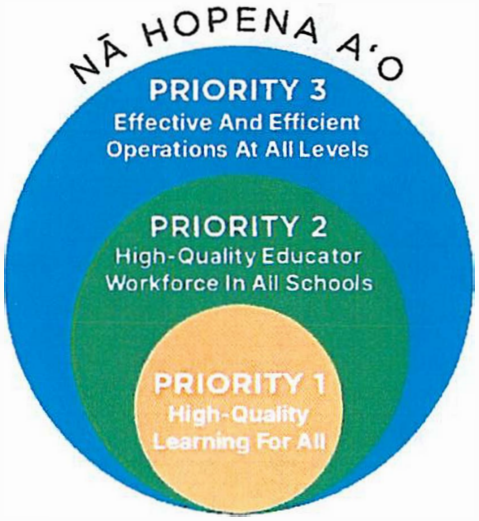


Waipahu Elementary School Academic Plan (Draft) SY 2025-2026

94-465 Waipahu Street
Waipahu, HI. 96797
(808)307-6200
https://www.waipahuelem.k12.hi.us/

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

Submitted by Principal: Aaron Tominaga	
	03/24/2025

Approved by Complex Area Superintendent: Richard Fajardo	
	4/15/25

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-6	Reading Wonders	Grades K-5 Stepping Stones Grade 6 Go Math	Grades K,1,2,3,4,6 - Grade Level Curricula designed by teachers Grade 5 Stem Scopes	Grades K-6 GL Created Curriculum

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	I-Ready	I-Ready	Grade level created instructional materials	Grade level created instructional materials
K-6	OG, Morphology		Generation Genius	
K-5			Mystery Science	
Gr 5			Stemscopes	
Gr 3-6	Achieve 3000			
K-6, EL	BrainPOP, BrainPOP, Jr., BrainPOP ELL	BrainPOP, BrainPOP, Jr., BrainPOP ELL	BrainPOP, BrainPOP, Jr., BrainPOP ELL	BrainPOP, BrainPOP, Jr., BrainPOP ELL
Multi-Level (FSC)	TeachTown			

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
Math and ELA K-6	I-Ready	I-Ready
K-6 Reading	Other: Running Records	

IDENTIFIED SCHOOL NEEDS SW1

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)
- ☑ Current Root/Contributing Cause Analysis (on CNA)
- ☑ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: 2023-2024 (2021 initial)
Type of Last Visit: Mid-Cycle Report & Visit

Year of Next Action: *Accredited until 2027
Type of Next Action: Select One NA

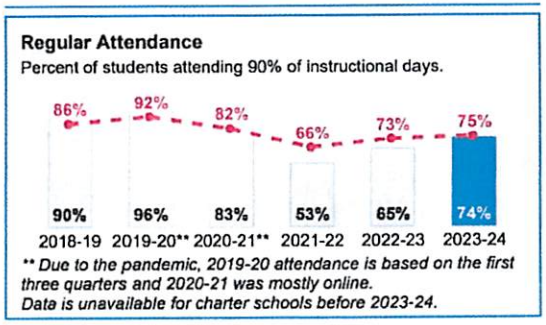
Year of Next Self-Study: NA

SW1, SW 2 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?"

