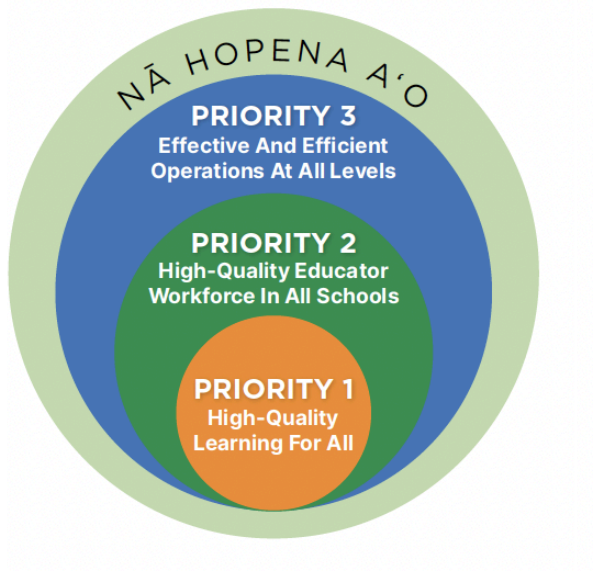
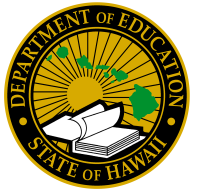




Hale'iwa Elementary Academic Plan SY 2026-2027

66-505 Haleiwa Road Haleiwa 96712
808-637-8237
www.haleiwaelementary.com

- ☒ Title I School
☐ Non-Title 1 School

Submitted by Principal: Malaea Wetzel	
<u>Malaea Wetzel</u> Malaea Wetzel (Apr 1, 2026 12:59:49 HST)	04/01/2026

Approved by Complex Area Superintendent: Ernest Muh	
	04/07/2026

Directions for completing the School Academic Plan template can be found in the Academic Plan Template Guidance document.

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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
	Reading Wonders (k-g6)	Ready Math (k-g6)		
	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-6	Magnetic Reading	Stepping Stones	Mystery Science	Studies Weekly

Title 1 SW 4

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
	iReady	iReady
	DIBELS	
	Select One ▾	Select One ▾
	Select One ▾	Select One ▾

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
- ☐ Other current assessment/self-study report:
- ☐ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: [2022]

Type of Last Visit: Full Self-Study -

Year of Next Action: [NA

Type of Next Action: **Select One** ▾

Year of Next Self-Study:

Hale'iwa opted out of
WASC]

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.

Title 1 SW 1

1	Student Need: Low and declining proficiency in ELA; the school's proficiency of 54.2% is only slightly higher than the state's average of 53%. The proficiency rate has also decreased in the last two years from 56.5% in SY 2022-23 and then 57.4% in SY 2023-24. Root/Contributing Cause: 1–Inconsistent implementation of high-quality standards aligned ELA instruction across classrooms. 2–Variability in instructional rigor and expectations from grade to grade. 3–Curriculum pacing does not fully align to state standards or assessment demands. 4–Gaps or redundancies between grade levels (vertical misalignment).
2	Student Need: Special education students are performing the lowest in ELA and math with less than half of the proficiency rate of their non-subgroup peers. Root/Contributing Cause: 1–Tier 1 instruction may not consistently incorporate multiple means of engagement and/or flexible instructional strategies.

	2–Limited use of frequent, standards based progress monitoring to adjust instruction and revise supports. 3– Instructional supports may vary widely by classroom or teacher.
3	<u>Student Need:</u> Science proficiency has declined significantly over the last three years going from 60.9% to 42.3%. <u>Root/Contributing Cause:</u> 1–Inconsistent implementation of high-quality, NGSS aligned science instruction across classrooms. 2–Gaps or redundancies between grade levels in instructional content (vertical misalignment).

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

Targeted Subgroup: Special Education students

Identified Student Need(s):

1-Tier 1 instruction must consistently incorporate multiple means of engagement and/or flexible strategies.

2-Consistent and frequent standards based progress monitoring must be used to adjust instruction and revise supports.

3-Instructional supports must be aligned by classroom and to the students' IEPs.



