



Waimānalo Elementary & Intermediate School Academic Plan SY 2024-2025

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<https://waimanaloschool.org/>

Submitted by Principal Jamie Dela Cruz	
<i>Jamie M Dela Cruz</i>	March 5, 2024

Approved by Complex Area Superintendent Lanelle Hibbs	
<i>Lanelle Hibbs</i>	04/11/2024



VIABLE QUALITY CURRICULUM

This section highlights the school’s comprehensive instructional programs used by each core subject area. *For SY 2024-2025, identifying Science and Social Studies instructional programs in the Academic Plan is optional.*

Please identify the **comprehensive instructional program(s)** used by each core subject area. Schools may indicate specific demographic subgroup(s) as appropriate.

To add additional information, please insert a new row as needed.

Grade Level / Course Name	English Language Arts	Mathematics	Science	Social Studies
K-5	McGraw Hill: Wonders	Origo Education: Stepping Stones	Amplify Science	Studies Weekly
6	Springboard	Illustrative Math	Amplify Science	Teacher Selected
7	Springboard	Illustrative Math	Amplify Science	Teac
8	Springboard	Illustrative Math	Amplify Science	Teachers’ Curriculum Institute - History Alive: The United States Through Modern Times

SCREENING ASSESSMENTS

This section highlights school-administered universal screeners designed to quickly identify the needs of students in **Kindergarten through Grade 9** who may require additional academic support.

Please utilize the dropdown list to identify the **universal screener(s)** used for English Language Arts and Mathematics and specify the grade level or course name. If “Other” is selected, please manually identify the universal screener.

To add additional information, please insert a new row and/or duplicate the dropdown list as needed.

Grade Level /	English Language Arts	Mathematics
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Course Name		
K-8	iReady ▾	iReady ▾

ORGANIZATION

Identify your Academic Review Team Accountable Leads. Title I - SW 2

ART TEAM ACCOUNTABLE LEADS

Name and Title of ART Team Accountable Lead	Responsible for the implementation of the school's strategies and initiatives
Jamie Dela Cruz, Principal	ADMINISTRATION TEAM
Jamie Dela Cruz, Vice Principal	STEERING TEAM
David Yung, HMTSS/PBIS/RTI Coordinator	HMTSS TEAM
Lorna Kawakami, Student Services Coordinator	HMTSS TEAM
Kalina Mead, Academic Coach	ILT TEAM
Brigitte Tahauri, Academic Coach	ALOHA TEAM



IDENTIFIED SCHOOL NEEDS

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

- Comprehensive Needs Assessment (CNA) [CNA completed by WestEd 2022](#)
- [Current Western Association of Schools and Colleges \(WASC\) Visiting Committee Report](#)
[Last Full Self-Study: 2023](#), Next Full Self-Study: SY 2025
- [Current CNA Review Process 2024](#)

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

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

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

1 Identified Student Learning Needs from [2024 CNA Process](#):

1. **ELA and Math Achievement** (growth and proficiency, instruction, engagement, MTSS)
2. **Safety + Regular Attendance** (Be present to learn; safe environment for learning, MTSS)
3. **Social Emotional Learning** (sense of belonging, growth mindset, learning behaviors, PBIS, MTSS, culture and climate, how do we invest in the generational mindset)

Student Need: ELA, Math Achievement

Measurable Outcomes

ELA:

- Increase the percentage of ALL students proficient in ELA from 24.61% (SY23) to 30% (SY24)
- Increase the percentage of SPED students proficient in ELA from 3.7% (SY23) to 8% (SY24)
- Increase the percentage of EL students proficient in ELA from 25% (SY23) to 30% (SY24)
- Increase the percentage of DISADVANTAGED students proficient in ELA from 24.1% (SY23) to 29% (SY24)

Language Arts Quintile	2023 Proficiency	2029 School Target	Current Difference from Target	Avg Annual % to Meet Target
1	24.61%	39.62%	15.01%	2.50%



Math:

- Increase the percentage of ALL students proficient in Math from 14.84% (SY23) to 20% (SY24)
- Increase the percentage of SPED students proficient in Math from 1.8% (SY23) to 5% (SY24)
- Increase the percentage of EL students proficient in Math from 20.8% (SY23) to 25% (SY24)
- Increase the percentage of DISADVANTAGED students proficient in Math from 14.2% (SY23) to 19% (SY24)

