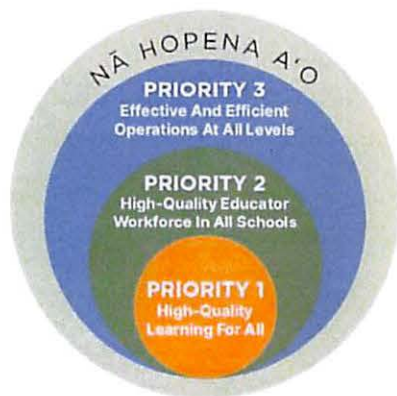




Waimalu Elementary Academic Plan SY 2026-2027

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- ☒ Title I School
☐ Non-Title 1 School

Submitted by Principal: Ronnell Nipp	
<i>Ronnell Nipp</i>	Mar 12, 2026

Approved by Complex Area Superintendent: John Erickson	
<i>John Erickson</i> John Erickson (Apr 9, 2026 15:36:34 HST)	☐ Date

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
K-5	'23 Wonders -	HMH Into Math -		
6	'20 Wonders -	HMH Into Math -		

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	Orton-Gillingham MSL	Reflex	Open Sci Ed	Pebble Go
	i-Ready	Frax	Generation Genius	Pebble Go Next
	Imagine Learning	i-Ready	Brain Pop	Brain Pop
			Brain Pop Jr	Brain Pop Jr
			Scholastic News	Scholastic News

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 ▾
1-6 (Progress Monitoring—ORF & Computation Fluency)	I-Ready ▾	DIBELS ▾
K	HI KRA ▾	HI KRA ▾

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: 2023

Year of Next Action: 2026

Year of Next Self-Study:

Type of Last Visit: Full Self-Study

Type of Next Action: Mid-Cycle Report & Visit

N/A

Please identify **critical student learning needs** and the **root/contributing cause** why these needs have been prioritized.

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

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

1	<u>Student Need: Safety</u> Students need to develop and independently apply self-regulation and conflict-resolution strategies to navigate high-intensity social interactions and maintain a safe learning environment. <u>Root/Contributing Cause:</u> 1A) Direct System Gap: The school lacks a formalized Tier 2 behavioral framework, resulting in a reliance on reactive office referrals rather than proactive, instructional intervention for high-intensity behaviors. 1B) Adult Consistency: Staff communication and enforcement of behavioral expectations vary significantly across campus settings, creating "gray areas" that lead to student confusion and decreased self-regulation. 1C) Instructional Integration: Social-emotional instruction is currently restricted to a siloed weekly lesson (Choose Love), with little to no integration of these competencies into daily academic routines or peer-to-peer conflict resolution.
2	<u>Student Need: Literacy</u> Students need to construct, communicate, and critically evaluate evidence-based arguments by synthesizing technical informational texts and using disciplinary vocabulary to support their claims. <u>Root/Contributing Cause:</u>

	2A) Adult Alignment: Teachers across grade levels utilize inconsistent instructional language and differing rubrics for evidence-based writing, preventing students from developing a unified mental model for Claim-Evidence-Reasoning (CER). 2B) Curricular Delivery: Instruction within the <i>Wonders 2023</i> framework has prioritized narrative comprehension and foundational phonics over the explicit modeling of "Reading to Learn" strategies required for technical informational texts. 2C) Systemic Vocabulary: Classroom instruction lacks a systemic, repetitive approach to Tier 3 academic vocabulary, leaving students without the specialized language necessary to defend complex claims in Science and Social Studies.
3	<u>Student Need: Rigor</u> Students need to utilize conceptual mental models and mathematical schemas to accurately solve non-routine, multi-step problems and demonstrate metacognitive reasoning during problem-solving. <u>Root/Contributing Cause:</u> 3A) Instructional Focus: Math instruction has focused on the memorization of procedural shortcuts (such as CUBES) rather than the development of conceptual mental models and mathematical schemas. 3B) Metacognitive Gap: Daily lessons consist primarily of teacher-led procedural steps with little to no systemic "Think-Aloud" modeling that makes expert strategic reasoning visible to students. 3C) Data Usage: Instructional teams focus primarily on whether a student's answer is correct or incorrect, rather than using an "Error Analysis" protocol to identify the specific conceptual breakdown in student work.

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: High Needs (i.e., Special Education, English Learners, and Socioeconomically Disadvantaged) <table><tr><th>Content Area Performance (SY 2024-2025)</th><th>Non-High Needs</th><th>High Needs</th><th>Achievement Gap</th></tr><tr><td>ELA</td><td>74.4%</td><td>39.2%</td><td>35.2%</td></tr><tr><td>Math</td><td>65.9%</td><td>34.8%</td><td>31.1%</td></tr><tr><td>Science</td><td>55.5%</td><td>13.3%</td><td>42.2%</td></tr></table> Identified Student Need(s): <i>Equity of Access</i> The High Needs aggregate requires systemic scaffolds to engage in rigorous Tier 1 instruction. While their specific barriers vary—ranging from linguistic processing (EL) to cognitive mapping (SpEd) and background schema gaps (ED)—the unified need is for Specially Designed Instruction (Indicator 1C.5) that removes barriers to complex problem-solving and technical writing.	Content Area Performance (SY 2024-2025)	Non-High Needs	High Needs	Achievement Gap	ELA	74.4%	39.2%	35.2%	Math	65.9%	34.8%	31.1%	Science	55.5%	13.3%	42.2%
Content Area Performance (SY 2024-2025)	Non-High Needs	High Needs	Achievement Gap														
ELA	74.4%	39.2%	35.2%														
Math	65.9%	34.8%	31.1%														
Science	55.5%	13.3%	42.2%														
2	Targeted Subgroup: Special Education (SpEd) Identified Student Need(s): Equity of access to allow the learners to engage in a rigorous and relevant (if necessary, modified) curriculum.																
3	Targeted Subgroup: English Learners (EL) Identified Student Need(s): Equity of access to allow the learners to engage in a rigorous and relevant curriculum that addresses their English proficiency needs.																
4	Targeted Subgroup: Disadvantaged (ED) Identified Student Need(s): Equity of access to allow the learners to engage in a rigorous and relevant curriculum.																