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> Title 1 SW 3	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.	State mandate	1 - Implement Kindergarten Readiness Assessment for every kindergartener who enters school <i>Pam Yamakawa Curriculum Coordinator</i>	KRA assessment results	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

Reading Proficiency 1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently <u>receive necessary and timely support</u> to become proficient.	<u>Student Need 1:</u> Low and declining proficiency in ELA; the school's proficiency is only 54.2% <u>Root/Contributing Cause:</u> 1–Inconsistent implementation of high-quality standards aligned ELA instruction across classrooms. 2–Variability in instructional rigor and expectations from grade to grade. 3–Curriculum pacing does not fully align to state standards or assessment demands. 4–Gaps or redundancies between grade levels (vertical misalignment) Title 1 SW 1	2 - Teachers in K-2 will use ECRI with Wonders instruction to build a strong literacy foundation for students. - Progress monitoring for SPED students will be conducted once a week. (targeted sub-group / identified need) - Progress monitoring for all other students will be conducted on a monthly basis PPTs for RTI / Reading support - Title 1 Title 1 SW 6 <i>Pam Yamakawa Curriculum Coordinator</i> <i>Malaea Wetzel Principal</i> 2a-Teachers in 3-6 will provide RTI targeted intervention four times a week to all students in small groups designed to meet the specific needs of the group. PPTs for RTI / Reading support - Title 1 <i>Pam Yamakawa Curriculum Coordinator</i> <i>Malaea Wetzel Principal</i> 2b-Provide professional development in ELA to address the following identified needs: - Inconsistent implementation of high-quality standards aligned ELA instruction across classrooms. - Variability in instructional rigor and expectations from grade to grade. - Curriculum pacing does not fully align to state standards or assessment demands. - Gaps or redundancies between grade levels (vertical misalignment) CNA Prioritized Need 1 p. 2 Title 1 SW 6	<u>I-Ready D2 Proficiency for ELA by groups:</u> All students = 50% EL = 15% SPED = 15% Disadvantaged = 30% <u>I-Ready D3 Proficiency for ELA by groups:</u> All students = 60% EL = 15% SPED = 20% Disadvantaged = 40% <u>SY 26-27SBA</u> 60% of students will be proficient in ELA	☐ WSF, \$ ☒ Title I, \$ 45,000 ☐ 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 eighth grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient.	<u>Student Need 2:</u> Special education students are performing the lowest in ELA and math <u>Root/ contributing cause</u> 1- Tier 1 instruction may not consistently incorporate multiple means of engagement or flexible instructional strategies 2- Limited use of frequent, standards based progress monitoring to adjust instruction and revise supports 3- Instructional supports vary widely by classroom or teacher	3-Teachers in K-6 will use Ready Classroom Math to provide standards based instruction on a consistent basis. <i>Pam Yamakawa Curriculum Coordinator</i> <i>Malaea Wetzel Principal</i> CNA Prioritized Need 2 p. 2	<u>I-Ready D2 Proficiency for MATH by groups:</u> All students = 50% EL = 15% SPED = 15% Disadvantaged = 30% <u>I-Ready D3 Proficiency for MATH by groups:</u> All students = 60% EL = 15% SPED = 20% Disadvantaged = 40% <u>SY 26-27SBA</u> 67% of students will be proficient in MATH	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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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>	<u>Student Need 2:</u> Special education students are performing the lowest in ELA and math <u>Root/ contributing cause</u> 1- Tier 1 instruction may not consistently incorporate multiple means of engagement or flexible instructional strategies 2- Limited use of frequent, standards based progress monitoring to adjust instruction and revise supports 3- Instructional supports vary widely by classroom or teacher Title 1 SW 1	4-Teachers will provide differentiated instruction that incorporates multiple means of engagement or flexible instructional strategies for all students who need it, including, but not limited to, SPED, EL and Disadvantaged students. <i>Pam Yamakawa Curriculum Coordinator</i> <i>Malaea Wetzel Principal</i> CNA Prioritized Need 2 p. 2 Title 1 SW 6 4a-Teachers will use strategies and implement practices that students find engaging and that are rigorous and relevant to students' lives (Real world learning opportunities / IC3 / PBL) <i>Pam Yamakawa Curriculum Coordinator</i> <i>Malaea Wetzel Principal</i> 4b-Implement after school tutoring in math / ELA for students who struggle in those content areas • PTTs for tutoring - Hale'iwa teachers - Title 1 funding <i>Pam Yamakawa Curriculum Coordinator</i> <i>Vice Principal</i> Title 1 SW 6	<u>I-Ready D2 Proficiency for ELA by groups:</u> All students = 50% EL = 15% SPED = 15% Disadvantaged = 30% <u>I-Ready D3 Proficiency for ELA by groups:</u> All students = 60% EL = 15% SPED = 20% Disadvantaged = 40% <u>I-Ready D2 Proficiency for MATH by groups:</u> All students = 50% EL = 15% SPED = 15% Disadvantaged = 30% <u>I-Ready D3 Proficiency for MATH by groups:</u> All students = 60% EL = 15% SPED = 20% Disadvantaged = 40% <u>SBA Achievement Gap for SY 2026-2027</u> ELA gap will be reduced from 24 % to 22% Math gap will be reduced from 31% to 29%	☐ WSF, \$ ☒ Title I, \$ 30,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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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. <i>Required for all schools.