



Waikīkī School Academic Plan SY 2026-2027

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- ☐ Title I School
☒ Non-Title 1 School

Vision of a Hawai'i Public School Graduate

The Hawai'i State Department of Education, together with families and communities, envisions every graduate as a lifelong learner who is globally competitive and locally committed. Graduates will:

- *Apply academic knowledge and an innovative mindset to think critically, communicate effectively, and create impactful contributions in the pursuit of excellence.*
- *Be resilient and adaptable to an ever changing world, they take initiative in charting their next steps to advance their life journey—such as in postsecondary education, career, enterprise, service or exploration.*
- *Cultivate well-being and compassion, care for self and others, and build deep roots in Hawai'i to fulfill their kuleana and strengthen their community.*

Submitted by Principal Ryan Kusuda	
Ryan Kusuda <i>Ryan Kusuda</i>	Apr 8, 2026

Approved by [FKK] Complex Area Superintendent: Rochelle Mahoe, Ph.D.	
[Insert signature] <i>Rochelle Mahoe</i>	Date 04/08/2026

Rochelle Mahoe (Apr 8, 2026 13:47:10 HST)

Directions for completing the School Academic Plan template can be found in the [Academic Plan Template Guidance document](#).

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SCHOOL VISION AND MISSION

Vision Statement	Waikīkī School is a safe, vibrant, nurturing environment that encourages lifelong learning.
Mission Statement	Creating "mindful", ethical decision makers committed to making the world a more "thought-full" place

VIABLE QUALITY CURRICULUM

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

Please utilize the dropdown 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
K-5	HMH Into Reading ▾	HMH Into Math ▾		
	Select One ▾	Select One ▾		
	Select One ▾	Select One ▾		

Please list all supplementary instructional materials used to 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
K-3	Writing Revolution	Didax Manipulatives		
	iReady	iReady	Mystery Science	
		IXL		
3-5	iReady	iReady		Brain Pop

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
Kindergarten	HI KRA ▾	HI KRA ▾
K-5	DIBELS ▾	Select One ▾
K-5	I-Ready ▾	I-Ready ▾

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:

IDENTIFIED SCHOOL NEEDS

Academic Plans require the identification of school needs based on data and other information analyzed as part of the school improvement process. The **Comprehensive Needs Assessment (CNA) Data Workbook** (linked [here](#)) and **Lei Kulia** (linked [here](#)) are data resources to help guide and support continuous school improvement.

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 CNA
https://docs.google.com/document/d/19w4BbHRfvZiHeL6IzEDYVlpRb_ZWpKkY/edit?usp=sharing&ouid=114050577610334517292&rtpof=true&sd=true
- ☐ Other current assessment/self-study report:
- ☐ Current Western Association of Schools and Colleges (WASC) report
<https://docs.google.com/document/d/1G4EpX6delkI-T6rjRmrrFG0iVczwAL-TeDQ89X0lpmA/edit?usp=sharing>

Year of Last Visit: February 27 - March 2, 2023
 Type of Last Visit: Mid-Cycle Report & Visit -

Year of Next Action: None
 Type of Next Action: None

Year of Next Self-Study:
 None

Please identify **critical student learning needs** and the **root/contributing cause** 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?"

Please number the student need and root/contributing cause for ease of cross-referencing.

1	<u>Student Need:</u> Closing the Achievement Gap <u>Root/Contributing Cause:</u> Current achievement data suggests that enhancing the precision and intensity of research-based literacy interventions for students with Specific Learning Disabilities and Other Health Disabilities (80.3% of the SPED caseload) will be a key lever in improving overall proficiency and equity. <u>Contributing Evidence:</u> Language Arts proficiency for SPED students dropped from 28.5% to just 7.4% in 2024-25.
2	<u>Student Need:</u> Address Student Perception on SEL Metrics