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> Annual Target	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>	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2027. Include dates and descriptions for carrying out this enabling activity	
			Implementation Evidence	Interim Measurable Outcomes		AMR Semester 1 Check December 11, 2026	AMR Semester 2 Check May 14, 2027
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. Annual Target: 100% of entering Kindergarteners will be screened via KRA and i-Ready within the first 30 days of school, with 100% of identified students receiving	1A, 1C, 2B	EA 1.1.1(1): Systematize a Multi-Dimensional Screening and Triage Protocol. a. Coordinate a universal screening window for the Kindergarten Entry Assessment (KEA/KRA), i-Ready, and select literacy subtests to identify foundational literacy gaps (2B). b. Facilitate PLC sessions for the Assessment Team and K-teachers to analyze SRSS and Panorama data to identify students requiring Tier 2 behavioral interventions (1A). c. Purchase and utilize specialized screening materials, digital assessment licenses, and supplemental diagnostic tools to ensure precision in student placement. EA 1.1.1(2): Deliver Integrated Academic and Social-Emotional Tier 1 & 2 Instruction.	Degree & Frequency: Monthly review of PLC artifacts (Think-Aloud scripts and mapped unit plans). Quality: Admin walkthroughs to observe the use of the standardized CER organizer during instruction. Tools: PLC minutes, shared digital folders	Results: Quarter-over-quarter growth on i-Ready Diagnostic "Informational Text" and "Vocabulary" sub-scores. Work Products: "Blind Scoring" sessions where teams use the CER rubric to grade a common writing prompt. Tools: i-Ready Diagnostic, SBA IABs, and	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☒ Title IV-A, \$ ☒ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☒ Grant:CSLD \$ ☐ Other:___ \$		

