



Waimalu Elementary School Academic Plan SY 2025-2026

98-825 Moanalua Road
Aiea, HI 96701
(808)307-4500

www.waimaluelementary.org

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

Submitted by Principal Ronnell Nipp		Approved by Complex Area Superintendent John Erikson	
<i>Ronnell Nipp</i>		3/28/2025	
<i>John Erickson</i> <small>John Erickson (Apr 9, 2025 13:16 HST)</small>		April 09, 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 **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	'23 Wonders ▾	HMH Into Math ▾		
6	'20 Wonders ▾	HMH Into Math ▾		

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

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
K-6	Orton-Gillingham MSL	i-Ready	Generation Genius	BrainPOP
	i-Ready	BrainPOP	BrainPOP	DOGOnews
	BrainPOP		Scholastic News	Scholastic News
	Imagine Learning and Imagine Reading			
	Step Up to Writing			



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 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
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
 ☒ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: SY 2022-2023
 Year of Next Action: SY 2025-2026
 Year of Next Self-Study:

Type of Last Visit: Full Self-Study
 Type of Next Action: Mid-Cycle Report & Visit
 SY 2029-2030

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

Student Need: Increase student achievement in English Language Arts (ELA), Math, and Science.

Content Area (SY 2023-2024)	All Students	SpEd	EL	Disadvantaged
ELA	48%	7%	23%	41%
Math	39%	7%	27%	37%
Science	19%	0%	0%	17%

Enrollment Data
(SY 2023-2024)
 Percent of School Population

SpEd
 18.8%



	<table><tr><td>EL</td><td>18.8%</td></tr><tr><td>F/R Lunch</td><td>58%</td></tr></table> <p>(Source: LEI Kūlia)</p> <p>Root/Contributing Cause: 1A) High EL, SpEd, and Disadvantaged populations require additional resources (staffing, time, and materials) to meet the needs of the different ability levels of each student 1B) A need to strengthen the schoolwide system of reflective practices such as goal setting and self-reflection for teachers and students 1C) School leaders must provide time for teachers to engage in planning for or reflecting on co-teaching practices 1D) A need for the continual refining of systems that provide faculty and staff with professional learning opportunities tailored to the needs of struggling learners</p>	EL	18.8%	F/R Lunch	58%																
EL	18.8%																				
F/R Lunch	58%																				
2	<p>Student Need: Improve regular attendance for all students.</p> <table><tr><th>Regular Attendance by Subgroup</th><th>All Students</th><th>SpEd</th><th>EL</th><th>Disadvantaged</th></tr><tr><td>SY 21-22</td><td>65.6%</td><td>54.9%</td><td>76.9%</td><td>62.0%</td></tr><tr><td>SY 22-23</td><td>68.9%</td><td>52.0%</td><td>79.5%</td><td>63.1%</td></tr><tr><td>SY 23-24</td><td>76.8%</td><td>73.6%</td><td>84.5%</td><td>73.6%</td></tr></table> <p>(Source: LEI Kūlia)</p> <p>Root/Contributing Cause: 2A) School must refine the HMTSS-Attendance system in place to ensure an understanding of and agreement with the WES attendance policy for all stakeholders 2B) Adjust and refine implementation of attendance incentives, which have shown an overall improvement in the total percentage of students attending Waimalu Elementary regularly and on schedule</p>	Regular Attendance by Subgroup	All Students	SpEd	EL	Disadvantaged	SY 21-22	65.6%	54.9%	76.9%	62.0%	SY 22-23	68.9%	52.0%	79.5%	63.1%	SY 23-24	76.8%	73.6%	84.5%	73.6%
Regular Attendance by Subgroup	All Students	SpEd	EL	Disadvantaged																	
SY 21-22	65.6%	54.9%	76.9%	62.0%																	
SY 22-23	68.9%	52.0%	79.5%	63.1%																	
SY 23-24	76.8%	73.6%	84.5%	73.6%																	
3	<p>Student Need: Increase SEL competencies, particularly Emotional Regulation, in all students.</p> <table><tr><td>Panorama Student SEL (Fall 2024)</td><td>Positive Responses</td></tr><tr><td>Sense of Belonging</td><td>65.4%</td></tr></table>	Panorama Student SEL (Fall 2024)	Positive Responses	Sense of Belonging	65.4%																
Panorama Student SEL (Fall 2024)	Positive Responses																				
Sense of Belonging	65.4%																				