	<u>Root/Contributing Cause:</u> The school has the resources and a culture rooted in the Habits of Mind, but for whatever reason is failing to foster the psychological conditions necessary for learning according to these perception surveys. Contributing Factors: ● Fixed Mindset Predominance: Only 44.2% of students hold a growth mindset, a significant drop from 57.5% in 2022. ● Low Self-Efficacy: Only 50.2% of students believe in their ability to succeed academically, creating a barrier to persistence when facing complex, abstract curriculum in the upper grades. ● Self-Management Decline: Student perception of their ability to regulate emotions and organize themselves has trended downward, with only 50.4% feeling positive about their emotion regulation.
3	<u>Student Need:</u> Bridge the gap between students' high procedural fluency and their conceptual reasoning in mathematics. <u>Root/Contributing Cause:</u> Across the K-5 continuum, there is a disconnect between students' high mastery of computational procedures and their ability to apply that knowledge to abstract geometric reasoning and non-routine problem-solving.
4	<u>Student Need:</u> Ensuring a school culture rooted in Mindfulness. Contributing Factors: Waikīkī School's unique, vibrant identity as "The Mindful School" integrates the Habits of Mind in collaboration with General Learner Outcomes and philosophy 4 children (p4c) into structures which support the whole child and contribute to student success.

To address student subgroup(s) achievement gaps, please list the targeted subgroup(s) and their identified need(s) . Enabling activities should address identified subgroup(s) and their needs.	
1	<u>Targeted Subgroup (for all schools):</u> SPECIAL EDUCATION (required) <u>Identified Student Need(s):</u> The increase in the SLD count and the Developmental Delay (Age 6-8) count suggests the school's Child Find and initial assessment processes are identifying more students with learning challenges. This requires consistent professional development for educators on the Multi-Tiered System of Supports (MTSS) framework, which is the necessary precursor to SPED identification. Waikīkī School has invested time in revisiting and making intentional changes to its Tier 2/3 intervention.
2	<u>Targeted Subgroup:</u> English Learners (EL) <u>Identified Student Need(s):</u> English Learners make up a considerable portion of the overall school enrollment. The spike in WIDA Level 1 (Entering) students (went from 4 to 16 students), combined with the previously noted high percentage of Asian ethnicities, suggests that the incoming students are new arrivals with very limited English proficiency, reinforcing the need for culturally sensitive and high-intensity EL instruction.
3	<u>Targeted Subgroup:</u> Economically Disadvantaged <u>Identified Student Need(s):</u> Proficiency for students who are economically disadvantaged is declining (From 72% to 66% in 24-25 SY). This suggests that the non-academic barriers (e.g., chronic absenteeism at 15.6% implied rate) are increasingly interfering with their academic success.



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 Outcome <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>Estimate the additional amount needed for enabling activities.</i>
1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and <u>provided necessary and timely support</u> to develop foundational skills for learning.	The first five years of students' lives are times of profound linguistic, social, emotional, physical, and cognitive development.	All Kindergarten students will complete the Kindergarten Entry Assessment by their 30th day in school. Entering Kindergarten students offered the opportunity to participate in a "jump-start" program during the Summer. Kindergarten students at Emerging Readiness who do not receive either EL or SPED services will be identified as individuals potentially needing tiered support. Those receiving tiered support will be progressed-monitored at regular intervals. <u>Accountable Leads(s)</u> Kindergarten teachers, Kindergarten SPED teacher, Intervention teachers	i-Ready screener at mid-year and end-of-year DIBELS	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