targeted Tier 2 support by the end of Q1.		a. Implement a daily instructional block using Wonders 2023 and HMH Into Math, supplemented by purchased manipulatives and hands-on math/literacy kits to build conceptual mental models. b. Integrate Choose Love competencies into daily routines; purchase classroom SEL supplies (regulation tools, calm-down kits) to support real-time de-escalation (1C). c. Purchase and provide Tier 2/3 intervention materials (e.g., Wonders WonderWorks) and provide contracted professional development time for data-driven small-group planning. EA 1.1.1(3): Build Professional Capacity for Foundational Readiness. a. Provide registration and travel for school leadership and K-teachers to attend local and national PD opportunities focused on early childhood literacy and behavioral frameworks. b. Conduct school-level workshops to align the "Start Smart" modules of the core curriculum with the school-wide CER (Claim-Evidence-Reasoning) framework. [Kindergarten Teachers, Coaches, Counselor, SBBH]	for unit planning, and walkthrough look-for lists.	school-wide CER writing samples.			
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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. Annual Target: <i>Increase the percentage of 3rd-grade students meeting or exceeding proficiency on the ELA SBA from 61.2% to 63%</i>	2B, 2C, 1A	EA 1.1.2(1): Systemic Implementation of Core Literacy Curriculum and Specialized Scaffolds. - Implement Wonders 2023 with a specific focus on the transition from narrative to technical informational texts (2B). - Provide sub-coverage for K-6 teacher teams to plan, reflect, and calibrate co-teaching and small-group practices once per quarter. - Purchase supplemental high-interest informational texts, digital subscriptions (e.g., NewsELA), and classroom technology (e.g., document camera) to support evidence-based argumentation (CER). - Offer registration, travel, and consultant fees for professional learning opportunities (local/national) specifically aligned to the needs of SPED, EL, and Disadvantaged subgroups. [Teachers, Coaches, Principal] EA 1.1.2(2): Multi-Tiered Diagnostic and Screening Protocol. - Administer i-Ready as a schoolwide universal screener (3x/yr) and select literacy subtests to pinpoint specific foundational deficits. - Purchase and renew digital licenses (i-Ready, etc.) and diagnostic assessment kits to drive targeted Tier 2 and Tier 3 intervention placement. [Coaches, Teachers] EA 1.1.2(3): Operationalizing the HMTSS Foundational Intervention Block. - Execute a schoolwide Reading Intervention block (4x/wk) providing foundational support or grade-level enrichment.	Degree & Frequency: Quarterly review of HE time-sheets, PD registration logs, and intervention schedules. Quality: Administrative walkthroughs to observe "agreed-upon instructional strategies" and the use of S-Funded intervention kits. Tools: Expenditure reports, PLC artifacts, and coaching logs.	Results: Quarter-over-quarter growth on i-Ready Diagnostic and DIBELS progress monitoring. Work Products: Analysis of student CER writing samples to ensure the application of Tier 3 vocabulary in technical text analysis. Tools: i-Ready Dashboard, SBA IABs, and student work portfolios.	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☒ Title IV-A, \$ ☒ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☒ Grant: CSLD \$ ☐ Other: __, \$		
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		b. Purchase and utilize Tier 2/3 intervention programs (e.g., Wonders WonderWorks) to ensure consistency across the PLC intervention teams (1A). c. Facilitate "Data Team" reviews of progress monitoring data; if allowable, provide HE pay for after-school or summer data-analysis sessions to adjust student groupings. [Coaches, Teachers] EA 1.1.2(4): Systems Enhancement via Literacy Coaching and CLSD Grant. a. Utilize the Literacy Coach to refine schoolwide systems of reading support, specifically the integration of Tier 3 vocabulary routines (2C). b. Purchase literacy-rich classroom library sets and professional text-study materials to support CLSD grant initiatives. [Literacy Team]					
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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. Annual Target: Increase the percentage of students meeting/exceeding proficiency on the Math SBA from 42.8% to 45% and decrease the % of students in the "At-Risk" i-Ready category. <i>Required for AMR schools.</i>	3A, 3B, 1A	EA 1.1.3(1): Implement Core Mathematics Instruction with Conceptual Scaffolds. a. Deliver Tier 1 instruction using HMH Into Math; purchase supplemental manipulatives, hands-on kits, and visual modeling tools to shift from procedural shortcuts to conceptual schemas (3A). b. Purchase and utilize classroom technology (e.g., document cameras, tablets) to facilitate teacher "Think-Alouds" and make mathematical reasoning visible (3B). c. Provide HE (Hourly Employee) pay, sub-coverage, or registration fees for teachers to engage in co-planning and professional development (local/national) focused on High-Leverage Math Practices for SPED, EL, and Disadvantaged subgroups. [Teachers, Coaches, Principal] EA 1.1.3(2): Precision Diagnostic and Universal Screening. a. Conduct schoolwide i-Ready Math screening (3x/yr) and utilize DIBELS Math subtests as supplementary diagnostics to pinpoint specific fluency and numeracy gaps. b. Purchase and renew digital licenses (i-Ready, etc.) to monitor growth and drive accurate Tier 2 intervention placement. [Coaches, Teachers] EA 1.1.3(3): Execute Foundational Math Fluency & HMTSS Intervention.	Degree & Frequency: Monthly review of Math Tier 2 rosters and expenditure reports for manipulatives/software. Quality: Administrative "Math Walks" to observe the move away from mnemonics (like CUBES) toward student use of conceptual models and manipulatives. Tools: PLC artifacts, purchase orders, and coaching logs.	Results: Quarter-over-quarter growth on i-Ready "Number & Operations" and "Algebraic Thinking" sub-scores. Fluency: Increase in student mastery of foundational facts and multi-step problem solving as measured by progress monitoring probes. Tools: i-Ready Diagnostic, SBA IABs, and Math Fluency Screeners.	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☒ Grant: CSLD \$ ☐ Other: __ \$		
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		a. Implement a dedicated Math Intervention block (4x/wk) focused on building computational fluency and schema-based problem solving. b. Purchase and implement targeted Math Intervention programs/materials (e.g., Arrive Math, Do The Math, or similar) to provide standardized Tier 2/3 support (1A). c. Utilize "Data Team" sessions to review progress monitoring; if allowable, provide HE pay for after-school data analysis to adjust student intervention groupings. [Coaches, Teachers]					
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1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. Annual Target: Reduce the "Achievement Gap" between High-Needs students and Non-High-Needs students by 5% as measured by the Strive HI report. <i>Required for all schools.</i>	1B, 1C, 2A	EA 1.1.4(1): Provide Equitable Access to Digital and Curricular Resources. a. Purchase and maintain 1:1 student devices (laptops/tablets) and interactive displays to ensure all students, regardless of socioeconomic status, can access digital curriculum and tiered interventions. b. Provide HE pay or sub-coverage for teachers to meet in PLCs, as well as provide meeting time, to calibrate rubrics and ensure consistent instructional language for evidence-based writing across all student subgroups (2A). c. Fund registration, travel, and consultant fees for leadership and staff to attend local/national PD focused on Inclusive Practices, Universal Design for Learning (UDL), and Executive Functioning. [Teachers, Coaches, Administration] EA 1.1.4(2): Cultivate an Inclusive and Culturally Responsive School Culture. a. Purchase supplies and materials for the "Aloha Warriors" student recognition program to foster a sense of belonging for entering and exiting students. b. Facilitate WES Teams (cadres) to strengthen home-school connections; purchase family engagement supplies and translation services to support communication with diverse families. c. Administer the Panorama Student Survey three times per year (Fall, Winter, Spring) to gather longitudinal data on school climate, belonging, and safety; provide HE pay or meeting time for staff to analyze this data and adjust schoolwide SEL supports.	Degree & Frequency: Quarterly review of inventory logs for 1:1 devices and attendance logs for community/parent engagement events. Quality: Administrative review of PLC artifacts to ensure standardized rubrics are being applied equitably to all student work samples. Tools: Expenditure reports, device inventory, and PD evaluation surveys.	Results: Longitudinal growth tracking of High-Needs subgroups on i-Ready and SBA scores compared to the general population. Climate: Improvement in "School Belonging" and "Inclusion" scores on the Panorama Student Survey. Tools: Strive HI Gap Rate, Panorama Dashboard, and i-Ready Growth Reports.	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☒ Other: Admin, \$		
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		d. Contract with community organizations to provide cultural competency and humility training for staff to better serve the specific needs of Waimalu's diverse student population (1B). [Counselor, Coaches, Teachers, Administration]					
1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school. Annual Target: 100% of 6th-grade students will participate in at least two transition activities; 100% of SpEd and EL students will have a documented transition bridge plan. <i>Required for all schools.</i>	1C, 1B, 1A	EA 1.1.5(1): Execute a Multi-Phase Middle School Transition Program. - Coordinate academic and elective exposure sessions with Aiea Intermediate School (AIS), including band performances and on-site visitations; purchase bus transportation and sub-coverage (HE/WSF) to facilitate these sessions. - Purchase transition materials and student planners to help 6th-graders build the organizational and executive functioning skills required for secondary education. - Conduct "Bridge Meetings" between Waimalu and AIS staff to transfer data for students requiring Tier 2/3 support; if allowable, provide HE pay for counselors/teachers to participate in these cross-school articulation sessions (1A). [Counselor, SSC, Administration, Teachers]	Degree & Frequency: Calendar of scheduled AIS events and transportation invoice reviews. Quality: Post-visit student reflections or surveys to measure the impact of the orientation on student anxiety/readiness. Tools: Transportation logs, transition meeting minutes, and purchase orders.	Results: Longitudinal tracking of Waimalu alumni's 1st-quarter GPA and attendance at AIS. Climate: Panorama survey data specifically from 6th graders regarding "Expectations for the Future" and "Sense of Belonging." Tools: AIS Data Exchange, Panorama Reports.	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☒ Other: PTO, \$		

