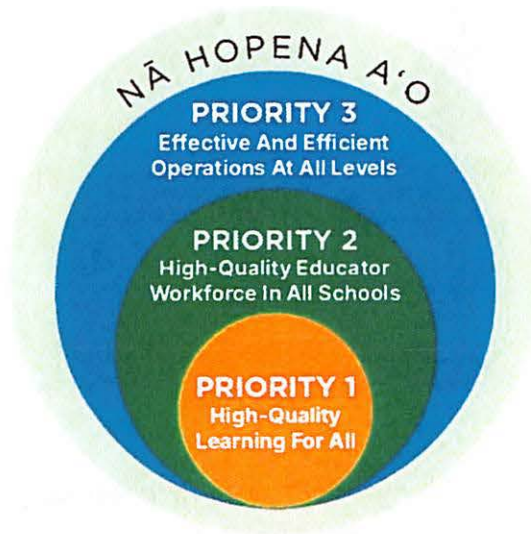




Waipahu Elementary School Academic Plan SY 2026-2027

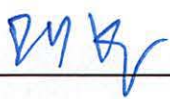
94-465 Waipahu Street
Waipahu HI, 96797
(808)307-6200

<https://www.waipahuelem.k12.hi.us>



- ☒ Title I School
☐ Non-Title 1 School

Submitted by Principal Kai Kuboyama	
	Mar 27, 2026

Approved by Complex Area Superintendent Richard Fajardo	
	Date 4/15/26

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

TABLE OF CONTENTS

VIABLE QUALITY CURRICULUM.....	3
UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS.....	4
HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS).....	4
IDENTIFIED SCHOOL NEEDS.....	5
PRIORITY 1.....	7
★ GOAL 1.1.....	7
★ GOAL 1.2.....	10
★ GOAL 1.3.....	12
PRIORITY 2.....	14
PRIORITY 3.....	15
★ GOAL 3.3.....	15
★ Family and Community Engagement.....	16
★ Other Systems of Support.....	17
APPENDIX A: SCHOOL COMMUNITY COUNCIL ASSURANCES FORM.....	18
APPENDIX B: BELL SCHEDULE.....	21

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 ▾			
K-6	Other: ▾ WonderWorks 2022	i-Ready Classroom Mathematics ▾	Grade Level Curricula designed by teachers	Grade Level Curricula designed by teachers
Grade 5	Select One ▾		STEMscopes	
Grade 6	'20 Wonders ▾			

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	BrainPOP BrainPOP, Jr. BrainPOP ELL Achieve3000 Orton Gillingham (OG) Heggerty Foundational Skills resources (teacher guides, decodable readers)	iReady Teacher Toolbox	Generation Genius	
K-5			Mystery Science	

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 ▾
K-6	WIDA Screener ▾	Select One ▾
K-6	Other: ▾ Wonders Running Records	Select One ▾

HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

The Department is committed to ensuring that every student receives the support necessary for success. This commitment includes providing personalized support to meet individual student needs, documenting student interventions and monitoring progress.

How does your school document **HMTSS student interventions**? Please select all that apply. If "Other" is selected, please explain.

☐ Panorama
 ☒ School-created template
 ☐ Other:

SW1 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: [\[Insert text\]](#)
- ☐ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: 2023-2024

Type of Last Visit: Mid-Cycle Report & Visit ▾

Year of Next Action: *Accredited until 2027

Type of Next Action: [Select One ▾](#)

Year of Next Self-Study:

[\[Insert year\]](#)