Reading Proficiency 1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently <u>receive necessary and timely support</u> to become proficient.	If we utilize push-in, pull-out, small group models for intervention and support, then students will learn in environments that will accelerate their learning. Level of support is based on data.	Integrate YEAR 3 of HMH Into Reading ELA curriculum for Tier 1, EL, and SPED. Work on implementing the new Hawaii ELA Common Core Standards. Examination of student data through grade level teams to provide appropriate intervention and support. Even though Waikīkī School is not participating in the CLSD II grant, the school will work with grade level, special education, EL and school intervention teams to refine its HMTSS-R best practices based on 3 tiers of support. Fund with WSF floating teachers for grade level intervention support who will provide effective targeted student support in a fluid fashion (tier 2 progress monitoring). Fund teacher aide positions for lower-grade K-2 classrooms to assist with Tier 1 small group instruction. School funding for 3 full-time English Learner teachers and 2 casual hire EL support. SPPA funding for 5 full-time special education teachers, 4.75 FTE EA positions, and any paraprofessional support as needed. Closely monitor disaggregated student progress via i-Ready universal screener for students made eligible under the categories for SLD, OHD, and SoL. Goal to increase the amount of students in these eligibility categories meeting their stretch growth.	Implementation of school created walkthrough protocol by both peers and administration. Number of students receiving Tier 2 intervention support by grade level (roughly 15% of each grade level). Number of students receiving NEP pull-out EL support. Number of students receiving LEP push-in EL support. Number of special education students receiving services in both resource and fully self-contained settings.	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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Mathematics Proficiency 1.1.3. All students are proficient in mathematics by the end of fifth grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient.	Across the K-5 continuum, there is a disconnect between students' high mastery of computational procedures and their ability to apply that knowledge to abstract geometric reasoning and non-routine problem-solving.	Integrate YEAR 3 of HMH Into Math curriculum for Tier 1, EL, and SPED. Examination of student data through grade level teams to provide appropriate intervention and support. Implement professional development with common Kalani Complex elementary mathematical practices. - Reasoning Abstractly and Quantitatively Fund with WSF floating part-time teacher for math intervention support who will provide effective targeted student support in a fluid fashion.	Implementation of school created walkthrough protocol by both peers and administration. Number of students receiving Tier 2 math support in grades K-5.	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. <i>Required for all schools.</i>		Provide guidance and prioritize funding opportunities for schools to offer more co-curricular and extracurricular activities that are inclusive of all students - including those who are high-needs as well as all races/ethnicities.	Resource class offerings Complex Intramural participation EL Tutoring School Tutoring	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

1.1.5. All students transition successfully at critical points, from preschool to elementary; from elementary to middle school; and non-natural transitions during the school year. <i>Required for all schools.</i>		All current pre-K students will have access to our jump-start to Kindergarten program. Grade 5 students will participate in offered middle school tours for both Kaimuki Middle and Washington Middle. New students, including English Learner (EL) students, who enroll mid-year will receive induction into our school's mindful culture. Our school team, comprising counselors, administration, and receiving classroom teachers, will facilitate this process. To ensure seamless continuity for students and families, Waikīkī School will convert the Student Services Coordinator (SSC) position from a 10-month to a 12-month schedule, providing year-round leadership to manage critical transition points, facilitate early preschool-to-elementary intake, and ensure that academic and behavioral supports are uninterrupted for students entering or exiting the school during non-natural transition periods.	Number of transition meetings for SPED pre-K students moving up to Kindergarten. Number of students participating in Middle School tours at feeder schools Number of transition meetings for 5th grade students moving up to 6th grade.	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.

Desired Outcome <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>Estimate the additional amount needed for enabling activities.</i>
1.2.1. All students desire to and attend school regularly. <i>Required for all schools.</i>	Communicating with students and families about the benefits of attending school regularly, encouraging attendance, and re-engaging students who are frequently absent will improve student attendance.	Communicate to families the school's attendance policy through not only the school parent handbook but also through the school's parent bulletin. Phone calls will be made to parents if a student's absence has not been reported to the school. When a child reaches 3 unexcused absences, an attendance letter will be generated and sent home to families. When a child reaches 6 unexcused absences, a second unexcused absence letter will be generated and a phone call from either the school counselor or administrator will take place. A child is considered chronically absent when he or she reaches 17 absences (cumulative excused and unexcused). As this threshold, a face-to-face meeting will be scheduled with school administration and may include involvement of the school social worker. <u>Accountable Leads</u> Administration, Counselors	Reduce the percentage of students designated chronically absent through monthly progress checks by the attendance clerk.	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