★ 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>	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2027. Include dates and descriptions for carrying out this enabling activity	
			Implementation Evidence	Interim Measurable Outcomes		AMR Semester 1 Check December 11, 2026	AMR Semester 2 Check May 14, 2027
1.2.1. All students desire to and attend school regularly. Annual Target: Increase the Regular Attendance rate from 82.6% to 85% (aiming for a 5-10% reduction). <i>Required for all schools.</i>	1C, 1B, 1A	EA 1.2.1(1): Operationalize a Systemic Attendance Re-engagement Framework. a. Implement the WES HMTSS attendance policy with fidelity, including automated and personalized communication to families of chronically absent students. b. Purchase family engagement supplies, workshop materials, and communication tools to facilitate events that promote the "Value of Attendance" and provide resources for overcoming barriers to school access. c. Purchase schoolwide attendance incentives that are educational in nature (e.g., books, STEM kits, or school-branded learning supplies) to promote positive reinforcement for improved attendance. d. Provide substitute coverage to release the Attendance Team for quarterly 'Deep Dive' data reviews during the instructional day. [Attendance Team, CSI Team, Administration, Counselors]	Degree & Frequency: Bi-weekly review of attendance logs and monthly "Pulse Checks" on Choose Love lesson delivery. Quality: Administrative walkthroughs to observe the presence of welcoming routines and regulation spaces in classrooms.	Results: Longitudinal reduction in Chronic Absenteeism rates and improvement in Panorama "Sense of Belonging" and "Teacher-Student Relationships" scores. Behavior: Reduction in behavioral referrals (office/classroom) correlated with SEL	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☒ Other: Admin & PTO, \$		