Math Quintile	2023 Proficiency	2029 School Target	Current Difference from Target	Avg Annual % to Meet Target
1	14.84%	25.88%	11.04%	1.84%

Root/Contribution Cause(s): (noted from WASC report)

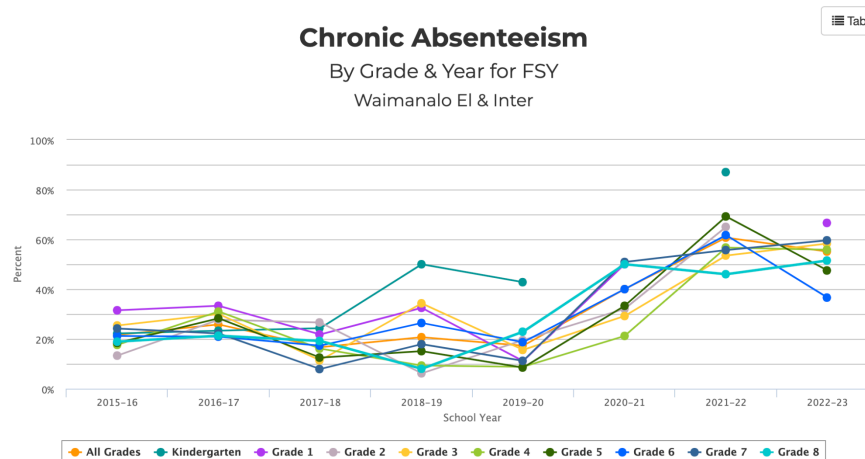
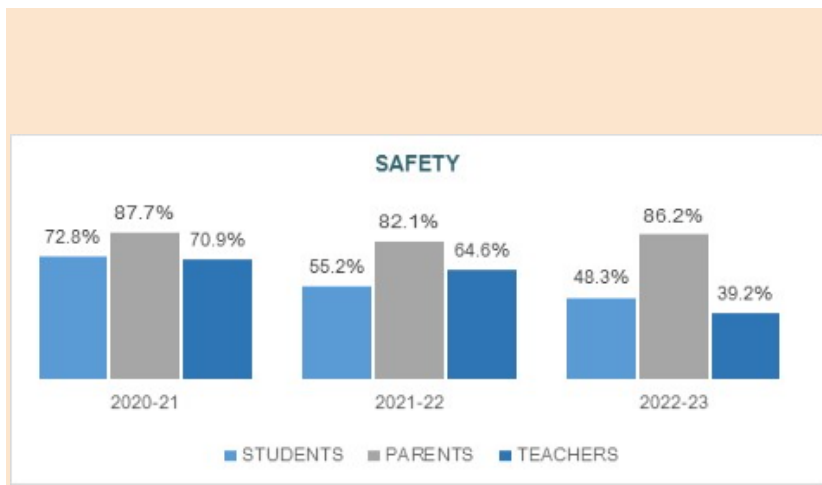
- 1.1 Teachers and leaders do not have a common language to objectively discuss, plan, and examine classroom instruction
- 1.2 Teachers do not have a clear plan for providing a tiered system of support and instructional interventions for high-need student subgroups, in particular, students receiving special education services
- 1.3 Lack of professional development in research/evidenced-based best practices that respect cultural tradition.
- 1.4 Inconsistent use of curriculum maps and pacing guides



2 **Student Need:** Safety and Regular Attendance

Measurable Outcome:

- Increase the percentage of students positively reporting safety at school from 48.3% (SY23) to 53% (SY24)
- increase the percentage of students who attend school regularly during the school years (e.g., absent 17 or fewer days) from 45% (SY23) to 50% (SY24)

