NĀ HOPENA AʻO

PRIORITY 3
Effective And Efficient Operations At All Levels

PRIORITY 2
High-Quality Educator Workforce In All Schools

PRIORITY 1
High-Quality Learning For All

Waialua Elementary School Academic Plan SY 2025-2026

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☐ Non-Title 1 School   ☑ Title 1 School   ☐ Kaiapuni School (Self Contained)   ☐ Kaiapuni School (Shared School Site)

Submitted by Principal Varissa Pata	
Varissa Pata Varissa Pata (Apr 14, 2025 12:11 HST)	Apr 14, 2025

Approved by Complex Area Superintendent Ernest Muh	
Ernest Muh Ernest Muh (Apr 14, 2025 11:01 HST)	Apr 14, 2025

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

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 <u>comprehensive instructional program(s)</u> 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-4, 6	'23 Wonders ▾	Select One ▾		
5	'16 Wit & Wisdom ▾	Select One ▾		
K-6	Select One ▾	enVision A/G/A ▾		

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

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
K-6: Mystery Science			X	
K-6: Accelerated Reader	X			
1,3,6: IXL	X	X		
3-6: KidBiz/TeenBiz	X			
K-6: Units of Study	X			
Sped/RTI: Sonday	X			
RTI: iReady Phonics for Reading	X			

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:

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 <u>screening and/or progress monitoring assessments</u> 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**
K-6	DIBELS ˅	Other: ˅ enVision Diagnostic
K-6	I-Ready ˅	I-Ready ˅

IDENTIFIED SCHOOL NEEDS

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

- ☑ Current Comprehensive Needs Assessment (CNA)
- ☐ Other current assessment/self-study report: [Insert text]
- ☑ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: Fall 2022   Year of Next Action: [Insert year]   Year of Next Self-Study:
Type of Last Visit: Full Self-Study ▾   Type of Next Action: Select One ▾   [Insert year]

	Please identify <u>critical student learning needs</u> and the <u>root/contributing cause</u> 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	**Student Need:** All students must receive high-quality instruction. **Root/Contributing Cause:** SBA data identifies proficiency as 67% (ELA) and 60% (math) with Gap rates of 23% (ELA) and 19% (math)
2	**Student Need:** All students not yet proficient in reading and math will receive targeted intervention. **Root/Contributing Cause:** Staff need continued professional development and planning time to appropriately meet student needs.
3	**Student Need:** All students need to attend school regularly. **Root/Contributing Cause:** Parents and families are not connected personally to classrooms.
4	**Student Need:** All students must be instructed weekly in Leader in Me (LIM)/Ha. **Root/Contributing Cause:** Inconsistent implementation and understanding of LIM, lack of consistent walkthroughs to gather data.
5	**Student Need:** All staff receive the necessary professional development to meet student needs. **Root/Contributing Cause:** Research-based updates/changes need to be explicitly shared with staff through PD opportunities.

	In order to address student subgroup(s) achievement gaps, please list the <u>targeted subgroup(s)</u> and their <u>identified need(s)</u>. Enabling activities should address identified subgroup(s) and their needs.
1	**<u>Targeted Subgroup:</u>** IDEA **<u>Identified Student Need(s):</u>** Targeted instruction to close the achievement gap between IDEA and all students. Current gap rate of 23% ELA and 19% math.
2	**<u>Targeted Subgroup:</u>** Disadvantaged **<u>Identified Student Need(s):</u>** Targeted instruction to close the achievement gap between IDEA and all students. Current gap rate of 23% ELA and 19% math.
3	**<u>Targeted Subgroup:</u>** EL **<u>Identified Student Need(s):</u>** Targeted instruction to close the achievement gap between IDEA and all students. Current gap rate of 23% ELA and 19% math.

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 *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?"* *Reference the Identified School Needs section.*	**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 (Initial & Intermediate Outcomes)** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
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. SW 6	Required for all HIDOE Schools	All kindergarten students will be administered the Kindergarten Entry Assessment within 30 days of beginning kindergarten. Summer Yonamine, Curriculum Coach	100% KRA/KEA completion within 30 days of entry.	☑ 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. SW 6	67% of students were proficient (level 3 or above) grade level on the Smarter Balanced Assessment in SY 23-24. 2, 3, 4, 5	All students receive high quality Tier 1 instruction. All students not yet proficient in reading will receive Tier 2/Tier 3 instruction Britney Malhotra, Interventions Coordinator Summer Yonamine, Curriculum Coach Brittney Driggs, Vice Principal Varissa Pata, Principal	☐ 65% of students will be on grade level at the winter benchmark period as measured by universal screener ☐ 85% of students will be on grade level at the spring benchmark period as measured by universal screener	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☑ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $ SW 5

			☐ 70% of students will be proficient (level 3 or above) grade level on the Smarter Balanced Assessment in SY 25-26.	