		EA 1.2.1(2): Implement Tiered SEL & High-Frequency Regulation Framework. a. Deliver weekly explicit SEL instruction (Choose Love); purchase supplemental SEL classroom resources, regulation station/sensory room supplies, and "calm-down" kits (1C). b. Execute student regulation activities (e.g., mindful breathing, movement breaks, or check-ins) a minimum of 4 times daily across all grade levels to support emotional co-regulation and readiness to learn. c. Standardize trauma-informed welcoming routines and relationship inventories; provide professional development or Teacher/NCT Hourly Pay for staff to calibrate these practices and analyze Panorama Survey data (3x/year) (1B). [Counselors, SEL Team, Leadership Team]	Tools: Attendance Dashboards (LDS/Infinite Campus), SEL implementation checklists, and purchase orders.	implementation. Tools: Panorama Dashboard, Strive HI Attendance Data, and behavioral referral logs.			
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1.2.2. All students demonstrate positive behaviors at school. Annual Target: Reduce the number of Class B and C offenses (referrals) by 5% and increase "Sense of Safety" on the Panorama Survey. <i>Required for all schools.</i>	1B, 1C, 1A	EA 1.2.2(1): Systematize Schoolwide Positive Behavior Supports (PBIS) and Extended Learning. a. Implement a standardized schoolwide recognition system for academic and non-academic growth; purchase student recognition materials and educational incentives to reinforce positive behaviors (1B). b. Purchase supplies, technology, and provide Teacher/NCT Hourly Pay (HE) to facilitate Extended Learning Opportunities (ELOs) that provide enrichment and pro-social peer interaction. c. Execute the HMTSS-SEL framework, ensuring explicit Choose Love instruction and 4x daily regulation activities are implemented with fidelity (1C). [All Staff, SEL Team] EA 1.2.2(2): Execute Intensive Behavioral Interventions and Clinical Support. a. Facilitate Student Success Plan (SSP) meetings and coordinate Behavioral Health Services for students identified via SRSS/Panorama data; provide Teacher/NCT Hourly Pay or sub-coverage for these multidisciplinary team meetings (1A). b. Purchase specialized behavioral intervention kits, sensory room equipment, and progress-monitoring software to support students with Behavior Support Plans (BSPs). c. Utilize the MTSS Team to conduct quarterly "Behavior Audits" to identify trends and adjust Tier 1 schoolwide routines. [SSC, MTSS Team, Counselors]	Degree & Frequency: Monthly review of SSP meeting minutes and ELO attendance logs. Quality: Administrative "Behavior Walks" to monitor the use of standardized recognition systems and regulation tools. Tools: Referral data (Infinite Campus), SSP logs, and expenditure reports.	Results: Decrease in behavioral referrals and "Time-Out-of-Class" incidents; increase in positive student responses on the Panorama Survey. Social-Emotional: Improvement in student self-regulation scores as measured by SRSS-IE. Tools: Panorama Dashboard, Referral Logs, and SRSS reports.	☒ WSF, \$ ☒ Title I, \$ ☐ 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. Annual Target: 100% of grade levels will complete at least one HĀ-aligned Project-Based Learning (PBL) unit; Increase in "Sense of Belonging" on the Panorama Student Survey. <i>Required for all schools.</i>	2B, 1C, 1B	EA 1.2.3(1): Cultivate HĀ-Centered Project-Based Learning (PBL). a. Design and implement grade-level PBL units that integrate the BREATH markers: Belonging, Responsibility, Excellence, Aloha, Total Well-being, and Hawai'i; purchase PBL supplies, technical texts, and hands-on materials to support real-world application (2B). b. Purchase materials and contract services for a school-wide mural project that reflects Waimalu's cultural identity and promotes a sense of "Place." c. Provide Teacher/NCT Hourly Pay or sub-coverage for teachers to plan HĀ-integrated curriculum and collaborate with community partners. [Teachers, PBL/HĀ Team, Leadership Team] EA 1.2.3(2): Strengthen Community and Family Partnerships. a. Coordinate in-school and community events (e.g., Career Fair, Cultural Nights); purchase event supplies, registration fees, and materials to facilitate partnership with government and community organizations. b. Contract with local cultural practitioners or organizations to provide workshops for students and staff on HĀ-aligned practices and Hawai'i's diversity. c. Utilize family engagement events to educate stakeholders on HĀ; purchase parent resources and translation services to ensure inclusive participation. [CSI Team, Counselors, Administration]	Degree & Frequency: Semi-annual review of PBL unit plans and event logs; tracking of expenditures for mural and PBL supplies. Quality: Administrative observation of "HĀ in Action" during school-wide events and within classroom environments. Tools: PBL Rubrics, Event Sign-in Sheets, and Purchase Orders.	Results: Student reflection journals or presentations of learning (POLs) demonstrating the six HĀ markers. Climate: Positive trends in the "HĀ" section of the school-wide student survey and Panorama "Cultural Awareness" scores. Tools: Panorama Dashboard, PBL Portfolios, and Student Surveys.	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☒ Grant:, \$ ☒ Other: PTO, \$		
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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>	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2027. Include dates and descriptions for carrying out this enabling activity	
			Implementation Evidence	Interim Measurable Outcomes		AMR Semester 1 Check December 11, 2026	AMR Semester 2 Check May 14, 2027
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. Annual Target: 100% of students will complete a RIASEC interest survey and participate in a chosen Academy Pathway course. <i>Required for all schools.</i>	2B, 2A	EA 1.3.1(1): Implement Standardized Project-Based Learning (PBL). a. Facilitate grade-level PBL units that culminate in a "public product"; purchase student laptops, digital media tools, and display materials to support high-quality student work. b. Provide substitutes for the PBL Team to develop and calibrate schoolwide PBL rubrics to ensure consistent rigor and language (2A). c. Purchase bus transportation, sub-coverage, and registration fees for career-exploration field trips and on-site guest speaker events. d. Fund registration, travel, and consultant fees for local/national PD (e.g., PBLWorks) to build teacher capacity in high-quality project design. [Coaches, PBL Team, Teachers] EA 1.3.1(2): Execute Career Pre-Academy Pathways.	Degree & Frequency: Quarterly review of PBL Rubric usage; inventory check of pathway-specific supplies. Quality: Administrative review of "Public Products" and pathway lesson plans to ensure alignment with CTE standards.	Results: RIASEC survey completion rates and student "Pathway Satisfaction" surveys. Application: Performance on PBL rubrics and successful completion of a pathway-aligned project or product. Tools: RIASEC Data and Panorama	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☒ Title IV-A, \$ ☒ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __ \$ ☐ Other: __ \$		

		a. Administer interest-based surveys (e.g., RIASEC) to align student placement in Academy Pathways (Arts & Comm, Business, Health, Industrial/Engineering, Natural Resources, Public Services). b. Purchase industry-specific instructional supplies and consumable materials (e.g., cooking/culinary ingredients, lab kits, safety gear, gardening tools, and business simulation software) required for authentic pathway participation. c. Coordinate an annual Career Fair; purchase organizational supplies and contract with community partners to provide hands-on vocational demonstrations. [Coaches, CSI Team]	Tools: Expenditure reports for consumables, PBL Rubric artifacts, and Career Fair sign-in sheets.	"Engagement" scores.			
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PRIORITY 2: High-Quality Educator Workforce In All Schools

