagement (1.3.1)</p> <p>Students' awareness of college and career options, connection to their community, and sense of civic responsibility will be strengthened through age-appropriate activities and events.</p> <p>Action Steps:</p> <p>a. School administration and teachers/staff will coordinate and implement activities that...</p> <p>i. Promote college/career awareness and exploration throughout the school year (e.g., guest speakers, field trips/excursions, Career Day, STEM Night, etc.).</p> <p>ii. Foster students' connection with their community and develop a sense of civic responsibility (e.g., 'aina-based learning, service-based learning, guest speakers, and student research).</p> <p>b. All students will participate in learning activities that increase their awareness of colleges/careers, foster a connection with their community, and strengthen their sense of civic responsibility.</p> <p>Leads: Academic Coaches, Counselors, and VPs</p>	<p>Community Partners and Volunteers List</p> <p>Field Trip Log</p> <p>GLO #2 Community Contributor Quarterly Report Card Grades</p>	<p><input checked="" type="checkbox"/> WSF 42101/463102</p> <p>B - 3006</p> <p>STEM Supplies (STEM Class, STEM Night, SO, SS)</p> <p>\$10,000</p> <p><input type="checkbox"/> Title I</p>

<p>K-12 Alignment</p> <p>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.</p>	<p>11A. There is a need to sustain and strengthen K-12 alignment and school-level initiatives to ensure all students obtain the academic background and skills necessary to enter, engage in, and complete high school academic and CTE programs successfully.</p> <p>11B. There is a need to sustain and strengthen the successful practice of integrating technology into teaching and learning.</p>	<p>EA 11. K-12 Alignment of Academic Background and Skills (1.3.2)</p> <p>Students will obtain the academic background and skills necessary to enter, engage in, and complete high school academic and CTE programs successfully.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> School administration and teachers/staff will identify and implement strategies throughout the school year that prepare students for middle/high school (e.g., GLO integration, study skills, note-taking, test-taking, organization, use of technology, and computer science). School administration will... <ol style="list-style-type: none"> Provide PD on the computer science standards, and teachers will determine standards of focus and pacing for each grade level. Collaborate and coordinate opportunities to strengthen K-12 articulation and alignment amongst schools within the Kauai Complex (Central Kauai). All students will participate in learning activities that prepare them for success in middle school, high school, and beyond. <p>Leads: Academic Coaches, Principal, and VPs</p>	<p>GLO Quarterly Report Card Grades</p>	<p><input checked="" type="checkbox"/> WSF 42101/463020 C-7708 Replace tech equipment for teachers & students \$30,000</p> <p><input checked="" type="checkbox"/> Title I 18902 B - 3502 Gen Genius \$1,300</p> <p>Moby Max \$4,495</p> <p>Kami Subscription \$3,600</p> <p>BrainPop \$4,000</p> <p>Learning A-Z - schoolwide license \$10,000</p> <p>GoGuardian \$7 per student x 730 students \$7,200</p> <p>Screencastify \$3,000</p> <p><input checked="" type="checkbox"/> Title I 18902 C - 7708 Chromebooks \$4,939</p>
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Priority 2

High-Quality Educator Workforce In All Schools

- ★ GOAL 2.1 All students are taught by effective teachers who are committed to quality teaching and learning for all.
- ★ GOAL 2.2 All schools are staffed by effective support staff who are committed to providing quality services to support students.
- ★ GOAL 2.3 All schools are led by effective school administrators who are committed to supporting all staff and students.

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Causes <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i> SW6 - EA 12, 13, 14	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> SW5 - EA 12
2.1.2. All teachers are effective or receive the necessary support to become effective.	12A. There are varying levels of understanding and use of high-yield instructional strategies and best practices. 12B. There are varying degrees of understanding of early intervention strategies to address the needs of high needs students in working memory and oral language comprehension.	EA 12. Teacher Professional Development and Growth (2.1.2) All teachers will be provided with job-embedded professional development (PD), training, coaching, focused Professional Learning and Collaboration (PLC) time, and guidance to support the implementation of effective teaching practices and high-yield instructional strategies that foster student well-being and academic growth. Action Steps: a. School administration/leadership will... i. Provide professional development and coaching as follows: <ul style="list-style-type: none"> Science of Reading PD is embedded within a cycle of professional learning to deepen understanding of content knowledge and increase the consistent implementation of instructional practices while strengthening literacy instruction for all students. Math PD embedded within a cycle of professional learning to deepen understanding of math content knowledge and strengthen the consistent implementation of instructional practices while delivering math instruction to all students. Effective teaching practices and high-yield instructional strategies for all levels of RTI. Strategies to implement early intervention for our high-needs students to expand their methods of effective 	PD/Training Log Walkthrough Data i-Ready Diagnostic Screener Reading and Math Proficiency and Growth Data SBA ELA and Math Proficiency and Growth Data NGSS-HSA Science Proficiency Data	<input checked="" type="checkbox"/> WSF 42102 A1 - 2769 EL Teacher Substitute (3 days x \$194.01) to attend KCA workshops & meetings \$582 <input checked="" type="checkbox"/> WSF 42106 A1 - 2802 Induction and Mentoring (curriculum, instruction, operational) - summer stipends (16 days x \$194.01) \$3,104 A1 - 2769 Induction and Mentoring (curriculum, instruction, operational) - substitutes (16 days x \$194.01) \$3,104 <input checked="" type="checkbox"/> WSF 42106 A1 - 2769