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. SW 6	60% of students were at Level 3 or above in mathematics on the Smarter Balanced Assessment in SY 23-24 2, 3, 4, 5	All students receive high quality Tier 1 instruction. All students not yet proficient in math will receive Tier 2/Tier 3 instruction Britney Malhotra, Interventions Coordinator Summer Yonamine, Curriculum Coach Brittney Driggs, Vice Principal Varissa Pata, Principal	☐ 60% of students will be on grade level at the winter benchmark period as measured by universal screener ☐ 80% of students will be on grade level at the spring benchmark period as measured by universal screener	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☑ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $ SW 5

			☐ 85% of students will meet or exceed proficiency on grade level common assessments in mathematics ☐ 65% students will score at Level 3 or above in mathematics on the Smarter Balanced Assessment in SY 25-26	

| 1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.

Required for all schools.

SW 6 | -Identified student needs from comprehensive needs assessments (CNA) or Western Association of Schools and Colleges (WASC) report.

-Ex. SPED, EL, etc.

Language Arts -23% Gap rate on SY 23-24 Strive HI report

Math -19% Gap rate on SY 23-24 Strive HI report

2, 3, 4, 5 | All teachers will provide Tier 2 instruction and interventions to students scoring below proficiency within the classroom setting. Tier 2 students may include EL, IDEA and disadvantaged.

Britney Malhotra, Interventions Coordinator
Sasha Sivan, EL Coordinator
Brittney Driggs, Vice Principal | ☐ 60%(math) and 65% (ELA) of students will be on grade level at the winter benchmark period as measured by universal screener
☐ 80% (math) and 85% (ELA) of students will be on grade level at the spring benchmark period as measured by universal screener
☐ Decrease in gap rate (from 23 to 20% in ELA, from 19 to 15% in math) on the Smarter Balanced Assessment in SY 25-26 | ☑ WSF, $
☑ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☑ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $

SW 5 |

Science 1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. -	60% of 5th grade students were proficient in Science on the Hawaii State Assessment in SY 23-24.	All students will receive high quality science instruction that will include hands-on and real world applications. Summer Yonamine, Curriculum Coach	65% of 5th grade students will be proficient in Science on the Hawaii State Assessment SY25-26	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☑ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $
EL 1.1.4 EL student group perform equally well academically and show continued academic growth, irrespective of background and circumstances. -	23% of students learning English were proficient (level 3 or higher) as measured by SBA SY23-24.	Implement academic supports in ELA and math as appropriate for English language learners. Sasha Sivan, EL Coordinator	30% of students learning English will be proficient (level 3 or higher) as measured by SBA SY25-26.	☑ 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 elementary to middle school and from middle to high school. *Required for all schools.*	Required for all HIDOE Schools	All grade 6 staff will coordinate with Waialua High and Intermediate School to successfully transition to seventh grade. All grade 6 students will participate in transition activities as available. Varissa Pata, Principal	90% of students report positive responses on post transition visit surveys.	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.				
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?"* *Reference the Identified School Needs section.*	**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 (Initial & Intermediate Outcomes)** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
1.2.1. All students desire to and attend school regularly. *Required for all schools.* SW 6	75% of students with regular attendance in SY 24-25. 2, 3, 4, 5	All students with weekly perfect attendance will be given the opportunity to be recognized in front of their peers. All students with less than 3 absences per quarter will be recognized at end of the quarter assemblies. Brittney Driggs, Vice Principal Heather Toguchi, Counselor Dustin Pacleb, Counselor Varissa Pata, Principal	90% of students will have less than 3 absences per quarter.	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☑ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $ SW 5

1.2.2. All students demonstrate positive behaviors at school. *Required for all schools.* SW 6	71% of students in grades 3-5 reported a favorable response regarding sense of belonging on the Panorama SEL survey in spring 2024 2, 3, 4, 5	Continued implementation of schoolwide Universal Behavior Screener (quarterly) and behavior cadre meetings to support students. Brittney Driggs, Vice Principal Heather Toguchi, Counselor Dustin Pacleb, Counselor Varissa Pata, Principal	☐ 70% of students (3-5) & 75% (6th) with a favorable response on the sense of belonging measure on the Panorama SEL survey at the winter screening period ☐ 75% of students (3-5) & 80% (6th)of students with a favorable response on the sense of belonging measure on the Panorama SEL survey at the spring screening period	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $ SW 5

			☐ 80% of students (3-5) & 85% (6th)of students with a favorable response on the sense of belonging measure on the Panorama SEL survey at the spring screening period	

| 1.2.3. All students experience a Nā Hopena Aʻo environment for learning.