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

Desired Outcome "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.	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2027. Include dates and descriptions for carrying out this enabling activity	
			Implementation Evidence	Interim Measurable Outcomes		AMR Semester 1 Check December 11, 2026	AMR Semester 2 Check May 14, 2027
2.1.2 All teachers are effective or receive the necessary support to become effective. Annual Target: 100% of teachers will meet/exceed "Effective" on EES; 100% of BTs will complete the Induction/Mentoring program.	1B, 2A, 3B	EA 2.1.2(1): Strengthen High-Leverage Instructional Practices. a. Provide differentiated Professional Development (PD) focused on Evidence-Based Argumentation (CER) and Conceptual Math modeling to ensure consistency in instructional language schoolwide (2A). b. Purchase registration, travel, and consultant fees for local/national conferences (e.g., Schools of the Future, PBLWorld, or Math/Literacy summits) to build leadership capacity in schoolwide initiatives. c. Utilize 21 Hours and Teacher/NCT Hourly Pay for staff to engage in "Peer Observations" and "Instructional Rounds" to calibrate the quality of CER and math modeling (3B).	Degree & Frequency: Monthly review of I&M logs; quarterly audit of 21-Hour PD attendance and feedback surveys. Quality: Administrative review of EES artifacts to ensure teacher growth in	Results: Correlation between teacher PD participation and student growth on i-Ready and SBA benchmarks. Consistency: Decrease in student "Instructional Confusion" as	☒ 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

		[Administrators, Coaches, Teachers] EA 2.1.2(2): Support and Retain New and Developing Educators. a. Implement a robust Induction and Mentoring (I&M) program; provide Mentor Stipends or HE/NCT pay for veteran teachers to provide weekly job-embedded coaching to Beginning Teachers (BTs). b. Coordinate with District Resource Teachers to provide targeted coaching for Not Highly Qualified Teachers (NHQTs) in core subject areas. c. Provide sub-coverage for new teachers to observe "Model Classrooms" at Waimalu or within the Complex Area to build foundational classroom management and instructional skills (1B). [Mentor Teachers, RTs, Administration]	"Component 3: Instruction." Tools: PD evaluation forms, Mentor logs, and EES dashboards.	measured by the Panorama Survey (Teacher-Student Relationships and Pedagogical Effectiveness). Tools: SBA Data, i-Ready reports, and Panorama Dashboard.			
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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> Estimate the additional amount needed for enabling activities.	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2027. Include dates and descriptions for carrying out this enabling activity	
			Implementation Evidence	Interim Measurable Outcomes		AMR Semester 1 Check December 11, 2026	AMR Semester 2 Check May 14, 2027
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. Annual Target: 100% of SCC positions are filled; 100% of required meetings (including Academic/Financial plan reviews) are held and documented. <i>Required for all schools.</i>	1A, 1B	EA 3.3.1(1): Build Capacity for Collaborative Governance. a. Conduct annual SCC Orientation and Training for all members (Principal, Teachers, Staff, Parents, Students, Community) to ensure clarity on Act 51 roles and shared decision-making responsibilities. b. Purchase family engagement materials and meeting supplies (consistent with Title I PFE guidelines) to facilitate "Community Input" sessions where the SCC reviews school data (i-Ready, SBA, Panorama). c. Implement a "Member-Get-A-Member" recruitment strategy to ensure 50/50 balance of school and community representatives. [SCC Board, Principal]	Degree & Frequency: Monthly posting of agendas (6 days prior) and minutes on the school website/SDO; roster submitted to CAS by November. Quality: Completion of SCC Assurances	Results: Increase in the "Shared Decision Making" score on the SCC Self-Assessment and Principal Survey. Impact: Academic and Financial Plans reflect community-identified needs (e.g., specific	☐ 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