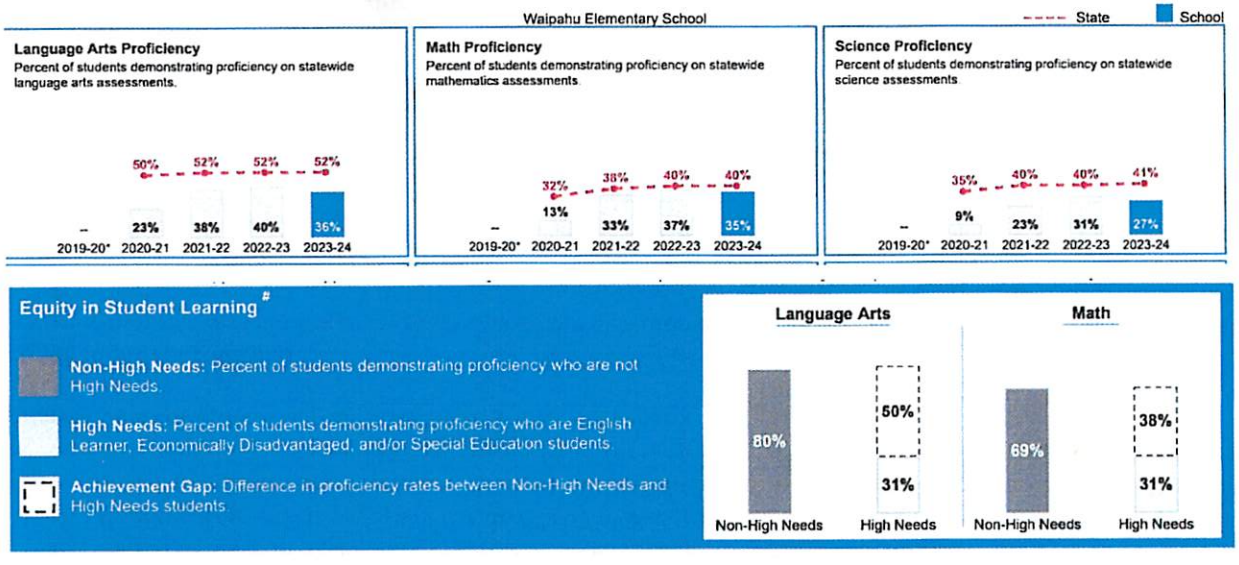
Please number the student need and root/contributing cause for ease of cross-referencing.

1

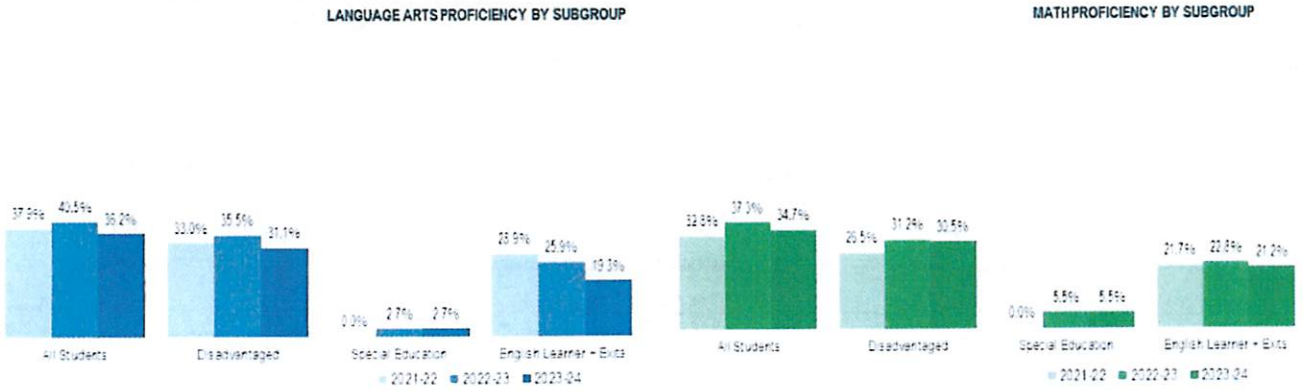
Student Need #1: WES needs to increase regular attendance, and reduce the number of chronically absent students.



Root/Contributing Cause 1: The school and staff must provide comprehensive support through Social Emotional Learning (SEL) and a whole-child approach to address barriers to regular attendance, fostering a safe, inclusive environment that promotes engagement and belonging. Teachers should offer relevant, engaging instruction, while parents need increased awareness and support to overcome challenges affecting their child's attendance. This combined effort will help students build resilience, manage stress, and thrive academically and emotionally.