1.2.2. All students demonstrate positive behaviors at school. <i>Required for all schools.</i>	Ensuring a school culture rooted in Mindfulness.	<u>Habits of Mind</u> The Habits of Mind (HOM) is a research-based initiative focused on applying mindful behaviors to classroom learning and life. The HOM includes the behavioral dispositions of flexibility in thinking, listening with empathy, problem solving, persistence, and more. Their practice establishes standards of behavior, a common set of values, and unites stakeholders into a cohesive learning community. They are at the heart of the Waikīkī School culture. Through their practice, the school stays intellectually alive and forward thinking. <u>p4c</u> p4c is an internationally recognized approach to developing critical thinking and social emotional learning. p4c creates intellectually safe communities of inquiry where student voices are heard and students are taught “how” to think not “what” to think. Students will participate in p4c circles with their class on a weekly basis with the freedom to select and change circle topics based on their input. Teachers will facilitate the discussions using the Good Thinker’s Toolkit Continue to expand the partnership with University of Hawaii Uehiro Academy for Philosophy and Ethics in Education to provide resident philosophers and student teachers to further support students’ thinking around issues such as exploration of social justice, global warming, racial tolerance, and more Despite a resource-rich environment and a foundational culture of Habits of Mind, the school faces a critical misalignment between its philosophical goals and the lived psychological experience of its students.	Number of participating classes/students Number of visiting philosopher in residents Number of visiting teachers interested in learning about P4c Number of FTE counselors on staff	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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		To bridge this gap, Waikīkī School will establish a second Full-Time Equivalent (FTE) Counselor position to directly combat the declining trends in growth mindset (44.2%), self-efficacy (50.2%), and self-management (50.4%), ensuring that the "mindful" mission is translated into the resilient, self-regulated internal conditions students need to succeed in a rigorous academic landscape. <u>Accountable Leads</u> Counselors, Mindful School Committees		
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1.2.3. All students experience a Nā Hopena A'o environment for learning. <i>Required for all schools.</i>	Expanding current programs on Nā Hopena A'o to more students and stakeholders will strengthen the depth and breadth of its implementation	HĀ - BREATH Outcomes Framework with Habits of Mind and Waikīkī School Initiatives ● B - Belonging ○ He pili wehena 'ole (A relationship that cannot be undone) ○ HOM - Caring and Cooperation. All classrooms have a (C&C partner) ○ HOM - Thinking Interdependently. (Especially evident in p4c circles) ● R - Responsibility ○ Ma ka hana ka 'ike, ma ka 'imi ka loa'a (In working one learns, through initiative one acquires) ○ HOM - Questioning and Problem Posing ○ HOM - Taking Responsible Risks ○ HOM - Managing Impulsivity ● E - Excellence ○ 'A'ohe 'ulu loa'a i ka pōkole o ka lou (There is no success without preparation) ○ HOM - Creating, Imagining and Innovating ○ HOM - Remaining Open to Continuous Learning ● A - Aloha ○ E 'ōpū ali'i (Have the heart of a chief) ○ HOM - Listening with Empathy ○ HOM - Thinking Flexibly ○ HOM - Finding Humor and Joy ● T - Total Well-Being ○ Ua ola loko i ke aloha (Love is imperative to one's mental and physical welfare) ○ Promote wellness in others ○ Waikīkī School scored 97% on the 2024-25 Wellness Survey ● H - Sense of Hawai'i ○ 'O Hawai'i ku'u 'āina kilohana (Hawai'i is my prized place) ○ Honua - He ali'i ka 'āina; he kauwā ke kanaka. ○ The land is the chief; man its servant.	Annual staff Aina Aloha Pathway presentation by Office of Hawaiian Education Number of students engaged in sustainability/garden classes Number of students engaged in Hawaiian Studies and Sustainability/Garden	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:___, \$ ☐ Other:___, \$
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		○ Place-based activities at Diamond Head State Monument, Waikiki Aquarium, and Honolulu Zoo ○ Waikīkī School is an ‘Āina Aloha Pathway School where students participate in both Hawaiian Studies and Sustainability resource classes.		
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★ GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.				
Desired Outcome <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>Estimate the additional amount needed for enabling activities.</i>
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. <i>Required for all schools.</i>	Students will be better prepared for post-high school success by having intentional and age-appropriate experiences to explore and engage in careers and in community and civic responsibilities.	All students in all grade levels have access to Project/Place-Based Learning Waikīkī School will continue our move to provide authentic learning experiences via partnerships with the school community (Aquarium, Zoo, Diamond Head Monument, etc.), honoring student voice in the process, culminating in student selected final projects delivered to authentic audiences. School funding of a position to expand community based outreach, establishing authentic learning projects and promoting purposeful community involvement throughout the school <u>Accountable Lead</u> Community-based Project Coordinator	Number of students/classrooms participating	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