		<p>differentiation, specifically to target working memory and oral language comprehension. (Self-Study/WASC 1, 2)</p> <ul style="list-style-type: none"> • Training on "congruence," focusing on delivering feedback to students that is timely, effective, consistent, and aligned. (Self-Study/WASC 1, 2) • Revised Hawaii Common Core State Standards for ELA. • Coaching with feedback to teachers on their use of <i>Excellence in Instruction</i> strategies (e.g., active participation, formulating an objective, teaching to an objective, and productive behaviors). <p>ii. Organize and share walkthrough data with teachers in the area of monitoring Science of Reading pedagogy, and provide teachers the opportunity to analyze and respond to the data presented. (EL Success Plan)</p> <p>b. All teachers will...</p> <p>i. Be provided with an orientation, curriculum training, and ongoing induction and mentoring support through summer training/PD, PLC, classroom visits, and individual mentoring when new to the school.</p> <p>ii. Continue to participate in an effective curriculum planning process for ELA, Math, and Science across all grade levels with an increased emphasis on deepening understanding of their grade level curriculum and the Science of Reading pedagogy. (Self-Study/WASC 1, 2, 3)</p> <p>iii. Implement high-yield instructional strategies to teach the standards and GLOs and provide evidence of their implementation as identified by the administration/leadership (e.g., sample student work).</p> <p>c. All grades 3-5 teachers will...</p> <p>i. Use student voice through an activity in which they reflect on their Panorama Perception Survey results.</p> <p>ii. Continue a LETRS book study to strengthen their understanding of the Science of Reading. (Self-Study/WASC 1)</p> <p>d. All students will increase their learning through teachers' use of best practices/strategies.</p> <p>Leads: Academic Coaches, RTI/Coach, Principal, and VPs</p>		<p>Instruction PD - 1 day during school year x 44 teachers x \$194.01 = \$8,536</p> <p>A1 - 2802 Instruction PD - 1 day in summer - 44 teachers x \$194.01 = \$8,536</p> <p>2025 Schools of the Future Conference (SOTFC) October 16 & 17, 2025 7 attendees \$7,400</p> <p>B-7203 registration- 7 x \$460 = \$3,220</p> <p>B-4201 air - 7 x \$200 = \$1,400</p> <p>B-4301 per diem - 7 x \$180 = \$1,260 + excess lodging 7 x 150 = \$1,050 \$2,310</p> <p>B-4601 - 1 vans x 2 days x \$116 \$232</p> <p>B-4803 parking - 7 x \$24 (Lihue airport) = \$160 + 2 x \$39 = \$78 \$238</p> <p><input checked="" type="checkbox"/> WSF 42106 A1 - 2802 Excellence in Instruction PD for new teachers & coaches 34 Stipends x \$194.01 \$6,596</p>
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2.2.2. All school support staff are effective or receive the necessary support to become effective.	13A. There is a need to sustain and strengthen the successful practice of providing support staff with PD/training to support them in their understanding and implementation of best practices.	EA 13. Support Staff Training and Professional Development (2.2.2) Support staff (i.e., Educational Assistants and Part-Time Teachers) will be provided with training and support in the implementation of effective practices and strategies that foster student well-being and academic growth. Action Steps: a. School administration/leadership will coordinate training and PD sessions/activities that strengthen understanding and use of effective practices and strategies that foster student well-being and academic growth. b. All support staff will... i. Be provided with an orientation, initial training, and ongoing guidance/support and PD as needed when new to the school. (Self-Study) ii. Implement effective practices and strategies as identified by the administration/leadership or supervisor regarding their roles. c. Identified students will increase their learning through the support staff's use of best practices/strategies. Leads: Academic Coaches, RTI/Coach, Principal, and VPs	PD/Training Log i-Ready Diagnostic Screener Reading and Math Proficiency and Growth Data Panorama Student Perception and SEL Survey Results	<input type="checkbox"/> WSF <input type="checkbox"/> Title I
2.3.2 All school administrators are effective or receive the necessary support to become effective	14A. There is a need to sustain and strengthen the successful practice of providing school administrators with PD/training to support them in their development as school leaders and in their implementation of best practices.	EA 14. Leadership Development for School Administrators (2.3.2) Leadership development opportunities and collaborative problem-solving will increase the effectiveness and retention of current school administrators. Action Steps: a. School administrators will... i. Participate in PD to continuously improve their professional practice (e.g., operational/management training sessions, instructional leader PD, state/national conferences, NAESP). ii. Attend district, state, and/or national meetings to engage in collaborative problem-solving and learn from their colleagues, mentors, supervisors, and peers. Lead: Principal	PD/Training Log	<input checked="" type="checkbox"/> Possible Add'l WSF Funds UNITED 2026: The National Conference on School Leadership for Principals - joint National Association of Secondary Principals (NASSP) & National Association of Elementary School Principals (NAESP) conference. 3 Admin x \$4,000 \$12,000