2	**<u>Student Need #2:</u> WES needs to increase proficiency in English Language Arts, Mathematics, and Science on the SBA/HSA and decrease Achievement Gap for all students.**  **<u>Root/Contributing Cause 2:</u>** The school must provide rigorous, differentiated core instruction and targeted interventions in ELA and Mathematics to help all students meet grade-level expectations and close achievement gaps. Early educational experiences for kindergarten students are essential for improving school readiness, as they predict future academic success. The school needs resources such as standards-based curriculum, instructional supplies, technology, and personnel to support differentiated instruction and inquiry-based learning. Teachers and staff require comprehensive training and support to implement effective interventions and research-based teaching practices. Additionally, parents need support and resources to better understand GLOs, state standards, assessments, and school initiatives to enhance student achievement.
3	**<u>Student Need #3:</u> WES needs to increase English language proficiency (61.1% are on-track) by providing targeted English language development strategies.** **<u>Root/Contributing Cause 3:</u>** The school must provide structured and explicit English Language Development (ELD) strategies integrated into all content areas to improve academic language proficiency and ensure English Language Learners (ELLs) have access to a standards-based curriculum. Resources such as curriculum, instructional materials, technology, and staff are essential to effectively implement these strategies and support the diverse needs of ELLs. Teachers and staff require comprehensive training to adapt and extend language development strategies across all levels and content areas. Additionally, parents may need support in accessing resources to better understand GLOs, state standards, assessments, and school initiatives to enhance student achievement.

SW1, SW2 In order to address student subgroup(s) achievement gaps, please list the <u>targeted subgroup(s)</u> and their <u>identified need(s)</u>. Enabling activities should address identified subgroup(s) and their needs.



1	**<u>Targeted Subgroup:</u>** IDEA **<u>Identified Student Need(s):</u>** • Students require behavioral support to improve classroom behavior and create a more positive learning environment. • There is a need for academic support that targets specific skill areas in reading and math to address gaps in foundational knowledge. • Students need specially designed instruction tailored to meet their individual needs in both English Language Arts (ELA) and Math. • Attendance issues need to be addressed to ensure consistent student participation in school and to reduce chronic absenteeism.
2	**<u>Targeted Subgroup:</u>** Multilingual Learners (EL) **<u>Identified Student Need(s):</u>** • Students need support in academic language development to enhance their proficiency in both oral and written academic language. • There is a need for rigorous, differentiated core instruction and targeted interventions in both English Language Arts (ELA) and Mathematics to meet the diverse needs of multilingual learners. • Attendance issues must be addressed to ensure consistent student participation in school and reduce barriers to regular attendance.
3	**<u>Targeted Subgroup:</u>** Disadvantaged **<u>Identified Student Need(s):</u>** • Students need access to rigorous, differentiated core instruction and targeted interventions in English Language Arts (ELA) and Mathematics to help close achievement gaps. • There is a need for additional resources to help prepare students for academic success. • Attendance issues must be addressed to ensure students attend school regularly and do not miss critical instructional time.

Priority 1
High-Quality Learning For All

★ GOAL 1.1 All students experience rigorous, high-quality learning that results in equitable outcomes for all learners.				
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and* Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress (Initial & Intermediate Outcomes)** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
1.1.1 Kindergarten All entering kindergarten students are assessed for social, emotional, and academic readiness and provided necessary and timely support to develop foundational skills for learning.	**RC 2**	**EA 1.1.1** WES will assess all kindergarten students using the Kindergarten Readiness Assessment (KEA). • Provide students will the opportunity to participate in a two week Summer Bridge Program focusing on school's rituals and routines, and foundational skills for learning Lead: Kindergarten GLC (Shawna Medina) SW6 (i, ii, iii-V)	KEA data BEISY iReady Diagnostic	☑ WSF, $5000 ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $ **Total=$**

1.1.2. Reading Proficiency All students read proficiently by the end of third grade, and those who do not read proficiently receive necessary and timely support to become proficient.	**RC1** **RC2** **RC3**	**EA 1.1.2** WES will have quality reading materials and teacher training that focuses on research-based instructional practices that improve students' reading skills. • Implement a research-based reading curriculum that is quality, aligned with the state's reading standards, addresses the components of reading (phonemic awareness, phonics, fluency, vocabulary, comprehension), and demonstrates evidence of student achievement and growth. • Provided all students with effective differentiated core instruction and identified students Tier 2 - Tier 3 interventions focusing on specific reading skills. • Complete two Data Driven Instructional Cycles in ELA (Data Teams). • All students will be assessed in reading at least three times per year (i.e., universal screeners) and will receive targeted support based on reading needs • Provide training, coaching and resources for teachers to address the needs of all students • Coaches and administrators conduct quarterly walkthroughs for ELA core instruction and intervention blocks. Teachers participate in horizontal and vertical collegial observations Lead: Joanna Imakyure, Aaron Tominaga SW6 (i, ii, ii-IV)	i-Ready Diagnostic SBA ELA data Running Record data Data Team Pre/Post	☑ WSF ☑ Title I ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $ **Total=$**