K-12 Alignment 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, career academies, or International Baccalaureate (IB) programmes.		All students K-5 will have opportunities including, but not limited to: Summer Hub, Community-based projects, GT, After-school enrichment class offerings, EL Tutoring, HONSEF, Speech Festival.	Number of students who participate in Summer Programming (ie. Summer Hub or Mindful Summer Program) Number of students who participate in an after-school enrichment class. Number of EL students who participate in after-school tutoring. Number of Tier 2 or higher students who participate in after-school tutoring. Number of students that participate in HIKI NO. Number of students that participate in Robotics.	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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			Number of students who participate in the elementary division of HONSEF. Number of students who participate in Honolulu District Speech Festival	
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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 Outcome <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>Estimate the additional amount needed for enabling activities.</i>
2.1.1. All teacher positions are filled with qualified hires.	Retaining more teachers is the highest impact strategy to fill positions with qualified hires. Among the remaining vacancies, more positions will be filled through timely hiring and a better fit between the applicants' and schools' needs. Developing and expanding targeted teacher	Continue to promote SIQ learning opportunities (both in-person and online) to staff when made available. Currently 20 certificated staff have their Sheltered Instruction Qualification. Option 1: 6 college credits in TESOL-related competencies from an accredited college or university Option 2: 6 credits HIDOE-sponsored ESL or TESOL PDE courses Option 3: 72 seat hours of TESOL-related HIDOE non-credit PDE3 courses Option 4: Out-of-State K-12 School District TESOL certification Option 5: TESOL HQ or TESOL licensure status in lieu of 6 credits	Number of teachers who have the necessary SIQ and/or TESOL certification using one of the 8 available options.	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ Grant: __, \$ ☐ Other: __, \$



PRIORITY 2: High-Quality Educator Workforce In All Schools

	preparation programs will improve a pipeline of candidates for shortage areas.	Option 6: NEA micro-credential in English Language Learner. Option 7: Combination of Options 1 and 2. Option 8: Combination of Option 1 and/or 2 with Option 3. Check one: ☐ 1 (one) Credit + 60 SIQ seat hours ☐ 2 (two) Credits + 48 SIQ seat hours ☐ 3 (three) Credits + 36 SIQ seat hours ☐ 4 (four) Credits + 24 SIQ seat hours ☐ 5 (five) Credits + 12 SIQ seat hours <u>Accountable Lead</u> EL Coordinator		
2.1.2. All teachers are effective or receive the necessary support to become effective.		<u>WASC Critical Area of Follow-Up #3</u> <i>Waikīkī School needs to continue strengthening their induction and mentoring program for new faculty members with an intentional focus on the school's unique culture and values to support, develop, and retain effective and caring teachers and professional staff.</i> School funding of a position to ensure that all teachers are trained and supported in implementation strategies of Habits of Mind	All Kalani Complex Elementary teachers All Waikīkī School teachers	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$



PRIORITY 2: High-Quality Educator Workforce In All Schools

		Coordinate efforts with the other Kalani Complex Elementary Schools to offer Professional Development with math conceptual reasoning during one of the two admin days to start the school year. Utilize Spring PC Day to engage in complex school visits with a focus on mathematical practices. Continuation of Professional Development around the topic of Specifically Designed Instruction for Special Education teachers and General Education teachers <u>Accountable Lead</u> School Level Mentor/Mindfulness Coordinator		
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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 Outcome <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>Estimate the additional amount needed for enabling activities.</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>	Benefits to members of a School Community Council include: Learning about educational research and factors that impact student achievement; Being an important partner in the education system, whose views are valued; Contributing to the shared goal of improving	Conduct the business of the School Community Council by meeting quorum monthly with stakeholders from every group. Hold two community meetings annually.	The school has all required stakeholders represented on SCC. Agendas and minutes posted prior to the meeting date. Percent of meetings with all required stakeholders represented. Overall rating on SCC self-assessment survey	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$