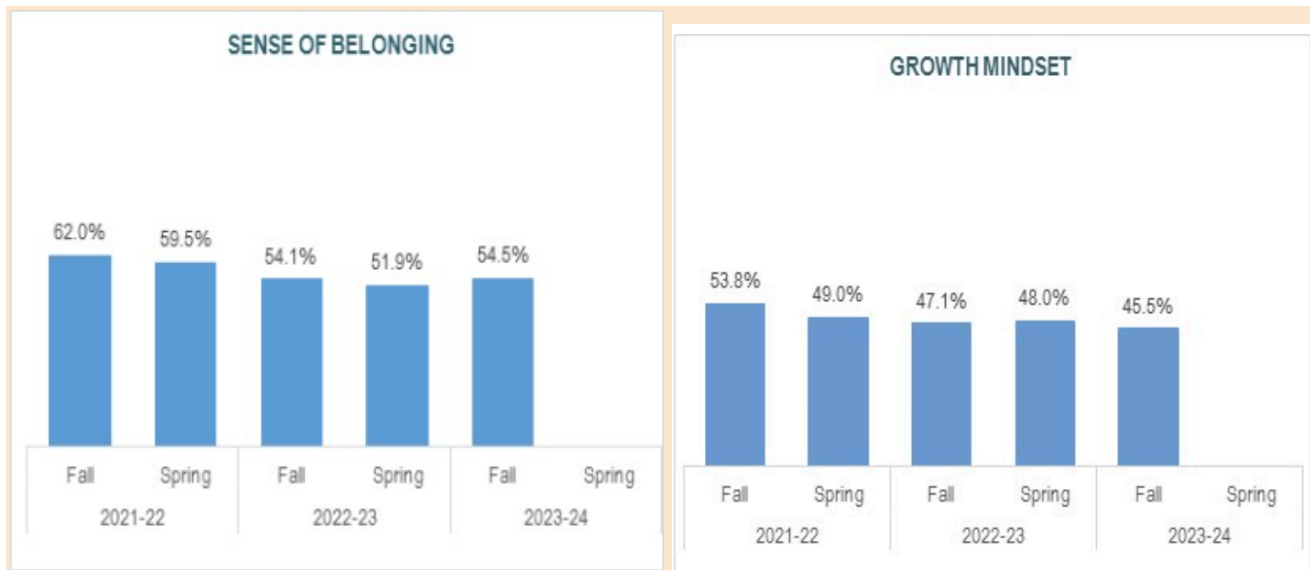


Root/Contribution Cause(s):

- 2.1 Only 48% of our students positively reported feeling safe at school (SQS 2023 data)
- 2.2 Lack of engagement in the classroom
- 2.3 Lack of strong MTSS system to address student behavior needs
- 2.4 Lack of strong SEL program



3 **Student Need:** Social Emotional Learning (SEL)



Measurable Outcome:

Increase the sense of belonging to Waimānalo Elementary and Intermediate school and in turn increase the percentage of students who believe in themselves.

Root/Contribution Cause(s):

- 3.1 Lack of engagement in the classroom
- 3.2 Lack of strong MTSS system to address students academic, attendance, and social emotional needs
- 3.3 Lack of strong SEL program
- 3.2 Fidelity of implementation of Policy E3: Nā Hopena A'o



In order to address student equity, please list the **targeted subgroup(s)** and their **identified needs**. Enabling activities should address identified subgroup(s) and their needs.

To add additional subgroups, please insert a new row and duplicate the "Targeted Subgroup" and "Identified Student Need(s)" text as needed.

1

Targeted Subgroup: Special Education (SPED)

SUBGROUP	LANGUAGE ARTS			MATH			SCIENCE		
	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23
Special Education	0.0%	2.7%	3.7%	0.0%	0.0%	1.8%	0.0%	0.0%	0.0%

Identified Student Need(s):

1. **ELA and Math Achievement** (growth and proficiency, instruction, engagement, MTSS)
2. **Safety + Regular Attendance** (Be present to learn; safe environment for learning, MTSS)
1. **Social Emotional Learning** (sense of belonging, growth mindset, learning behaviors, PBIS, MTSS, culture and climate, how do we invest in the generational mindset)

2

Targeted Subgroup: English Learner

SUBGROUP	LANGUAGE ARTS			MATH			SCIENCE		
	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23
English Learner + Exits	27.2%	19.0%	25.0%	9.0%	13.6%	20.8%	0.0%	14.2%	25.0%

Identified Student Need(s):

1. **ELA and Math Achievement** (growth and proficiency, instruction, engagement, MTSS)
2. **Safety + Regular Attendance** (Be present to learn; safe environment for learning, MTSS)
3. **Social Emotional Learning** (sense of belonging, growth mindset, learning behaviors, PBIS, MTSS, culture and climate, how do we invest in the generational mindset)



3 **Targeted Subgroup:** Disadvantaged

SUBGROUP	LANGUAGE ARTS			MATH			SCIENCE		
	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23
Disadvantaged	24.5%	32.2%	24.1%	8.2%	14.8%	14.2%	10.9%	25.9%	16.0%

Identified Student Need(s):