Self-Management	61.6%
Social Awareness	61.9%
Self-Efficacy	49.0%
Grit	59.1%
Growth Mindset	49.3%
Emotion Regulation	46.8%

(Source: LEI Kūlia)

Root/Contributing Cause:

3A) Provide more opportunities for students to practice coping mechanisms (such as deep breathing and mindfulness), build strong relationships with teachers, and build strong relationships with peers

3B) Strengthen SEL Team and HMTSS-SEL protocols to improve, maintain and monitor schoolwide SEL practices

3C) Encourage the active participation of all stakeholders by creating a welcoming and inclusive atmosphere within the school community. (Consider accessibility and specific challenges faced by our school community).

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	<p><u>Targeted Subgroup:</u> Special Education (SpEd)</p> <p><u>Identified Student Need(s):</u> Equity of access to allow the learners to engage in a rigorous and relevant (if necessary, modified) curriculum.</p>
2	<p><u>Targeted Subgroup:</u> English Learners (EL)</p> <p><u>Identified Student Need(s):</u> Equity of access to allow the learners to engage in a rigorous and relevant curriculum that addresses their English proficiency needs.</p>
3	<p><u>Targeted Subgroup:</u> Disadvantaged</p> <p><u>Identified Student Need(s):</u> Equity of access to allow the learners to engage in a rigorous and relevant curriculum.</p>



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> <i>Reference the Identified School Needs section.</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 (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2026. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 12, 2025	AMR Semester 2 Check May 15, 2026
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.	N/A	EA 1.1.1(1) All kindergarten students will participate in the Kindergarten Readiness Assessment (KRA) upon entry to Waimalu Elementary School. <i>[Coaches, Kindergarten Teachers, Assessment Team]</i> EA 1.1.1(2) Teachers will use multiple data points to diagnose and respond to student learning needs. a. All students will experience Social Emotional Learning (SEL); necessary interventions to be provided based on universal screening through SRSS and Panorama. b. All students will receive instruction in reading and math using Waimalu's viable quality curricula: Wonders and HMH Into Math; necessary interventions to be provided based on universal	Kindergarten Readiness Assessment Report Behavior Screener (SRSS) 3x/yr Social-Emotional Universal Screener (Panorama) 2x/yr Academic Universal Screener (i-Ready) 3x/yr	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __ \$ <input type="checkbox"/> Other: __ \$		



One-Year Academic Plan SY 2025-2026 for AMR Schools

		screening through i-Ready. Additional screening measures may include teacher-created assessments and select DIBELS subtests due to the complexity of foundational skills teaching in kindergarten. <i>[Kindergarten Teachers, Coaches, Counselor, SBBH]</i>	Teacher-created K Assessment 5x/yr DIBELS Reading DIBELS Math			
--	--	--	---	--	--	--



<p>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.</p>	<p>1A, 1B, 1C, 1D</p>	<p>EA 1.1.2(1) All teachers will have access to resources that can support them in meeting the varying needs of all students, especially those in our Targeted Subgroups (SpEd, EL, & Disadvantaged).</p> <ul style="list-style-type: none"> a. Teachers in grades K-6 will implement a viable quality curriculum (Wonders) in reading. b. Teachers will be provided with time to plan for and reflect on their co-teaching practices in reading (1x/qtr). c. Faculty and staff will be offered professional learning opportunities aligned to the needs of our struggling learners. <p><i>[Teachers, Coaches, Principal]</i></p> <p>EA 1.1.2(2) Consistently implement i-Ready as a schoolwide universal screener (3x/yr) to determine proficiency.</p> <ul style="list-style-type: none"> a. Select DIBELS subtests will be administered as supplementary diagnostic assessments in order to pinpoint areas of need and drive interventions. <p><i>[Coaches, Teachers]</i></p> <p>EA 1.1.2(3) Grade-level PLCs will diagnose and respond to student learning needs by implementing HMTSS.</p> <ul style="list-style-type: none"> a. All students will receive foundational interventions or grade-level enrichment in reading skills (4x/wk). b. All teachers within the PLC will implement agreed-upon instructional strategies during the reading intervention block. c. Through the Data Teams Process, PLCs will regularly review universal screening and progress monitoring data to determine any necessary changes to student groupings or shifts in focus. 	<p>i-Ready Reading Diagnostic</p> <p>PLC Agenda</p> <p>Data Teams templates</p> <p>Learning Walks</p> <p>Grade-Level Pacing Guides</p> <p>Co-Teaching Planning Minutes</p> <p>Sign-In Sheets for PD</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>		
---	-----------------------	---	---	---	--	--