1.1.3 Math Proficiency All students are proficient in mathematics by the end of sixth grade, and those who are not on track to proficiency will receive necessary and timely support to become proficient.	**RC1** **RC2** **RC3**	**EA 1.1.3** WES will have quality mathematics instructional materials and teacher training that deepens their understanding of math content and instructional practices, ensuring all students improve in math. • Implement high-quality math curriculum that is aligned with the state's mathematics standards, and demonstrates evidence of student achievement and growth. • Assess all students in math three times per year using iReady universal screeners • Provide all students with effective differentiated core instruction and identified students with tier 3 interventions. • Complete two Data Driven Instructional Cycles in math (Data Teams). • Provide training and coaching for teachers to deepen content knowledge and implement effective instructional practices. (embedded Math PD) • Coaches and administrators conduct quarterly walkthroughs for Math core instruction and intervention blocks. Teachers participate in horizontal and vertical collegial observations Leads: Maya Nagata, Aaron Tominaga SW6 (i, ii, iii-IV)	iReady Diagnostic Data SBA Math Data Data Team Pre/Post Data	☑ WSF ☑ Title I ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $ **Total=$**

1.1.4.a All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances *Required for all schools.*	**RC1** **RC2** **RC3**	**1.1.4** WES will develop a school community that values all learners and their families, provide resources to enhance the connection between schools and families, and will support learning for student groups who are underperforming (targeted subgroups: EL, Disadvantaged, and IDEA) • Continue to support staff in developing cultural awareness of our diverse community and implementing culturally responsive strategies • Offer extracurricular activities that are inclusive of all students including those that are high-needs (21st Century Program) • Provide additional support to identified EL students (Newcomers program - accelerated language development for identified students, HQ EL teachers push-in to identified classrooms to support language development) • Provide accelerated language development to EL students who are transitioning to the united states or U.S. school system (Newcomers' center) • Provide additional support to identified EL students (EL teachers push-in to classrooms) • Provide opportunities for teachers to obtain Sheltered Instruction Qualifications and other professional development that will support English Learners • Implementation of the PW Complex EL Success Plan with focus on Oral Language Development • IDEA Identified students are appropriately identified and placed in respective LRE to meet the individualized and specific student needs. (e.g. Inclusion, FSC, and Resource) Lead: Cindy Staples (EL), Lori Yamada (EL), Christine Matsubayashi (21st Cent), Shelly Tanaka (SSC) SW1	iReady Diagnostic Data SBA ELA Results (Grades 3-6) SBA Math Results (Grades 3-6) WIDA Assessment Results DDIC formative GL Assessments (Grades K-6)	☑ WSF ☑ Title I ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☑ SPPA, ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $ **Total=$**