1. **ELA and Math Achievement** (growth and proficiency, instruction, engagement, MTSS)
2. **Safety + Regular Attendance** (Be present to learn; safe environment for learning, MTSS)
3. **Social Emotional Learning** (sense of belonging, growth mindset, learning behaviors, PBIS, MTSS, culture and climate, how do we invest in the generational mindset)



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 Cause <i>"Why are we doing this?"</i>	Enabling Activities and Name of Accountable Lead(s) <i>"How will we achieve the desired outcome?"</i> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	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> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
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.		EA 1.1.1.1 Kindergarten teachers will receive training and administer the Kindergarten Entrance Assessment (KEA) at the start of the school year. Kindergarten Entry Assessment Website	Attainment of KEA training materials Kindergarten Entrance Assessment Results (KEA)	<input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$



One-Year Academic Plan SY 2024-2025

<p>1.1.2 Reading Proficiency Increase academic proficiency in ELA by 15 percentage points* by Spring 2025 by providing rigorous, standards-based instruction to all students</p>	<p>Need 1: Student Achievement</p>	<p>EA 1.1.2.1 Implement guaranteed viable curriculum (GVC) in ELA</p> <p>EA 1.1.2.2 Implement effective tier 1 instructional practices such as explicit instruction in foundational reading skills, use of learning targets and success criteria, use of rubrics, exemplars, and student engagement strategies.</p> <p>EA 1.1.2.3 Teachers will analyze and interpret formative and summative student data to modify curriculum and instruction.</p> <p>ILT (Mead) STEERING (Dela Cruz)</p> <p>EA 1.1.2.4 AVID elective classes implement lessons routinely that require students to use the critical reading process to increase comprehension skills. Create plan of how to move this practice middle school wide.</p> <p>AVID Site Team (Hernandez)</p>	<p>Curriculum Implementation Plan</p> <p>Rigorous Curriculum Design documents</p> <p>Department Action Plans</p> <p>Reading Data: SBA, iReady</p> <p>Training materials</p> <p>Walkthrough Observations</p> <p>Department Meeting Minutes</p> <p>Data Team Meeting Minutes</p> <p>Third-Grade Student Data</p>	<p><input type="checkbox"/> 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"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: __, \$</p> <p><input type="checkbox"/> Other: __, \$</p>
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One-Year Academic Plan SY 2024-2025

<p>1.1.3 Mathematics Proficiency</p> <p>Increase math proficiency by 15 percentage points by Spring 2025 by providing rigorous, standards-based instruction to all students</p>	<p>Need 2: Student Achievement</p>	<p>EA 1.1.3.1 Implement guaranteed viable curriculum (GVC) in math</p> <p>EA 1.1.3.2 Implement effective tier 1 instructional strategies such as use of learning targets and success criteria, use of rubrics and exemplars, higher order thinking math tasks, collaborative groups, vertical nonpermanent spaces and student engagement strategies.</p> <p>EA 1.1.3.3 Teachers will analyze and interpret formative and summative student data to modify curriculum and instruction.</p> <p>ILT (Mead) STEERING (Dela Cruz)</p>	<p>Curriculum Implementation Plan</p> <p>Rigorous Curriculum Design documents</p> <p>Department Action Plans</p> <p>Math Data: SBA, iReady</p> <p>Training materials</p> <p>Walkthrough Observations</p> <p>Department Meeting Minutes</p> <p>Data Team Meeting Minutes</p> <p>Monitor algebra readiness by the end of eighth grade</p>	<p><input type="checkbox"/> 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"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: __, \$</p> <p><input type="checkbox"/> Other: __, \$</p>
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One-Year Academic Plan SY 2024-2025

<p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p> <p><i>Required for all schools.</i></p>	<p>Ensure equity for all students</p> <p>Need 1: Student Achievement</p>	<p>EA 1.1.4.1 Analyze and reflect student progress on universal screeners for academic proficiency, appropriate behavior and social emotional well-being HMTSS (Yung/Kawakami) ILT (Mead) STEERING (Dela Cruz)</p> <p>EA 1.1.4.2 Establish and implement a multi-tiered system of support (MTSS) to address attendance, academic achievement, appropriate behavior and social-emotional learning HMTSS (Yung/Kawakami)</p> <p>EA 1.1.4.3 Establish and implement an effective Data Team process which incorporates cycle of professional learning ILT (Mead)</p> <p>EA 1.1.4.4 Teachers, support staff and administration will provide intensive support for IDEA students Administration (Dela Cruz) HMTSS Team (Yung/Kawakami)</p> <p>EA 1.1.4.5 Middle school teachers throughout the school routinely use WICOR strategies in all courses. AVID Site Team (Hernandez)</p>	<ul style="list-style-type: none"> • Screeners via iReady (Academic), SRSS (Behavior) & Panorama (SEL) • Student Tracking System • iReady training • Panorama training • Department Action Plans • Walkthrough Data • Data Team Documentation Minutes 	<ul style="list-style-type: none"> <input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: STB, \$
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One-Year Academic Plan SY 2024-2025