Priority 3

Effective and Efficient Operations At All Levels

- ★ **GOAL 3.2** All operational and management processes are aligned and implemented in an equitable, transparent, effective, and efficient manner.
- ★ **GOAL 3.3** Families and staff are informed of and engaged in planning and decision-making processes.
- ★ **Other Systems of Support**

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Causes <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> SW5 - EA 17
3.2.2. The Department of Education programs, human resources, organizational structure, and finances are structures to accomplish the strategic plan goals and outcomes.	15A. There is a need to sustain the successful practice of communicating and following HIDOE rules, regulations, guidelines, and expectations.	EA 15. Aligned Operational and Management Processes (3.2.2) School processes and procedures align with all levels of the HIDOE tri-level system. Action Steps: a. School administration, teachers, and staff will... <ol style="list-style-type: none"> Implement processes/procedures to ensure that all HIDOE rules, regulations, guidelines, and expectations are followed at Wilcox Elementary School. Provide ongoing communication with faculty and staff to ensure everyone is knowledgeable of and involved in meeting our school's goals and outcomes. (Self-Study) Ensure that our Academic Plan is aligned with the BOE/DOE Strategic Plan, and the Salaried Plan and Comprehensive Financial Plan are aligned with the initiatives and priorities of our Academic Plan. b. The Leadership Team will participate in the Comprehensive Needs Assessment process. (Self-Study) Leads: Principal and VPs	Academic and Financial Plan Documents	<input type="checkbox"/> WSF <input type="checkbox"/> Title I

3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.	16A. There is a need to sustain the successful practice of involving the SCC in collaborative planning and decision-making.	EA 16. Collaborative Planning and Decision-Making (3.3.1) The School Community Council (SCC) will meet regularly to engage with the school principal and contribute to the school's collaborative planning and decision-making processes. Action Steps: a. The school principal and SCC Chair will collaborate to schedule and plan regular meetings for SCC members and two SCC meetings open to the community to share and discuss school data and receive input on the draft/proposed Academic Plan. b. All stakeholder role groups will have respective members on the SCC. Lead: Principal	SCC Meeting Minutes Posted on School Website SCC Academic Plan Assurances Form	<input type="checkbox"/> WSF <input type="checkbox"/> Title I
All parents feel welcome, involved, and engaged in their child's school.	17A. There is a need to sustain and strengthen the successful practice of involving and engaging parents to enable them to support their child's learning and overall well-being at school.	EA 17. Parent/Family Involvement and Engagement Parents/guardians and families will be offered multiple opportunities to actively participate in meaningful activities focused on improving student academic growth and overall well-being. Action Steps: a. School administration and teachers/staff will provide parents with multiple opportunities to support their child through training/information sessions conducted during virtual/in-person activities, programs, and events (e.g., Back to School Night, STEM Night, Family Engagement Nights for Math, Literacy, etc., Parent-Teacher Conferences). b. A school team will attend Parent and Community Engagement Conferences when opportunities are available. c. The EL teacher(s) will provide families with translated documents/services as requested or needed. (EL Success Plan) d. Parents and teachers will participate in conferences for two consecutive days (7:45 am - 2:45 pm). e. Students and families will participate in activities, programs, and events that support their academic and social development. Leads: Academic Coaches, RTI/Coach, Principal, and VPs	Parent School Quality Survey (SQS) Involvement and Engagement Results Parent/Family Involvement and Engagement Log	<input checked="" type="checkbox"/> WSF 42101 A1 - 2741 PCNC 19 hrs per wk x 40 wks = 760 hrs x \$23.52 \$17,875 Parent Square Communication Tool \$4,638 <input checked="" type="checkbox"/> Title I 18935 B - 3301 Refreshments for parent training \$500 B - 3401 Supplies for parent training \$1,600

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 Wilcox Elementary School'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> <i>(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)</i>	1080 hrs. - 2 hrs. = 1078 hrs. instructional hours per year
Did your school submit an SCC Waiver Request Form? Please explain.	Yes, adding these 2 hours to the 10 hours allocated for parent-teacher conferences. (total 12 hours)
Bell Schedule: Wilcox Elementary Bell Schedule	