Required for all schools.

SW 6 | 65% of students (grades 3-5) and 70% (grade 6) with a favorable response in the areas of school belonging and valuing of school on the fall Panorama Survey in SY 24-25

2, 3, 4, 5 | Students will receive instruction at least one time weekly in Leader in Me/HĀ.

Catherine Upton, LIM Coordinator
Brittney Driggs, Vice Principal | ☐ 70% of students (3-5) & 75% (6th) with a favorable response on the sense of belonging measure on the Panorama SEL survey at the winter screening period
☐ 75% of students (3-5) & 80% (6th) of students with a favorable response on the sense of belonging measure on the Panorama SEL survey at the spring screening period | ☑ WSF, $
☑ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $

SW 5 |

			☐ 85% of students will report a positive rating in supportive environment for students as measured by MRA in Spring 2026	
All students will participate in academy.	WASC critical area for follow up 2, 3, 4, 5	All students in grades 4-6 will participate in a mixed grade academy of their choice. Catherine Upton, LIM Coordinator Dani Tokuda, Tech Coordinator	☐ 100% of students will be assigned an academy of their choice. ☐ 90% of students will improve/maintain in their individual Leadership Evaluation from Reporting Period 1 to 2.	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

★ GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.				
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?"* *Reference the Identified School Needs section.*	**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** **(Initial & Intermediate Outcomes)** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. *Required for all schools.* SW 6	100% of students participated in career, community, and civic opportunities in SY 24-25 2, 3, 4, 5	All students will participate in a career day. All students have the opportunity to vote regarding school wide events. All students will participate in community engagement/field trips/school wide events (Bazaar, Showcase, etc) Catherine Upton, LIM Coordinator Dani Tokuda, Technology Coordinator Varissa Pata, Principal Brittney Driggs, Vice Principal	☐ 100% of students participate in career, community, and civic opportunities in SY 25-26	☑ 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. | 100% of students will have the opportunity to develop IC3 skills

3, 4 | All students will be given the opportunity to improve durable skills (IC3 - investigate, collaborate, communicate and create) by attending academies

Opportunities may also include: field trips, classroom parent engagement activities, Aina.

Varissa Pata, Principal

Brittney Driggs, Vice Principal

Catherine Upton, LIM Coordinator | 85% academic self efficacy score as measured by MRA Spring 2025 (currently 81%)

90% of students will improve/ maintain in their individual Leadership Evaluation from Reporting Period 1 to 2. | ☑ 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?"* *Reference the Identified School Needs section.*	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 to execute the enabling activity.*
All staff are equipped with the skills necessary to meet student needs.	79% positive rating in personal effectiveness as reported in MRA Spring 2024.	All staff will be provided with professional development opportunities related to student need including but not limited to: intervention supports, writing, math, Leader in Me and computer science. Brittney Driggs, Vice Principal Summer Yonamine, Curriculum Coach Britney Malhotra, Intervention Coordinator Dani Tokuda, Technology Coordinator Catherine Upton, LIM Coordinator	85% positive rating in personal effectiveness as reported in MRA Spring 2025.	☑ 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

★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.				
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?* *Reference the Identified School Needs section.*	**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 to execute the enabling activity.*
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. *Required for all schools.*	75% positive rating in community engagement as rated by MRA Spring 2024.	All School Community Council members will be invited to participate in regularly scheduled meetings to engage in school improvement matters. Varissa Pata, Principal	80% positive rating in community engagement as rated by MRA Spring 2025.	☐ 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 *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?* *Reference the Identified School Needs section.*	**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 to execute the enabling activity.*
All families will have the opportunity to support their child's learning during the school day.	Create opportunities for personal connections for 100% of families regarding academic content. 2, 3, 4, 5	All families will be invited to participate in at least one classroom engagement activity during the school year. All parents will be invited to school wide events during the school year. Varissa Pata, Principal	Improve family engagement score as measured by MRA from 75% to 80%	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☑ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

APPENDIX A: SCHOOL 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.**

This section showcases Waialua Elementary School's current bell schedule(s) and total student instructional hours per year. To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided [bell schedule tool](#).	
Total student instructional <u>hours per year</u> (*Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours*)	1,080
Did your school submit a SCC Waiver Request Form? Please explain.	No
Bell Schedule: [Link](#)	