			<ul style="list-style-type: none">• Rigorous Curriculum Design documents• 2025 SBA Data• 2024-2025 iReady Data• School Profile Data (LEI Kulia)• MTSS at Waimānalo	
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One-Year Academic Plan SY 2024-2025

<p>1.1.5. All students transition successfully at critical points, from elementary to middle school and middle to high school.</p> <p><i>Required for all schools.</i></p>	<p>Provide intentional opportunities for student support in the transition between grades</p> <p>See Need 1: Student Achievement</p> <p>See Need 3: SEL</p>	<p>EA 1.1.5.1 Develop a K - 8 system to increase student transition opportunities for incoming and exiting students, as well as transitions between grade-levels Aloha Team (Tahauri)</p> <p>EA. 1.1.5.2 Provide extended learning opportunities through Summer Hub and credit recovery Administration (Dela Cruz) HMTSS Team (Yung/Kawakami)</p> <p>EA 1.1.5.4 Middle School students throughout the school will review and monitor goals as well as use organizational tools to keep track of their coursework and to ensure they are college and career ready. AVID Site Team (Hernandez)</p> <p>EA 1.1.5.5 Plan a system of grade-level vertical and horizontal articulation that helps to ensure middle schools students are college and career ready. AVID Site Team (Hernandez), ILT (Mead), Steering (Dela Cruz)</p>	<ul style="list-style-type: none"> • Calendar of transition opportunities • Schedule of teacher discussions • Develop a program and system for next-level transition • Meeting minutes 	<ul style="list-style-type: none"> <input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$
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★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment

<p>Desired Outcomes <i>"What do we plan to accomplish?"</i></p>	<p>Root/ Contributing Cause <i>"Why are we doing this?"</i></p>	<p>Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i></p>	<p>Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i></p>	<p>Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i></p>
<p>1.2.1. All students desire to attend school regularly.</p> <p><i>Required for all schools.</i></p>	<p>Need 2: Attendance</p>	<p>EA 1.2.1.1. EA 1.2.1.1 Establish an attendance task force to develop a system of monitoring attendance data HMTSS Team (Yung/Kawakami)</p> <p>EA 1.2.1.2 Utilize the Parent Square app to communicate with students and families about the benefits of attending school regularly, encouraging attendance, and re-engaging students who are frequently absent. Administration (Dela Cruz) Steering Team (Dela Cruz) Aloha Team (Tahauri)</p> <p>EA 1.2.1.3 Create a committee to review possible bell schedules that would accommodate an increase in desirable electives and learning opportunities Administration (Dela Cruz)</p>	<p>Attendance Reports</p> <ul style="list-style-type: none"> - Daily rate - Chronic absenteeism rate - Panorama tracking <p>Panorama- Belonging data</p> <p>Parent Square communication</p> <p>Bell Schedule committee minutes</p> <p>Student Interest Survey (Elective offerings and WIN block)</p>	<p><input type="checkbox"/> 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"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:____, \$</p> <p><input type="checkbox"/> Other:____, \$</p>



		Steering Team (Dela Cruz)		
<p>1.2.2 All students demonstrate positive behaviors at school.</p> <p><i>Required for all schools.</i></p>	<p>Need 2: Safety Need 3: SEL</p>	<p>EA 1.2.2.1 Train staff on SEL frameworks such as General Learner Outcomes, Choose Love, Foundations of Aloha and HĀ: Nā Hopena A`o. HMTSS Team (Yung/Kawakami) Aloha Team (Tahauri)</p> <p>EA 1.2.2.2 Deliver explicit instruction to students in SEL and embed SEL throughout instruction to increase a sense of aloha on campus HMTSS Team (Yung/Kawakami) Aloha Team (Tahauri)</p> <p>EA 1.2.2.3 Establish and implement PBIS component of the Hawaii Multi-Tiered System of Support to create a school community that values safety HMTSS Team (Yung/Kawakami)</p> <p>EA 1.2.2.4 Continue training in Setting Limits and strengthen consistent school-wide behavior expectations for students HMTSS (Yung/Kawakami)</p>	<ul style="list-style-type: none"> ● Schoolwide SEL program ● Schoolwide PBIS program ● HMTSS Action Plan ● RRT minutes and Rapid Response Room Data ● Behavior referrals analysis (Infinite Campus/Panorama) 	<ul style="list-style-type: none"> <input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: S TB, \$