		EA 3.3.1(2): Execute Data-Driven Academic and Financial Planning. a. Convene the SCC to review the Academic Plan and Comprehensive Financial Plan; provide the SCC with student achievement data to inform their "Assurances and Recommendations." b. Utilize translation services and digital communication tools to ensure all families, including EL and disadvantaged groups, can participate in SCC feedback processes (Desired Outcome 3.3.2). c. Conduct the annual SCC Self-Assessment Survey and use the results to refine the council's operations for the following school year. [SCC Board, Principal]	Form with specific "revisions or comments" reflecting meaningful review of the budget. Tools: SCC Timeline/Checklist, Meeting Minutes, and Roster Logs.	requests for after-school ELOs or family resources). Tools: SCC Self-Assessment results and CAS Approval of the Academic Plan.			
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★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>		Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2027. Include dates and descriptions for carrying out this enabling activity	
			Implementation Evidence	Interim Measurable Outcomes		AMR Semester 1 Check December 11, 2026	AMR Semester 2 Check May 14, 2027
WES.1. All school staff will design and implement activities that empower families as full partners in supporting students' academic achievement and social-emotional growth. Annual Target: 80% or higher parent/family participation in academic-focused events; 100% of Title I PFE requirements (Compact/Policy) met and documented.	1C, 2B, 1A	EA WES.1(1): Facilitate Academic-Linked Family Engagement. a. Host events similar to "Curriculum & Coffee" and "Academy Showcase" nights (e.g., PBL Presentations, Math Fluency workshops); purchase educational take-home kits, student work displays, and instructional materials to help parents support learning at home. b. Purchase food and refreshments for family engagement events that include an explicit instructional or academic component (e.g., Spaghetti Night with a literacy-strategy "Think-Aloud"). c. Use the PBL and CSI Teams to develop "Family-Friendly Rubrics" so parents can provide meaningful feedback on student projects and public products (2B). [CSI Team, PBL Team, Leadership Team]	Degree & Frequency: Quarterly review of event sign-in sheets and parent feedback surveys. Quality: Evidence of two-way communication (e.g., parent comments on PBL rubrics) and completion of Title I PFE compliance folders.	Results: Increase in "Family Engagement" and "School Fit" scores on the Panorama Family Survey. Academics: Positive correlation between family attendance at workshops and student growth on related i-Ready/SBA benchmarks.	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☒ Other: PTO, \$		

Required for AMR schools.		EA WES.1(2): Strengthen Communication and Decision-Making. a. Utilize a multi-channel communication strategy (e.g., ParentSquare, newsletters, school website) to share frequent data on student progress; purchase digital subscription renewals and translation services to ensure accessibility for all subgroups. b. Execute the annual School-Parent Compact and Title I Parent & Family Engagement Policy review; provide HE/NCT pay for staff to facilitate these joint planning sessions with the SCC. c. Host "HĀ Community Days" (e.g., Mural Painting, Campus Beautification) to foster a sense of Belonging and Hawaii within the school community. [CSI Team, Leadership Team, SCC]	Tools: Sign-in logs, PFE Verification Sheets, and Expenditure Reports	Tools: Panorama Family Dashboard and i-Ready Growth Reports.			
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★ Other Systems of Support							
Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>		Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> Estimate the additional amount needed for enabling activities.	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2027. Include dates and descriptions for carrying out this enabling activity	
			Implementation Evidence	Interim Measurable Outcomes		AMR Semester 1 Check December 11, 2026	AMR Semester 2 Check May 14, 2027
WES.2. Waimalu Elementary will provide opportunities for students to participate in curricular and co-curricular activities to meet the needs of the "Whole Child" and support personal development. Annual Target: 100% of students will have access to at least one academic, leadership, or co-curricular support program; Increase in "Sense of Belonging" on Panorama Survey.	A!, 1C, 2B	EA WES.2(1): Operationalize Comprehensive Student Support and Enrichment. a. Provide Academic, EL, and GT (Gifted & Talented) tutoring and extensions; purchase advanced enrichment materials, digital licenses, and instructional supplies to support high-ability and high-needs learners. b. Implement Career Pre-Academy Pathways and Extended Learning Opportunities (ELOs); purchase industry-specific consumable supplies (e.g., cooking/culinary ingredients, lab kits, robotics parts) for authentic hands-on learning (2B). c. Facilitate student leadership and service organizations (e.g., JPO, Student Council, Aloha Warriors); purchase uniforms, badges, equipment, and leadership training materials. d. Organize Intramural sports and pro-social physical activities; purchase safety gear and equipment to promote physical wellness and school belonging.	Degree & Frequency: Monthly review of participation rosters for tutoring, ELOs, and Academies; quarterly inventory check of consumable supplies. Quality: Administrative review of "Public Products" (e.g., Academy showcases or GT projects) to	Results: Improved academic growth for students in tutoring/GT; increased "Student Engagement" scores on the Panorama Survey. Behavior: Reduction in chronic absenteeism and behavioral referrals among students active			