One-Year Academic Plan SY 2025-2026 for AMR Schools

		<i>[Coaches, Teachers]</i> EA. 1.1.2(4) Implementation of HMTSS-R through CLSD Grant utilizing a Literacy Coach to enhance schoolwide systems of reading support <i>[Literacy Team]</i>				
--	--	---	--	--	--	--



<p>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.</p> <p><i>Required for AMR schools.</i></p>	<p>1A, 1B, 1C, 1D</p>	<p>EA 1.1.3(1) All teachers will have access to resources that can support them in meeting the varying needs of all students, especially those in our Targeted Subgroups (SpEd, EL, & Disadvantaged).</p> <ul style="list-style-type: none"> d. Teachers in grades K-6 will implement a viable quality curriculum (HMH Into Math) in math. e. Teachers will be provided with time to plan for and reflect on their co-teaching practices in math (1x/qtr). f. Faculty and staff will be offered professional learning opportunities aligned to the needs of our struggling learners. <p><i>[Teachers, Coaches, Principal]</i></p> <p>EA 1.1.3(2) Consistently implement i-Ready as a schoolwide universal screener (3x/yr) to determine proficiency.</p> <ul style="list-style-type: none"> b. Select DIBELS Math subtests will be administered as supplementary diagnostic assessments in order to pinpoint areas of need and drive interventions. <p><i>[Coaches, Teachers]</i></p> <p>EA 1.1.3(3) Grade-level PLCs will diagnose and respond to student learning needs by implementing HMTSS.</p> <ul style="list-style-type: none"> d. All students will receive foundational interventions or grade-level enrichment in math skills (4x/wk). e. All teachers within the PLC will implement agreed-upon instructional strategies during the math intervention block. 	<p>i-Ready Math Diagnostic</p> <p>PLC Agenda</p> <p>Data Teams Template</p> <p>Walkthroughs</p> <p>Grade level Pacing Guide</p> <p>Co-Teaching planning minutes</p> <p>Sign in sheet for PD</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input checked="" type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>		
---	-----------------------	--	---	--	--	--



		<p>f. Through the Data Teams Process, PLCs will regularly review universal screening and progress monitoring data to determine any necessary changes to student groupings or shifts in focus.</p> <p><i>[Coaches, Teachers]</i></p>				
--	--	---	--	--	--	--



One-Year Academic Plan SY 2025-2026 for AMR Schools

<p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p> <p><i>Required for all schools.</i></p>	<p>1A, 1B, 1C, 1D</p>	<p>EA 1.1.4(1) All students will be provided with opportunities, resources, and the necessary interventions to support academic growth.</p> <ul style="list-style-type: none"> a. Students and teachers will utilize technology (e.g., 1:1 devices, interactive flat panels, etc.) to access curriculum and enhance learning. b. Teachers will be given the opportunity to discuss necessary student supports in PLCs. c. Teachers and school leadership may attend school, local, and national PD opportunities to deepen their understanding of schoolwide initiatives. <p><i>[Teachers, Coaches, Administration]</i></p> <p>EA 1.1.4(2) WES will expand its efforts to create an inclusive environment.</p> <ul style="list-style-type: none"> a. WES Student Council will recognize entering and exiting students through Aloha Warriors. b. Implementation of WES Teams (i.e., cadres) to enhance the connection between school and families as well as support continuous schoolwide improvement. c. Collaborate with community organizations to train and support Department staff in cultural awareness, competence, and humility for diverse communities. <p><i>[Counselor, Coaches, Teachers, Administration]</i></p>	<p>Grade level pacing guide</p> <p>Technology Inventory</p> <p>Student Support Agenda</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>		
--	-----------------------	---	---	---	--	--