1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school. *Required for all schools.*	**RC1** **RC2**	**EA 1.1.5** WES will provide middle school structures and transition activities for all sixth grade students to enable them to transition smoothly from elementary to intermediate • Participation in AVID Interviews, Waipahu Intermediate School Orientation, etc • Model intermediate structure in sixth grade - students rotate classes and having multiple teachers • Counselors will receive support and articulation time for planning effective practices to transition students from elementary to intermediate school (middle school practices) Lead: Ryan Murakami **SW6 iii-I iii-II**	SBA Data Panorama SEL Survey data	☑ WSF ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☑ Grant:__, $ ☐ Other:__, $ **Total=$**
1.1.6 Implement evidence-based instructional practices in project-based learning (PBL) in multiple subject areas allowing students to experience 2 high quality PBL projects. *CA Specific Desired Outcome (not part of 1.1.5)*	**RC1** **RC2**	**EA 1.1.6** WES students will participate in deeper learning competencies through PBL experiences providing them opportunities to demonstrate six GLOs and aligned success skills across content areas while engaging in career exploration. • WES students will complete two high quality PBL projects per year (1 per semester) • Align PBL units to career education by highlighting a career theme and career • Participate in presentations of learning (WES PBL Celebrations of Learning, Complex POL) • Provide teachers PBL 101 training and other needed support to implement high quality PBL Lead: Dawn Burgess, Jacqueline Arcano **SW6 (i, ii, iii-IV)**	PD feedback PBL Surveys Feedback from Celebrations for Learning Feedback	☐ WSF ☐ Title I ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $ **Total=$**

1.1.7 Science Proficiency All students are proficient in Science, and those who are not proficient receive necessary and timely support to become proficient. *CA Specific Desired Outcome (not part of 1.1.5)*	**RC1** **RC2** **RC3**	**EA 1.17** WES will have a quality science curriculum grounded in Next Generation Science Standards • Implement NGSS aligned curriculum • Provide ongoing support to teachers to better understand NGSS and shifts in instruction. • Participate in professional development integrating strategies with NGSS curriculum Lead: Dawn Burgess, Jacqueline Arcano **SW6 (i, ii, iii-IV)**	HSA Science Data	☑ WSF ☑ Title I ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $ **Total=$**
1.1.8 All students will understand and demonstrate the General Learner Outcomes.	**RC1** **RC2** **RC3**	**EA 1.1.8** WES will provide students opportunities to understand and demonstrate the GLOs. • Provide student-friendly I can statements aligned to state rubrics for grades K-6 • Implement state GLO rubrics to assess students on GLOs quarterly • Quarterly awards given to students that consistently demonstrate GLOs Lead: Maya Nagata **SW6 (i, ii, iii-IV)**	GLO report card data GLO Award data	☑ WSF ☑ Title I ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $ **Total=$**

★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.				
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and* Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress (Initial & Intermediate Outcomes)** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
1.2.1. Attendance All students desire to and attend school regularly. *Required for all schools.*	**RC1** **RC2** **RC3**	**EA 1.2.1** WES will communicate with families about the benefits of attending school regularly, encouraging attendance, and re-engaging students who are frequently absent to improve student attendance. • Attendance program includes family communication (letters, phone calls, Remind, attendance meetings, and home visits) and daily attendance monitoring to addresses families and students who at risk of having excessive absences • Partnership with Family Court to develop collaborative approaches to address families and students who have excessive absences • Students will participate in attendance challenge/PBIS incentives (WES CUP and/or other activities) which promotes the importance of regular attendance School Leads: Kai Kuboyama, Maya Nagata **SW1, SW6 (i, ii)**	Attendance data Panorama data SQS survey data Attendance Initiative data: WES Cup	☑ WSF ☑ Title I ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $ Total = $

1.2.2 All students demonstrate positive behaviors at school. *Required for all schools.*		**1.2.2** WES will implement schoolwide practices and programs that foster a caring learning environment, support students' well-being, and reinforce positive behaviors. • Assess all students using a universal screener called the Brief Externalizing and Internalizing Screener for Youth (BEISY) • Provide students with research-based behavioral interventions and PBIS activities • Implement Choose Love SEL program including teaching the four pillars (Courage, Gratitude, Forgiveness, Compassion in Action) to help students increase positive behaviors and attitudes • Provide professional development and support to counselors through Counselor PLC (trauma informed practices, ASCA training) • Analyze Panorama & SEL data and use playbook to support students' needs School Leads: Maya Nagata, Shelly Tanaka, Kai Kuboyama **SW6 (i, ii, iii-I. iii-III)**	Discipline Data Panorama Data BEISY Data	☑ WSF ☑ Title I ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $ Total = $
1.2.3. All students experience a Nā Hopena A'o environment for learning. *Required for all schools.*	**RC1**	**1.2.3** WES will integrate Nā Hopena A'o framework with the implementation of GLOs, Choose Love, and Core Values to strengthen a sense of belonging, responsibility, excellence, aloha, total-wellbeing, and Hawaii ("BREATH") in ourselves, students and others. • Align Nā Hopena A'o framework with GLOs, Choose Love pillars, and Core Values (crosswalk/poster) • Provide all students with cultural based learning opportunities in Hawaiiana Resource class and/or in the 4th grade curriculum to develop a strengthened sense of Hawai`i School Leads: Maya Nagata, Earth Anderson (Gr 4 GLC), Aaron Tominaga **SW6 (i, ii, iii-I. iii-III)**	SEL Survey Data Walkthrough feedback GLO Data	☑ WSF ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $ Total = $

★ GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.				
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and* Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress (Initial & Intermediate Outcomes)** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
1.3.1 All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. *Required for all schools.*	**RC1** **RC2**	**EA 1.3.1** WES will provide students with exposure to different careers through career connected learning experiences • Provide students with career connected education, career fair, and career speakers from our community • Implementation of two PBL projects per school year aligned to GLOs and success skills. Projects may focus on our community and civic engagement. • Provide students with opportunities to share learning (PBL Celebrations of Learning) • Provide teacher training and support in implementing career connected learning experiences School Lead: Dawn Burgess (PBL) , Christine Matsubayashi (career fair/speakers), Emily Chinen-Pascual (COL) **SW6 (i, ii, iii-II)**	PD Survey Data PBL Celebrations of Learning feedback CAS Walkthrough feedback	☑ WSF ☑ Title I ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $ Total = $

Priority 2
High-Quality Educator Workforce In All Schools

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

Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and* Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
2.1.1 Highly Qualified Hires Waipahu Elementary School will build teacher capacity within WES to effectively refine and implement the HMTSS system to support the whole child.	**RC2** **RC3**	**EA 2.1.1** All WES Teachers will receive training and/or support on how to implement school's comprehensive systems of support for all students including: • Data Driven Instructional Cycles (DDIC) for ELA and Math • RTI tier 2 and 3 Interventions • Universal screener (iReady, BEISY) • Inclusion practices and co-teaching • Regular teacher articulation time (TST Meetings) • Focused walkthroughs and instructional feedback • Action Plan Meetings 3 x year School Lead: Aaron Tominaga **SW6 (i, ii, iii-IV)**	DDIC Data i-Ready (ELA/Math) RTI Documents Walk Through Data Panorama & SQS Surveys	☑ WSF ☑ Title I ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $
2.1.2 Teacher and Staff Effectiveness	**RC1** **RC2** **RC3**	**EA 2.1.2** WES will empower teachers with the knowledge, skills and support they need to continually improve their practice and enhance student learning outcomes.	Retention rates SBA summative measures	☑ WSF ☑ Title I ☐ Title II

All teachers and support staff are effective or receive necessary support to become effective.		• Induction and mentoring program provided to beginning teachers which includes additional professional development opportunities, instructional coaching/mentoring, and support to increase teacher effectiveness. • Provide all teachers and classroom support staff (EAs, PPE, PPT) opportunities for focused and relevant professional development to improve teacher effectiveness and instructional practices in the classroom • Implementation of activities that support teacher effectiveness including EES, action plan meetings, walkthroughs with instructional coaching/feedback, etc • Teachers facilitate TST meetings independently, reflect on various types of data, and share ideas to enhance teaching practices. School Lead: Shelly Tanaka (I&M), Aaron Tominaga, GLCs **SW6 (i, ii, iii-IV)**	Walkthrough data Action Plan Meetings	☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $ **TOTAL = $**
2.1.3 All staff will participate in focused relevant professional development to address the needs of all students including targeted subgroups that are underperforming.	**RC2** **RC3**	**EA 2.1.3** WES will provide teachers and support staff (EAs, PPEs, PPTs) with training and/or support to enhance the implementation of effective strategies that support SPED, EL, and disadvantaged students • Designated EL Teachers and EL Support Teachers will participate in PD which supports the EL Success Initiative • Designated Sped Teachers and General Education Teachers will participate in PD which support IDEA Students (e.g. Co-Teaching models, OG, SGI, Accommodations and Modifications, etc) • Differentiated instructional strategies in ELA and Math • Language development and culturally responsive strategies • Sheltered Instruction strategies, TESOL, GLAD • Training and PD on PW Complex EL Success Plan Lead: Lori Yamada, Shelly Tanaka, Kai Kuboyama **SW1, SW6 (i, ii, iii-IV)**	PD surveys SBA data iReady Data	☑ WSF ☑ Title ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $ **TOTAL = $**
2.1.4 Waipahu Elementary School will continue to focus on implementing the	**RC2** **RC3**	WES will align instructional practices to the Teaching and Learning System	Data team Pre/Post data	☑ WSF ☐ Title I, $ ☐ Title II, $