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<p>1.2.3 All students experience a Nā Hopena A`o environment for learning.</p> <p><i>Required for all schools.</i></p>	<p>64% of our students are Native Hawaiian</p> <p>36% of students are chronically absent</p> <p>Need for alignment of school practices with cultural practices</p>	<p>EA 1.2.3.1 Develop common understanding of interplay between SEL programs and Nā Hopena A`o framework HMTSS Team (Yung/Kawakami) Aloha Team (Tahauri)</p> <p>EA 1.2.3.2 Strengthen community partnerships rooted in the values of Nā Hopena A`o: strengthened senses of Belonging, Responsibility, Excellence, Aloha, Total Wellbeing, Hawai`i to implement opportunities for students to experience a Nā Hopena A`o environment for learning. Aloha Team (Tahauri)</p>	<ul style="list-style-type: none"> ● School Quality Survey (SQS) ● Panorama Survey ● Community School Coordinator Reports ● Family Resource Center (FRC) Reports 	<ul style="list-style-type: none"> <input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$
<p>1.2.4 All students desire to and attend school regularly</p>	<p>64% of our students are Native Hawaiian</p> <p>36% of students are chronically absent</p> <p>Need for alignment of school practices with cultural practices</p>	<p>Lessons and Thx notes and reflections</p>	<p>Leading indicators:</p> <ul style="list-style-type: none"> ● student peer connection % ● Student/teacher connections 	<ul style="list-style-type: none"> <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$



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<p>1.2.5 All students demonstrate positive behaviors at school.</p> <p>1.2.5 All students experience a Nā Hopena A'o environment for learning</p>		<p>Lessons and Thx notes, data analysis, reflections</p> <p>Co-define HĀ values, set goals, thank each other, reflect</p>	<p>#, type, distribution of behaviors thanks Thx note analysis to gauge understanding</p> <p>Co-definitions completed #, type, distribution of HĀ values thanked</p>	<p><input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$</p>
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★ GOAL 1.3 All students' graduate high school prepared for college and career success and community and civic engagement

<p>Desired Outcomes "What do we plan to accomplish?"</p>	<p>Root/Contributing Cause "Why are we doing this?"</p>	<p>Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"</p>	<p>Monitoring of Progress (Initial & Intermediate Outcomes) "How will we know progress is being made?"</p>	<p>Anticipated Source of Funds "What funding source(s) should be utilized?" Please estimate the additional amount needed to execute the enabling activity.</p>
<p>1.3.1 All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.</p> <p><i>Required for all schools.</i></p>	<p>to increase students' knowledge about various career options and pathways</p>	<p>EA 1.3.1.1 Provide opportunities and experiences for PK - 8 students to increase their knowledge about various career options and pathways with community partners:</p> <ul style="list-style-type: none"> a. Implement Career Day b. Implement College and Career Fairs/Family Nights c. Include PreK-8 students to participate in community service civic opportunities <p>ILT (Mead)</p> <p>EA 1.3.1.2 Trained AVID college tutors work with AVID elective students on a weekly basis. AVID Site Team (Hernandez)</p> <p>EA 1.3.1.2 Middle School students participate in an Ania based community service to explore careers. Plan for how to move this K-8. AVID Site Team (Hernandez)</p>	<ul style="list-style-type: none"> ● AVID Agenda/ Minutes ● Event Sign-In ● Community School Coordinator Reports ● HMTSS Agenda/ Minutes ● Stakeholders Feedback Survey ● Exit Tickets 	<ul style="list-style-type: none"> <input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$