One-Year Academic Plan SY 2025-2026 for AMR Schools

<p>1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.</p> <p><i>Required for all schools.</i></p>	<p>1A, 1B, 1C</p>	<p>EA 1.1.5 Sixth-graders will be provided with opportunities to learn more about WES's feeder school, Aiea Intermediate School (AIS).</p> <ul style="list-style-type: none"> a. WES will coordinate with AIS to expose our sixth-graders to various AIS offerings (e.g., band performances, AIS site visitation field trip). b. SSC will arrange transition meetings for sixth-grade students who are likely to require extra support as they transition to seventh-grade. <p><i>[Counselor, SSC, Administration, Teachers]</i></p>	<p>Student roster</p> <p>Agenda</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:___ \$ <input type="checkbox"/> Other:___ \$ 		
---	-------------------	--	-------------------------------------	--	--	--



★ 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.	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2026. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 12, 2025	AMR Semester 2 Check May 15, 2026
1.2.1. All students desire to and attend school regularly. <i>Required for all schools.</i>	2A, 2B, 3A, 3B	EA 1.2.1(1) WES will improve regular attendance by communicating with all stakeholders (students, families, SCC, staff) about the benefits of attending school regularly, encouraging attendance, and re-engaging students who are frequently absent. a. School-level personnel will implement the WES HMTSS attendance policy with fidelity. b. Families will have the opportunity to attend family engagement events to promote access to education (see <i>Priority 3 WES.1</i>). c. Students will have the opportunity to participate in schoolwide attendance incentives. [Students, Teachers, Counselors, Attendance Team, CSI Team, Administration, PTO, SCC] EA 1.2.1(2) WES will implement schoolwide SEL in accordance with our HMTSS-SEL tiers of support. a. Teachers will deliver weekly explicit SEL instruction as prescribed by the Choose Love curriculum.	LEI Kūlia WES Teams Agendas Choose Love Reflections Grade Level Pacing Guide	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input checked="" type="checkbox"/> Other: __, \$		



One-Year Academic Plan SY 2025-2026 for AMR Schools

		<p>b. All teachers will implement the trauma-informed practices of welcoming routines, relationship inventories, and regulation activities to strengthen students' SEL competencies.</p> <p>c. The SEL Team will determine areas of need in HMTSS-SEL and work with the WES Leadership Team to enact systemic change.</p> <p><i>[Counselors, SEL Team, Leadership Team]</i></p>				
<p>1.2.2. All students demonstrate positive behaviors at school.</p> <p><i>Required for all schools.</i></p>	3A, 3B	<p>EA 1.2.2(1) WES will implement common schoolwide practices that foster a nurturing and caring environment.</p> <p>a. Students will be recognized for academic and nonacademic accomplishments</p> <p>b. Students will have the opportunity to participate in Extended Learning Opportunities (ELOs)</p> <p>c. Implementation of HMTSS-SEL</p> <p><i>[All faculty and staff, SEL Team, Students]</i></p> <p>EA 1.2.2(2) WES will provide the necessary interventions based on student need in accordance with HMTSS.</p> <p>a. School counseling, Behavior Support Plans (BSPs), and Behavioral Health Services will be provided to students demonstrating a legitimate need for such supports.</p> <p>b. Student Success Plan (SSP) meetings will be conducted for identified students to discuss academic, behavioral, and attendance concerns.</p> <p><i>[Student Services Coordinator, MTSS Team]</i></p>	<p>WES Teams Agenda</p> <p>Relationship Survey</p> <p>Behavior Universal screener</p> <p>SSP minutes</p> <p>ELO Feedback Form</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: __ \$</p> <p><input type="checkbox"/> Other: __ \$</p>		



One-Year Academic Plan SY 2025-2026 for AMR Schools

1.2.3. All students experience a Nā Hopena A'o environment for learning. <i>Required for all schools.</i>	3C	EA 1.2.3 WES will partner with community and government organizations to promote HĀ, inclusivity, and value of Hawai'i's diversity in schools and community. a. Partnerships to be created through family engagement events, in-school events (such as Career Fair), grade-level endeavors (such as Project-Based Learning), and the development of a school mural. <i>[Teachers, PBL/HĀ Team, CSI Team, Leadership Team]</i>	Sign In sheets Reflection and Feedback Forms	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input checked="" type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:___ \$ <input type="checkbox"/> Other:___ \$		
--	----	---	---	---	--	--