PRIORITY 3: Effective and Efficient Operations At All Levels

	student achievement; Having a vehicle through which to express opinions and share ideas; and Being informed about what is happening at the school.			
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★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.				
Desired Outcome <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>Estimate the additional amount needed for enabling activities.</i>
3.3 Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance. <i>(required for Title I/III; IDEA)</i>		Waikīkī School PTO Open House Food Farm Garden Workdays Fun Fair Haunted House Winter Store Winter Fete Tech Fun Run	Participation numbers in each activity	☐ WSF, \$ ☐ Title I, \$ ☐ Title III, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

★ Other Systems of Support				
Desired Outcome <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>Estimate the additional amount needed for enabling activities.</i>

APPENDIX A: SCHOOL COMMUNITY COUNCIL ASSURANCES FORM

One of a School Community Council's (SCC) main functions is to review the school's Academic Plan and Financial Plan for the upcoming school year and either recommend revisions of the plans to the principal or recommend the plans for approval by completing the SCC Assurances Form.

The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name and signature of the SCC chairperson must be included on both pages of the form, regardless of revisions or comments added to the second page.

Hawaii State Department of Education School Academic Plan and Financial Plan Annual Assurances and Recommendation for Approval

The **Waikiki School** School Community Council (SCC) recommends the school plans to the Complex Area Superintendent for approval and assures the following:

1. The SCC is correctly constituted and was formed in accordance with the Board of Education policy, Department of Education procedures and state law.
2. The SCC reviewed its responsibilities under the Board of Education policy, Department of Education procedures and state law, including those related to the review of the Academic Plan and Financial Plan.
3. The SCC sought and considered all recommendations from the school community or committees before recommending the plans for approval. (Check all that apply)
 - ☒ A School Community Council Meeting was conducted on **Sep 23, 2025** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Apr 14, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☐ Other (list): **[Insert text. Examples: School Leadership Team, Curriculum Committee, School Safety Committee]**
4. The SCC reviewed the Academic Plan and Financial Plan and found that they are based upon a thorough analysis of student performance data, and use evidence-based interventions.
5. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The principal has provided a clear explanation to the SCC about the status of each of the recommendations made by the SCC regarding the Academic Plan and Financial Plan.
7. This school plan was adopted through consensus or by vote by the School Community Council on: ☐ **Date**

Attested:

Waikiki School Principal	Signature	Date
Ryan Kusuda	<i>Ryan Kusuda</i>	Apr 14, 2026
SCC Chairperson	Signature	Date
Lory Peroff	<i>Lory Peroff</i>	Apr 14, 2026

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SCC Recommendations to the Academic Plan and Financial Plan:

The School Community Council, in review of the Academic and Financial Plans, has provided the principal with the following recommendations for consideration. These recommendations are included as a means to share these issues with the Complex Area Superintendent and to identify the action taken by the principal on the SCC recommendations. If no recommendations were made, please write "N/A." SCC Chairperson signature is required on both pages.

SCC Recommendation:	Rationale for the SCC Recommendation:	Principal's Response to SCC Recommendation:
Make sure to always keep the mindful culture as an Academic Plan priority.	Over 25 year commitment to Habits of Mind to the school culture. SEL data indicates importance.	Agreed
Explore the possibility of alternative vocabulary curriculum.	Costs and effectiveness of supplemental curriculum materials.	Will consider looking at other options
The council believes in the importance of putting personnel as its most important asset/resource.	Longstanding academic success.	Agreed

SCC Comments: Statement of Problem or Concerns regarding the Academic Plan and Financial Plan review process.

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Attested:

SCC Chairperson	Signature	Date
Lory Peroff	<i>Lory Peroff</i>	Apr 14, 2026

APPENDIX B: BELL SCHEDULE

Pursuant to [Hawaii Revised Statutes Section \(HRS\) 302A-251](#), as well as the current Hawaii State Teachers Association 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.**

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 (Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)	[Insert value; refer to cell D58 in the bell schedule tool]
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement
Waikiki School Bell Schedule: https://docs.google.com/spreadsheets/d/1KISi3Zb2B1u7VBF3q6xNSuroo_eoZoKh6QP91ELulnM/edit?usp=sharing	