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<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>Deepen student understanding of coursework and skills aligned to careers of interest</p>	<p>EA 1.3.2.1 Provide professional development on PBL Gold Standards Administration (Dela Cruz) Steering Team (Dela Cruz)</p> <p>EA 1.3.2.2 Implementation of PBL lessons through the Social Studies and electives departments Steering Team (Dela Cruz) ILT (Mead)</p> <p>EA 1.3.2.3 Provide school wide AVID strategy training via the ILT cycles of professional learning Administration (Dela Cruz) Steering Team (Dela Cruz)</p> <p>EA 1.3.2.4 The AVID site team will meet at least monthly to collaborate and advocate on issues of planning, logistics, and awareness of access to rigorous curriculum and advanced course at each grade level. AVID Site Team (Hernandez)</p>	<ul style="list-style-type: none"> • Extracurricular activities • Elective Courses: • Tutor.com • Algebra 1 Course and/or summer program • Teacher and Student Learning Logs • PBL Project process completion checklist • Student Career Survey-Research the Skills aligned to pathways 	<ul style="list-style-type: none"> <input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: STB, \$
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Priority 2 High-Quality Educator Workforce In All Schools

- ★ All students are taught by effective teachers.
- ★ All schools are staffed by effective support staff.
- ★ All schools are led by effective school administrators.

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of 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> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
2.2.1 All teachers are effective or receive the necessary support to become effective.	Need 1: Attendance Need 2: Student Achievement Need 3: SEL Insert root cause codes	EA 2.2.1.1 Provide teachers with quality instructional GVC materials and training/PD in how to effectively implement <ul style="list-style-type: none"> a. Purchase and implement GVCs and Professional Development: <ul style="list-style-type: none"> i. ELA- Wonders K-5, Springboard 6-8 ii. Math- Stepping Stones, Illustrative iii. Science- Amplify K-8 iv. Social Studies- teacher selected v. Electives- teacher selected ILT (Mead)	<ul style="list-style-type: none"> ● Purchase orders ● for GVC materials and PD ● ● GVC PD Agendas ● ● Instructional 	<ul style="list-style-type: none"> <input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: STB, \$



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		<p>EA 2.2.1.2 Provide teachers with instructional strategies PD. All teachers will be observed implementing instructional strategies:</p> <ul style="list-style-type: none"> a. Intentional use of Learning Targets, Success Criteria, Rubrics, Exemplars b. Student engagement strategies <p>ILT (Mead)</p> <p>EA 2.2.1.3 Teachers will be supported in developing our quarterly Curriculum Maps</p> <ul style="list-style-type: none"> a. Regular review of GVC curriculum maps and pacing guides b. Regular updating of Rigorous Curriculum Design documents (quarterly detailed curriculum plans) <p>ILT (Mead)</p> <p>EA 2.2.1.4 60% or more of Middle school teachers will be AVID-Trained in WICOR methodologies and there is a multi-year plan to maintain this level of trained staff.</p> <p>AVID Site Team (Hernandez)</p>	<ul style="list-style-type: none"> • Strategies PD • Agendas + Sign in • • • Walkthrough • Observation Data • • Rigorous Curriculum Design documents • • GVC Curriculum Maps and Pacing Guides 	
<p>2.2.2 All school support staff are effective or receive the necessary support to become effective.</p>	<p>See WASC Critical Areas for Follow Up</p>	<p>EA 2.2.2.1 Increase communication and transparency across all staff groups, including breaking down silos and building relationships across different educational partners to improve shared decision-making and accountability</p> <p>Administration (Dela Cruz) Steering Team (Dela Cruz) Aloha Team (Tahauri)</p>	<ul style="list-style-type: none"> • Refined communication agreements, systems, expectations • 	<ul style="list-style-type: none"> <input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$



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		<p>EA 2.2.3.2 Develop consistency in routines, systems, and setting clear expectations Administration (Dela Cruz)</p> <p>EA 2.2.2.1 To build a common understanding and belief system, the entire Waimānalo School staff will be invited to attend and engage at the Hawaii AMLE Summit to learn about middle level education as a PreK-8 school in an effort to vertically align. Administration (Dela Cruz) Steering Team (Dela Cruz)</p>	<ul style="list-style-type: none"> ● Hawaii AMLE Summit ● Attendance 	<input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$
<p>2.2.3 All schools are led by effective school administrators.</p>	<p>Change in leadership Recent high admin turnover</p>	<p>EA 2.2.3.1 Increase communication and transparency across all staff groups, including breaking down silos and building relationships across different educational partners to improve shared decision-making and accountability Administration (Dela Cruz) Steering Team (Dela Cruz) Aloha Team (Tahauri)</p> <p>EA 2.2.3.2 Leadership team has a designated AVID teacher/ counselor on the team or leadership members have participated in AVID Leadership Training. AVID Site Team (Hernandez)</p> <p>EA 2.2.3.3 AVID site team includes a site administrator, interdisciplinary teachers, a counselor, AVID Elective Coordinator, AVID Elective Teacher(s) AVID Site Team (Hernandez)</p>	<p>Refined communication agreements, systems, expectations</p>	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$