</i>	State Mandate	5-Implement KinderCamp transition program during the summer 5a-Provide 6th graders the opportunity to visit WHIS campus to become familiar with it <i>Vice Principal</i> <i>Pam Yamakawa, Curriculum Coordinator</i>	% of kindergarteners that attend KinderCamp during the summer Date of visit % of 6th graders that attend the meeting	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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1.1.6 60 % of students will be at Level 3 or above in English Language Arts on the Smarter Balanced Assessment. (same as 1.1.2)	<u>Student Need 1:</u> Low and declining proficiency in ELA; the school's proficiency is only 54.2% <u>Root/Contributing Cause:</u> 1–Inconsistent implementation of high-quality standards aligned ELA instruction across classrooms. 2–Variability in instructional rigor and expectations from grade to grade. 3–Curriculum pacing does not fully align to state standards or assessment demands. 4–Gaps or redundancies between grade levels (vertical misalignment)	2-Teachers in K-2 will use ECRI with Wonders instruction to build a strong literacy foundation for students. - Progress monitoring for SPED students will be conducted once a week. (targeted sub-group / identified need) - Progress monitoring for all other students will be conducted on a monthly basis PPTs for RTI / Reading support - Title 1 <i>Pam Yamakawa Curriculum Coordinator</i> <i>Malaea Wetzel Principal</i> 2a-Teachers in 3-6 will provide RTI targeted intervention four times a week to all students in small groups designed to meet the specific needs of the group. PPTs for RTI / Reading support - Title 1 <i>Pam Yamakawa Curriculum Coordinator</i> <i>Malaea Wetzel Principal</i> 2b-Provide professional development in ELA to address the following identified needs: - Inconsistent implementation of high-quality standards aligned ELA instruction across classrooms. - Variability in instructional rigor and expectations from grade to grade. - Curriculum pacing does not fully align to state standards or assessment demands. - Gaps or redundancies between grade levels (vertical misalignment) CNA Prioritized Need 1 p. 2 Title 1 SW6	<u>I-Ready D2 Proficiency for ELA by groups:</u> All students = 50% EL = 15% SPED = 15% Disadvantaged = 30% <u>I-Ready D3 Proficiency for ELA by groups:</u> All students = 60% EL = 15% SPED = 20% Disadvantaged = 40% <u>SY 26-27SBA</u> 60% of students will be proficient in ELA	☐ WSF, \$ ☒ Title I, \$same as 1.1.2 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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1.1.7 50 % of students will be proficient in Science on the Hawaii State Assessment.	<u>Student need 3:</u> Science proficiency has declined significantly over the last 3 years. <u>Root causes:</u> Inconsistent implementation of high-quality, NGSS aligned science instruction across classrooms. Gaps or redundancies between grade levels in instructional content.	6-Using the Hale'iwa NGSS Focus Calendar, teachers will implement science lessons each month focused on the same science area. Each grade level will administer assessments for the focus areas. <i>Pam Yamakawa Curriculum Coordinator</i> <i>Malaea Wetzel Principal</i>	<u>Monthly focus area assessments:</u> For each month, - as measured by focus area assessments: 75% of ALL students demonstrate proficiency 60% of EL students demonstrate proficiency. 60% of disadvantaged students demonstrate proficiency 40% of SPED students demonstrate proficiency.	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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100% of teachers will have access to an array of different technology and instructional support resources to assist in curriculum planning, instruction and implementation.	<u>Student Need 1:</u> Low and declining proficiency in ELA; the school's proficiency is only 54.2% <u>Root/Contributing Cause:</u> 1 – Inconsistent implementation of high-quality standards aligned ELA instruction across classrooms.	7-Implement the use of different technology and instructional support tools to assist with providing instruction as needed Examples of technology tools/instructional support resources: I-Ready Blooket Wonders Studies Weekly SeeSaw Go Guardian Teacher Brain Pop <i>Pam Yamakawa Curriculum Coordinator</i> <i>Malaea Wetzel Principal</i>	Hale'iwa Academic Plan progress monitoring survey	☐ WSF, \$ ☒ Title I, \$30,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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ALL EL students will meet their required growth to target goal Hale'iwa EL Comprehensive EL Plan SY2026-2027 Section 1: Planning for Quality LIEP A. Achievement Goals (p.2)	EL mandate is 48% of EL students must be on track towards growth to target goal Hale'iwa has 60% of EL students (3/5) on track towards growth to target goal (from SY24-25 - most recent scores)	8- Implement academic supports in ELA and math for English Language learners as appropriate <i>Pam Yamakawa Curriculum Coordinator</i> <i>Malaea Wetzel, Principal</i> <u>EL Plan Section 1: Part A. Achievement Goals</u> 8a- Goal 1:GTT - EL teacher will conduct