		e. Provide Teacher/NCT/HE Hourly Pay for staff to serve as coordinators, tutors, coaches, and advisors for these programs. [Leadership Team, Coaches, Advisors]	ensure instructional rigor. Tools: Expenditure reports, Roster logs, and HE/NCT timesheets.	In co-curricular organizations. Tools: Panorama Dashboard, Academic Data (i-Ready), and Participation logs.			
WES.3. Waimalu Elementary will implement a comprehensive HMTSS framework to provide timely, data-driven academic interventions that accelerate learning and close achievement gaps for all student subgroups (EL, SPED, Disadvantaged). Annual Target: 100% of students will be screened 3x/year via HMTSS universal screeners; 50% of students receiving Tier 2/3 Interventions will meet or exceed their i-Ready Stretch Growth targets to narrow the achievement gap.	1A, 1B, 2B	EA WES.3(1): Execute Data-Driven HMTSS Academic Interventions. - Conduct universal screening 3x/year (i-Ready, DIBELS) to identify students requiring Tier 2/3 academic support; purchase screening licenses and data-analysis tools. - Facilitate "Data Reflection" cycles following each window; provide Teacher/NCT Hourly Pay or sub-coverage for grade-level teams to analyze data and calibrate instructional groups (1A). - Purchase evidence-based intervention programs and "bridge" materials (e.g., decodable texts, multi-sensory math tools, specialized software) to provide high-intensity scaffolding for struggling learners. - Utilize HE/NCT pay to staff "Learning Labs" or small-group intervention blocks, ensuring students receive targeted, skill-based instruction daily. - Provide Professional Development or coaching on "Scaffolding for Acceleration" to ensure High-Needs students can access grade-level complex texts and tasks (2B). [Accountable Leads: SSC, Academic Coaches, HMTSS Team, Administration]	Degree & Frequency: Monthly review of HMTSS intervention logs and schedules; tracking of "Red Folder" progress-monitoring updates. Quality: Administrative walkthroughs during Tier 2/3 "Win Time" (What I Need) to monitor the fidelity of intervention delivery. Tools: HMTSS Referral Logs, i-Ready Diagnostic Reports, and	Results: Longitudinal tracking of "Tier Movement" (percentage of students moving from Tier 3 to Tier 2/1). Gap Closure: Narrowing of the proficiency gap between High-Needs and Non-High-Needs students on the SBA and i-Ready benchmarks. Tools: Strive HI Data Dashboard, i-Ready Growth Monitoring,	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☒ Grant: CSLD \$ ☐ Other: __, \$		

Required for AMR schools.			Expenditure Reports.	and SBA Subgroup Reports.			
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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 **Waimalu 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 **Feb 10, 2026** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Mar 10, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☒ Other (list): Faculty Meeting, Leadership Meeting
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 10, 2026**

Attested:

Waimalu Elementary Principal	Signature	Date
Ronnell Nipp	<i>Ronnell Nipp</i>	Mar 10, 2026
SCC Chairperson	Signature	Date
Cary Miyashiro	<i>Cary Miyashiro</i>	Mar 10, 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	N/A	N/A
N/A	N/A	N/A
N/A	N/A	N/A

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

Attested:

SCC Chairperson	Signature	Date
Cary Miyashiro	<i>Cary Miyashiro</i>	Mar 10, 2026

APPENDIX B: BELL SCHEDULE

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

To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided [bell schedule tool](#).

Total student instructional hours per year <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>	[Insert value; refer to cell D58 in the bell schedule tool]
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☐ N/A, we meet the requirement
Waimalu Elementary Bell Schedule: [	

Waimalu Elementary Bell Schedule

LOWER ELEMENTARY Grade K-2

MON. TUE. THUR. FRI

7:55 a.m.–8:05 a.m.	Homeroom	10 min
8:05 a.m.–9:45 a.m.	Instruction I	100 min
9:45 a.m.–10:00 a.m.	Recess	15 min
10:00 a.m.–Varies	Instruction II	90 min
(see line-up times)	Lunch Block I	30 min
Varies–2:05 p.m.	Instruction III	120 min
2:05 p.m.–2:10 p.m.	Closing	5 min
2:10 p.m.	Dismissal	

Lunch Block I Line-Up Times (M,T,Th,F)

Gr. PK/K	11:00 a.m.–11:35 a.m.
Gr. 1	11:05 a.m.–11:40 a.m.
Gr. 2	11:10 a.m.–11:45 a.m.
Head Start	11:25 a.m.–12:00 p.m.

WEDNESDAY

7:55 a.m.–8:05 a.m.	Homeroom	10 min
8:05 a.m.–9:45 a.m.	Instruction I	100 min
9:45 a.m.–10:00 a.m.	Recess	15 min
10:00 a.m.–Varies	Instruction II	60 min
(see line-up times)	Lunch Block I	30 min
Varies–12:24 p.m.	Instruction III	55 min
12:25 p.m.–12:30 p.m.	Closing	5 min
12:30 p.m.	Dismissal	

Lunch Block I Line-Up Times (W)

Gr. PK/K	10:50 a.m.–11:25 a.m.
Gr. 1	10:55 a.m.–11:30 a.m.
Gr. 2	11:00 a.m.–11:35 a.m.
Head Start	11:30 a.m.–12:00 p.m.

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

The Waimalu 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 to share the school data and gather input on student priorities.

Date of School Community Council Meeting: 2/10/2026

☒ A School Community Meeting was conducted to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.

Date of School Community Council Meeting: 3/10/2026

Other (list below) Examples: School Leadership Team, Curriculum Committee, School Safety Committee, School CSSS Cadre

4. The SCC reviewed the Academic Plan and Financial Plan and found that they are based upon a thorough analysis of student performance data, and use evidence-based interventions.
5. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The principal has provided a clear explanation to the SCC about the status of each of the recommendations made by the SCC regarding the Academic Plan and Financial Plan.
7. This school plan was adopted through consensus or by vote by the School Community Council on:
Date 3/10/2026

Attested:

Rennell Nipo
Typed name of school principal

Rennell Nipo
Signature

3/10/26
Date

Cary Miyashiro
Typed name of SCC chairperson

Cary Miyashiro
Signature

3-10-26
Date

Attachment B- SCC Assurances Form (Word)

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:
NA	NA	NA

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

NA

Attested:

Cary Miyashiro
Typed name of SCC Chairperson


Signature

3/10/2026
Date