Priority 3 Effective and Efficient Operations At All Levels

★ **GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.**

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of 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> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
3.3.1 All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. <i>Required for all schools.</i>	Low SCC membership Sometimes low turnout to events Need to engage all stakeholders in the process	EA 3.3.1.1 SCC meets regularly once a month Administration (Dela Cruz) Aloha Team (Tahauri) EA 3.3.1.2 Continue to recruit members to join SCC Administration (Dela Cruz) Aloha Team (Tahauri) EA3.3.1.3 Student representatives will participate in monthly meetings SAC (David Yung)	<ul style="list-style-type: none"> • SCC Meeting Agenda/ Minutes with members listed • Member Recruitment Information 	<input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$





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

<p>Desired Outcomes <i>“What do we plan to accomplish?”</i></p>	<p>Root/ Contributing Cause <i>“Why are we doing this?”</i></p>	<p>Enabling Activities <i>“How will we achieve the desired outcome?”</i> and Name of Accountable Lead(s) <i>“Who is responsible to oversee and monitor implementation and progress?”</i></p>	<p>Monitoring of Progress <i>“How will we know progress is being made?”</i></p>	<p>Anticipated Source of Funds <i>“What funding source(s) should be utilized?”</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i></p>
<p>3.3.2 We are a community school with opportunities for family and community members to actively participate.</p>	<p>Need 1: Attendance Need 2: Student Achievement Need 3: SEL</p>	<p>EA 3.3.2.1 Promote and implement two-way communication with families through Parent Square, Website, Social Media Outlets, School Community Council (SCC), and Neighborhood Board Meetings Administration (Dela Cruz) Aloha Team (Tahauri)</p> <p>EA 3.3.2.2 Organize and host Waimānalo School’s 100th-year anniversary celebration in collaboration with community members Administration (Dela Cruz) Aloha Team (Tahauri)</p> <p>EA 3.3.2.3 Using the Community School Model, we will partner with the Family Resource Center to provide families and students with necessary resources, through community partnerships Administration (Dela Cruz) Aloha Team (Tahauri)</p>	<ul style="list-style-type: none"> ● Family Surveys ● Staff Surveys ● Revisit the Vision & Mission of the School–Renewed Commitment 	<p><input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$</p>



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		<p>EA.3.3.2.4 Community/College/Career awareness activity to promote a culture of college and career readiness that ensures that families of middle school students are aware of college planning and financial aid processes.</p> <p>AVID Site Team (Hernandez)</p>		
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★ Other Systems of Support				
Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of 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> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
3.3.4. Waimānalo E.I.S. believes that all students can and will learn, raising expectations for what student success is possible for the Waimānalo school community.	State strategic plan initiative to focus on middle level education	EA 3.3.4.1 Strengthen the use of AVID strategies schoolwide to create value and a culture of rigor that supports teachers' use of WICOR strategies, including scaffolding and rigorous instructions practices throughout the school. ILT Team (Mead) Steering Team (Dela Cruz) EA 3.3.4.2 Attend AMLE to grow awareness and understanding of middle-level education, middle-level policy, and the 18 characteristics of a successful middle school. Administration (Dela Cruz)	<ul style="list-style-type: none"> • BOE State Middle Level Policy • Staff Beliefs Survey • 18 characteristics of a successful middle school • Teach for Success (T4S) Data 	<input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: ____, \$ <input type="checkbox"/> Other: ____, \$



APPENDIX: SCHOOL BELL SCHEDULE

Pursuant to [Hawaii Revised Statutes Section 302A-251](#), as well as the current Hawaii State Teachers Association (HSTA) collective bargaining agreement, all Hawaii public schools must establish school schedules (including teacher work year, teacher schedule, and bell schedules) that meet student instructional hours and school year requirements. **However, in certain circumstances, a preferred bell schedule may not comply with existing regulations and will, therefore, require a School Community Council (SCC) waiver, effective for up to one school year.**

This section showcases Waimānalo Elementary & Intermediate 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 hours per year <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>	1,095
Did your school submit a SCC Waiver Request Form? Please explain.	No
Bell Schedule: ☰ Bell Schedule Combined	