Teaching and Learning System in order to address the whole child and to improve instructional practices (i.e engagement, inquiry)		• Continue to implement school data teams and assessment systems to inform instruction in ELA and Math • Align Data Team learning progressions and instructional strategies to Skills for Thinking cognitive levels in ELA and Math • Utilize Comprehension Model strategies throughout the instructional planning stages. • Ensure the delivery of balanced literacy by addressing all components of the Meaning Retrieval System (comprehension, vocabulary, phonics, phonemic awareness, and reading fluency) during Intervention Blocks and Core instruction throughout the day. School Leads: Aaron Tominaga, Emily Chinen-Pascual, Joanna Imakyure **SW6 (i, ii)**	Learning progressions Standards study documents TCT Forms i-Ready reading data	☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $ **TOTAL = $**

Priority 3
Effective and Efficient Operations At All Levels

GOAL 3.3

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

★ **Families and staff are informed of and engaged in planning and decision-making processes.**

Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?*	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and* Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to*

	Reference the Identified School Needs section.			*execute the enabling activity.*
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. *Required for all schools.*	**RC1**	**EA 3.3.1** WES SCC will include school stakeholders (community, business, students, parents, and school staff) who will focus on the goals of the school, and provide direction, coordination, and communication to improve teaching and learning, resulting in greater student achievement. • Conduct regularly scheduled meetings to review and monitor school initiatives on the academic plan. • Academic plan will be available to parents and the public on school website and HIDOE website School Lead: Aaron Tominaga **SW2, SW3, SW4, SW6 (i, ii)**	SCC meeting agendas and minutes Student Achievement data Perceptual data - Student, Parent, Teacher surveys	☑ WSF ☑ Title I ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

Other Systems of Support				
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and* Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
3.3.2 Waipahu Elementary School will ensure that all families and staff can readily understand and engage in feedback processes, contributing to informed decision-making at the school.	**RC1** **RC2** **RC3**	**EA 3.3.2** WES will continue to provide opportunities for families and staff to access relevant information through a variety of resources so they can provide feedback for decision-making. • Implement a school wide communication platform (Remind app) • Provide a variety of venues to collect feedback through parent and teacher surveys (school and state surveys) • Engage the broader school community through school website and social media • Provide parent and Ohana engagement opportunities including parent workshops (Principal Coffee Hour), grade level and school wide activities (grade level activities, community activities) • Establish open communication through regularly scheduled operation meetings, leadership meetings, ART meetings, faculty meetings, Team (PLC) meetings, School Community Council meetings, parent meetings, etc. Lead: Aaron Tominaga, Rochelle Kalili SW2, SW4, SW5, SW6 (i,ii)	Participation Data/Sign in sheets Parent surveys Teacher surveys SQS (Staff Portion)	☑ WSF ☑ Title I ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☑ Other:___, $ Total = $
3.4.1 Waipahu Elementary School staff will participate in Wellness Activities	**RC1** **RC2** **RC3** Improving well-being boosts a teacher's energy, focus, and	**EA 3.4.1** WES staff will have the opportunity to participate in PD/activities that leverage the expertise of staff members and other related professionals in areas such as but not limited to promotion of healthy lifestyles, effective academic practices, and effective SEL practices. Lead: Emily Chinen-Pascual, Christine Matsubayashi	Teacher surveys SQS Staff Portion	☑ WSF ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $

	relationships, enhancing engagement, productivity, and overall effectiveness in the classroom, while also fostering a positive school climate.		Participation data/Sign in sheets	☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $ Total = $