quarterly ORF progress monitoring checks with each student 8b- Goal 2: SBA EL subgroup ELA - EL teacher will work with the classroom teacher to track student's progress on I-Ready diagnostic assessments for ELA 8c- Goal 3: EL subgroup Math - EL teacher will work with the classroom teacher to track student's progress on I-Ready diagnostic assessments for Math 8d- Goal 4: HSA EL subgroup SCIENCE: - Curriculum coordinator will check the science grades of EL students at the end of each quarter EL Plan, Section 1, Part B Strategic Goal 3: EL students will participate in I-Ready Diagnostic assessments 3 times a year in both ELA and Math EL students will participate in DIBELS testing 3 times a year	<u>WIDA ACCESS results:</u> % of EL students meeting growth to target will continue to exceed 48% on WIDA ACCESS for SY25-26 Goal 1: GTT Qtr 1: intensive Qtr 2: strategic Qtr 3: strategic Qtr 4: core Goal 2 & 3: SBA BOY: one grade level below or beginning of grade level MOY: beginning of grade level EOY: beginning or on grade level Goal 4: Science Each student will be at least DP until qtr 3 and MP by qtr 4 Goal 3: EL students will be at the beginning of or on grade level by the end of the year as measured by I-Ready in ELA and Math EL students will be in the CORE or STRATEGIC groups for DIBELS in ORF by the end of the school year	☐ 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>	State mandate For SY 2024-2025, only 79% of students attended 90% of instructional days according to CNA workbook from the state	9-Implement Hale'iwa attendance procedures to reduce chronic absenteeism - Attendance cadre to work with families - Provide incentives for overall class attendance - Counseling of students/families who are in danger of being chronically absent <i>Nami-Anne Dolan Counselor</i> <i>Nicole Yonamine Counselor</i> <i>Vice Principal</i>	Each quarter: At least 80 % of students attending 90% or more days of instruction	☐ 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>	State mandate For SY2025-2026, only 71% of students felt safe at school according to the SQS <u>Student Need 1:</u> Low and declining proficiency in ELA; the school's proficiency is only 54.2% <u>Root/Contributing Cause:</u> 1–Inconsistent implementation of high-quality standards aligned ELA instruction across classrooms.	10-Implement the Hale'iwa SEL program which is a combination of Choose Love, Sense of Belonging, GRIT and Growth Mindset - Teachers will provide at least weekly check-ins with students to check on their "sense of belonging" - Counselors will assist with instruction of SEL lessons - Track behavior referrals by grade level <i>Nami-Anne Dolan Counselor</i> <i>Nicole Yonamine Counselor</i> <i>Malaea Wetzel Principal</i> 10a- Implement a clearly defined behavior referral process using the Panorama behavior module - The behavior module will add to the existing SEL, academic and attendance information for each student. This will help school personnel to have a more complete picture of what a student needs for support. Title 1 funds for behavior module Title 1 SW 6	<u>Panorama SEL Survey Results for MOY:</u> Sense of belonging= 70% favorable or more Grit= 60% favorable or more Growth mindset = 60% favorable or more <u>EOY:</u> Sense of belonging = 75% favorable or more Grit = 65% favorable or more Growth mindset = 65% favorable or more 75% of students have a favorable response on the school safety dimension on the SQS in SY2026-2027	☐ WSF, \$ ☒ Title I, \$ 5500 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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1.2.3. All students experience a Nā Hopena A'o environment for learning. <i>Required for all schools.</i>	State mandate For SY 2024-2025 only 61% of students felt a “sense of belonging” according to the Spring 2025 Panorama SEL survey	11-The elements of Na Hopena A'o are incorporated throughout the school • Belonging • Responsibility • Excellence • Aloha • Total well-being • Hawai'i • Each grade level will participate in Hawaiian studies lessons on weekly basis with the school's Kumu	<u>Quarterly Hale'iwa Sense of Belonging Survey results:</u> All quarters: No less than 85% of students respond that they have an adult on campus who cares about them No less than 85% of students respond that they have an adult staff member who they can talk to if they have a problem <u>Panorama SEL Survey Results for MOY:</u> Sense of belonging= 70% favorable or more <u>EOY:</u> Sense of belonging = 75% favorable or more	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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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> Title 1 SW 5	State mandate 100% of students in K-6 participate in community based learning and service	12-All students in grades K-6 will participate in Hale'iwa's community based learning sites program. - Each grade level will work at each site at least once a semester - Sites: - Na Mea Kupono Lo'i - Kokua Hawaii Foundation Farm - Grades 2 and 3 will work at Loko Ea pond once a year - Grades 4-6 will work at Loko Ea pond once a semester <i>Pam Yamakawa, Curriculum Coordinator</i> <i>Vice Principal</i>	100% of students in grades K-6 will participate in community based learning and service Academic Plan Progress Monitoring Surveys completed by each teacher after each site visit	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$