★ 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.	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2026. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 12, 2025	AMR Semester 2 Check May 15, 2026
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>	1A, 1B, 3C	EA 1.3.1(1) Students will be introduced to a variety of careers through classroom activities. a. All students will complete at least one Project-Based Learning (PBL) project with a public product. i. PBL Team will work on developing schoolwide PBL rubrics. b. Students will have the opportunity to learn more about their PBL topics from guest speakers and field trips that promote career exploration. c. Teachers may be offered school, local, and national professional development opportunities to enhance their PBL understanding. [Coaches, PBL Team, Teachers] EA 1.3.1(2) WES students will participate in the Academy Pathway of their choice based on their interests and aspirations. a. Students will complete a survey to help in determining their interests (e.g., RIASEC).	Grade level PBL Project Planner PBL Student reflections CSI Team Minutes	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$		



One-Year Academic Plan SY 2025-2026 for AMR Schools

		<p>b. Students will have the opportunity to participate in activities that expose them to a wide variety of career options (e.g., Career Fair).</p> <p>c. Students will be provided with the supplies necessary to participate in academy classes that expose them to the major career pathways (Arts & Communication, Business, Health Services, Industrial & Engineering Technology, Natural Resources, and Public & Human Services)</p> <p><i>[Coaches, CSI Team]</i></p>				
--	--	--	--	--	--	--



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> <i>Reference the Identified School Needs section.</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 (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2026. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 12, 2025	AMR Semester 2 Check May 15, 2026
2.1.2 All teachers are effective or receive the necessary support to become effective.	3C	2.1.2 (1) Build capacity by strengthening instructional practices to support students in achieving the standards. a. Beginning Teachers (BTs) will be provided with support from a mentor as part of the Induction & Mentoring program throughout their first 2 years of teaching. b. Not Highly Qualified Teachers (NHQTs) who are not BTs will be supported by district resource teachers. c. Use of 21 Hours to provide teachers and staff with opportunities to participate in professional development to increase effectiveness.	Meeting minutes Kiano time logs Meeting attendance data Sign in sheets Meeting agendas	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input checked="" type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$		



One-Year Academic Plan SY 2025-2026 for AMR Schools

		d. Teachers may be offered school, local, and national professional development opportunities. <i>[Mentor Teachers, RTs, Administrators]</i>				
--	--	---	--	--	--	--



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> <i>Reference the Identified School Needs section.</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 (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2026. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 12, 2025	AMR Semester 2 Check May 15, 2026
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>	3C	EA 3.3.1 WES will strengthen its SCC to build capacity in shared decision-making to improve student achievement. a. All members will complete the necessary trainings required to serve on the Council b. Members will implement strategies, such as bringing a friend, to increase membership. <i>[SCC committee and board members]</i>	SCC meeting agenda	<input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$		



★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.						
Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</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 (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2026. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 12, 2025	AMR Semester 2 Check May 15, 2026
WES.1 All school staff will be involved in designing activities that encourage community and family involvement to further support academic and social emotional growth. <i>Required for AMR schools.</i>	3C	EA WES.1 Waimalu will provide opportunities for parent involvement and networking through parent engagement activities such as PBL presentations, PTO Spaghetti Dinner, Coffee Talk, Sundae Night, etc. a. PBL Team will discuss strategies to create opportunities for family engagement regarding PBL. b. CSI Team will plan various schoolwide parent engagement opportunities throughout the year <i>[CSI Team, PBL Team, Leadership Team]</i>	Parent activity sign in forms Feedback surveys Project planner for grade level parent activity	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$		