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 Waipahu Elementary 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)*	Student Instructional hours: 1,095 hours (from Cell D58)
Did your school submit a SCC Waiver Request Form? Please explain.	No
Bell Schedule: See table below for schedule	

Waipahu Elementary School Bell Schedule

Master Schedule

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	PreK
7:50-10:20 (150 Min)	7:50-10:20 (150 Min)	7:50-10:35 (165 Min)	7:50-10:50 (180 Min)	7:50-9:45 (115 Min)	7:50-10:15 (145 Min)	7:50-10:00 (130 Min)	7:50-11:20
Lunch 10:20-10:50	Resource RTI: 8:10-8:40	Resource RTI: 8:50-9:20	Resource RTI: 9:30-10:00	Recess 9:45-10:00	Recess 10:15-10:30	Recess 10:00-10:15	Lunch 11:20-11:50
10:50-12:20 (90 Min)	Lunch 10:20-10:50	Recess 10:35-10:50	Lunch 10:50-11:20	10:00-11:50 (110 min)	10:30-11:50 (80 Min)	10:15-11:20 (65 Min)	11:50-2:05 *W 11:50-12:50*
Resource: Block 1: 10:50-11:35 Block 2: 11:35-12:20	Recess 10:50-11:05	Lunch 10:50-11:20	Recess 11:20-11:35	Resource: Block 1: 11:05-11:50	Resource: Block 1: 11:05-11:50	Resource: Block 1: 10:35-11:20	
Recess: 12:20-12:35	11:05-2:05 (180 Min) *W 11:05-12:50* *(105 Min)*	11:20-2:05 (165 Min) *W 11:20-12:50* *(90 Min)*	11:35-2:05 (150 Min) *W 11:35-12:50* *(75 Min)*	Lunch 11:50-12:20	Lunch 11:50-12:20	Lunch 11:20-11:50	
12:35-2:05 (90 Min) *W 12:35-12:50* *(15 min)*	Resource: Block 1: 11:05-11:50 Block 2: 11:50-12:35 Block 3: 12:35-1:20 **Pick Up: 1:25**	Resource: Block 1: 11:20-12:05 Block 2: 12:05-12:50 Block 3: 12:50-1:35 **Pick Up: 1:40**	Resource: Block 1: 11:35-12:20 Block 2: 12:20-1:05 Block 3: 1:05-1:50 **Pick Up: 1:55**	12:20-2:05 (105 Min) *W 12:20-12:50* *(30 Min)*	12:20-2:05 (105 Min) *W 12:20-12:50* *(30 Min)*	11:50-2:05 (135 Min) *W 11:50-12:50* *(60 Min)*	
Resource: Block 3: 12:35-1:20 **Pick up: 1:25**				Resource: Block 2: 12:20-1:05 Block 3: 1:05-1:50 **Pick Up: 1:55**	Resource: Block 2: 12:20-1:05 Block 3: 1:05-1:50 **Pick Up: 1:55**	Resource: Block 2: 11:50-12:35 Block 3: 12:35-1:20 **Pick Up: 1:25**	
TST: 10:50-1:20	TST: 11:05-1:20	TST: 11:20-1:35	TST: 11:35-1:50	TST: 11:05-1:50	TST: 11:05-1:50	TST: 10:35-1:20	

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

The Waipahu 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 or 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)

   [x] A School Community Meeting was conducted to share the school data and gather input on student priorities.

   Date of School Community Meeting: 3/24/2025

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

   Date of School Community Meeting: 3/24/2025

   [ ] Other *(list) 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 3/24/2025 _.

Attested:

Aaron Tominaga		3/24/2025
Typed name of school principal	Signature	Date
Ola Puletasi	X	3/24/2025
Typed name of SCC chairperson	Signature	Date

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.

SCC Recommendation:	Rationale for the SCC Recommendation:	Principal's Response to SCC Recommendation:
N/A	N/A	N/A

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

N/A