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 "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?"	Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed for enabling activities.
2.1.2 All teachers are effective or receive the necessary support to become effective Hale'iwa EL Comprehensive EL Plan SY2026-2027 Section 1: Planning for Quality LIEP B. School Goals and Enabling activities p.4 and p. 8	State / LMW mandate	13-Provide professional development on ELA throughout the school year to improve ELA instruction and student outcomes. Title 1 SW 6 EL Plan, Section 1, Part B p.4 13a-Strategic Goal 1: Teachers will participate in research-based professional development on Tier 1 strategies that incorporate direct instruction (ECRI, Phonics for Reading) 13b-Strategic Goal 2: Teachers will be provided time to collaborate to design rigorous instruction; and will be provided time to analyze student work	At least 75% of teachers strongly agree or agree that they are satisfied with the professional development opportunities the school provides on the School Quality Survey (SQS) in SY 2026-2027. EL Plan, Sec 1, Part B Goal1: EL students will be on grade level in ELA by the end of the year as measured by I-Ready D3 Goal 2: Using PLANBOOK, teachers will review formative assessment data for EL students in ELA and Math monthly	☐ 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

		13c-Strategic Goal 3: EL students will participate in I-Ready Diagnostic assessments 3 times a year in both ELA and Math 13d-EL students will participate in DIBELS testing 3 times a year EL Plan Section 1, Part B p.8 13e-Strategic Goal 5 Provide meaningful professional development during the 21 hours of embedded work time PD during the SY to include high leverage Tier 1 strategies <i>Pam Yamakawa Curriculum Coordinator</i> <i>Malaea Wetzel Principal</i>	Goal 3: EL students will be at the beginning of or on grade level by the end of the year as measured by I-Ready in ELA and Math EL students will be in the CORE or STRATEGIC groups for DIBELS in ORF by the end of the school year Goal 5: Whenever PD with high leverage Tier 1 strategies are taught, the agenda, PD materials and sign-in sheets will be collected	
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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>	State mandate	14-SCC will have full membership SCC will meet at least once a quarter Principal will attend all SCC meetings	SCC attendance sign in sheets SCC minutes from each meeting	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

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

Desired 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>
Parents have opportunities to learn how to support their child's learning at home	Title 1	EL Plan, Section 1, Part B (This is also an Academic Plan enabling activity) Strategic Goal 4: 15 -Provide opportunities for parents to learn about and engage in their child's learning through classroom parent engagement activities and school wide parent engagement activities each semester <i>Pam Yamakawa Curriculum Coordinator</i> <i>Malaea Wetzel Principal</i>	For EL Plan: Goal 4 80% of parents of EL students will attend the classroom engagement activities and schoolwide parent engagement activities each semester For Ac Plan: Parent attendance numbers at activities Parent evaluation forms	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

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 **Hale'iwa Elementary** 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 **Dec 3, 2025** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Mar 24, 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: **Mar 24, 2026**

Title 1 SW 2

Attested:

Hale'iwa Elementary Principal	Signature	Date
Malaea Wetzel	<i>Malaea Wetzel</i> Malaea Wetzel (Apr 1, 2026 12:50:49 HST)	04/01/2026
SCC Chairperson	Signature	Date
Odelyn Ramil Castillo	<i>Odelyn Ramil Castillo</i> Odelyn Ramil Castillo (Apr 1, 2026 11:51:26 HST)	04/01/2026

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:
N/A		

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

Attested:

SCC Chairperson	Signature	Date
Odelyn Ramil Castillo	<i>Odelyn Ramil Castillo</i>	04/01/2026

[Odelyn Ramil Castillo \(Apr 1, 2026 11:51:26 HST\)](#)

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 <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 hours
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement
Hale'iwa Elementary Bell Schedule: Link to school's bell schedule	