★ Other Systems of Support						
Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</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 (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2026. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 12, 2025	AMR Semester 2 Check May 15, 2026
WES.2 Waimalu Elementary will have opportunities for students to participate in curricular and co-curricular activities to better meet the needs of all students and support their learning and personal development. <i>Required for AMR schools.</i>	1A, 1B, 3C	EA WES.2 WES will offer curricular and co-curricular activities to meet the varying needs of the whole child. Activities offered will be dependent on staffing; however they may include the following: <ul style="list-style-type: none"> - Student Council - Junior Police Officers - Intramural sports - EL tutoring - Academic tutoring - Extended Learning Opportunities <i>[Leadership Team, Coaches]</i>	Student Council Minutes ELO attendance data Student surveys	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input checked="" type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: ___ \$ <input type="checkbox"/> Other: ___ \$		

**APPENDIX 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 Waimalu 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 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)

1080

Did your school submit a SCC Waiver Request Form? Please explain.

Yes. Waiver submitted December 2024.

LOWER ELEMENTARY Grade K-2**MON, TUE, THUR, FRI**

7:55 a.m.–8:05 a.m.	Homeroom	10 min	<u>Lunch Block I Line-Up Times (M,T,Th,F)</u>	
8:05 a.m.–9:45 a.m.	Instruction I	100 min		
9:45 a.m.–10:00 a.m.	Recess	15 min	Gr. PK/K	11:00 a.m.–11:35 a.m.
10:00 a.m.–Varies (see line-up times)	Instruction II	90 min	Gr. 1	11:05 a.m.–11:40 a.m.
Varies–2:05 p.m.	Lunch Block I	30 min	Gr. 2	11:10 a.m.–11:45 a.m.
2:05 p.m.–2:10 p.m.	Instruction III	120 min	Head Start	11:25 a.m.–12:00 p.m.
2:10 p.m.	Closing	5 min	RCA	11:30 a.m.–12:05 p.m.
	Dismissal			

WEDNESDAY

7:55 a.m.–8:05 a.m.	Homeroom	10 min	<u>Lunch Block I Line-Up Times (W)</u>	
8:05 a.m.–9:45 a.m.	Instruction I	100 min		
9:45 a.m.–10:00 a.m.	Recess	15 min	Gr. PK/K	10:50 a.m.–11:25 a.m.
10:00 a.m.–Varies (see line-up times)	Instruction II	60 min	Gr. 1	10:55 a.m.–11:30 a.m.
Varies–12:24 p.m.	Lunch Block I	30 min	Gr. 2	11:00 a.m.–11:35 a.m.
12:25 p.m.–12:30 p.m.	Instruction III	55 min	Head Start	11:30 a.m.–12:00 p.m.
12:30 p.m.	Closing	5 min		
	Dismissal			

Bell Schedule:**UPPER ELEMENTARY Grade 3-6****MON, TUE, THUR, FRI**

7:55 a.m.–8:05 a.m.	Homeroom	10 min	<u>Lunch Block II Line-Up Times (M,T,Th,F)</u>	
8:05 a.m.–9:45 a.m.	Instruction I	100 min		
9:45 a.m.–10:00 a.m.	Recess	15 min	Gr. 3	11:45 a.m.–12:20 p.m.
10:00 a.m.–varies (see line-up times)	Instruction II	135 min	Gr. 4	11:47 a.m.–12:22 p.m.
Varies–2:05 p.m.	Lunch Block II	30 min	Gr. 5	11:49 a.m.–12:24 p.m.
2:05 p.m.–2:10 p.m.	Instruction III	75 min	Gr. 6	11:51 a.m.–12:26 p.m.
2:10 p.m.	Closing	5 min		
	Dismissal			

WEDNESDAY

7:55 a.m.–8:05 a.m.	Homeroom	10 min	<u>Lunch Block II Line-Up Times (W)</u>	
8:05 a.m.–9:45 a.m.	Instruction I	100 min		
9:45 a.m.–10:00 a.m.	Recess	10 min	Gr. 3	11:40 a.m.–12:15 p.m.
10:00 a.m.–varies (see line-up times)	Instruction II	105 min	Gr. 4	11:42 a.m.–12:17 p.m.
Varies–12:25 p.m.	Lunch Block II	30 min	Gr. 5	11:44 a.m.–12:19 p.m.
12:25 p.m.–12:30 p.m.	Instruction III	5 min	Gr. 6	11:46 a.m.–12:21 p.m.
12:30 p.m.	Closing	5 min		
	Dismissal			