SW1, SW2 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: Strengthen Student Engagement, Mindset, and Academic Resilience - Students need to learn and independently apply growth mindset, emotional regulation, and perseverance strategies across all grade levels and learning settings. Data Statement: Student engagement and SEL indicators show a consistent downward trend. In 2024–25, Classroom Engagement was 59% for Grades 3–5 and 60% for Grades 6–12. Growth Mindset declined from 52.0% (2022–23) to 45.3% (2024–25), and Self-Efficacy declined from 49.9% to 43.4%. These declines align with below-state academic proficiency across all content areas. Rationale: These trends indicate that many students struggle to persist through academic challenges, which aligns with below-state academic performance across content areas. Engagement and perseverance directly influence students' ability to access instruction, persist with complex tasks, and benefit from academic support. Root/Contributing Cause: RC 1.A Inconsistent integration of social-emotional learning (SEL) into our daily lessons results in an underutilization of explicit strategies to build growth mindset, perseverance, and student engagement during core instruction.
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	RC 1.B Inconsistent integration of real-world and career-connected learning experiences may have reduced student engagement and relevance of learning, resulting in fewer opportunities for students to develop transferable skills and meaningfully connect academic content to future college and career pathways.
2	<u>Student Need # 2: Increase Academic Achievement In ELA, Math, and Science-</u> Students need to learn fundamental language skills for success across ELA (reading comprehension), Math (explain their thinking and engage in Standards for Mathematical Practices) and Science (understanding informational text/data and demonstrate Science and Engineering Practices). Data Statement: In 2024–25, schoolwide proficiency remained below the state average in all subjects: 36.7% in Language Arts (state 53%), 35.9% in Math (state 41%), and 30.5% in Science (state 43%). Universal screener data show that only 18.2% of students were on or above grade level in ELA and 11.0% in Math in Fall 2024–25, while 41.3% of students were two or more grade levels below in ELA, limiting consistent access to grade-level standards. Rationale: Low achievement is inseparable from inconsistent access to grade-level standards and insufficient recovery of foundational skills. Ensuring access to grade-level instruction with appropriate supports is foundational to improving achievement across all grades and subjects. <u>Root/Contributing Cause:</u> RC 2.A Inconsistent Tier 1 instruction that provides access to grade-level standards with appropriate scaffolding and differentiation. RC 2.B Lack of consistent implementation of explicit academic vocabulary instruction and effective language scaffolds across content areas.
3	<u>Student Need #3: Reduce Achievement Gaps for High-Needs Student Groups -</u> High Needs students need to develop and apply academic language skills, including quality academic dialogue, vocabulary development, and reading comprehension strategies, to accelerate access to grade-level core content in ELA and Math. Data Statement: Significant achievement gaps persist between high-needs and non-high-needs students. In 2024–25, the achievement gap was 36.0 percentage points in Language Arts (32.3% vs. 68.3%), 42.6 points in Math, and 48.1 points in Science. English Learners demonstrated proficiency rates of 21.5% in ELA, 22.1% in Math, and 16.3% in Science, while students with disabilities demonstrated 16.6% in ELA, 8.1% in Math, and 18.1% in Science, indicating limited progress toward grade-level expectations

Rationale: English Learners, students with disabilities, and high-needs students experience overlapping barriers related to access, scaffolding, and engagement. Closing gaps for high-needs learners yields the **greatest overall academic gains** and advances equity, while simultaneously improving schoolwide performance and reducing long-term intervention and behavioral needs.

Root/Contributing Cause:

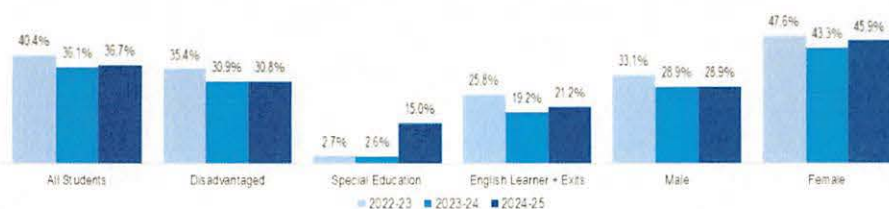
RC 3.A Insufficient alignment between core instruction and interventions to accelerate high-needs learners. Current interventions are over-reliant on remedial approaches rather than accelerating student access to grade-level core content.

RC 3.B Academic language instruction and routines may not be consistently integrated across ELA and math.

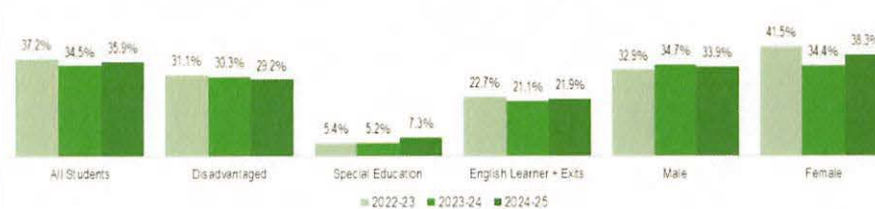
RC 3.C Inconsistent follow-up on professional development has led to uneven use of new teaching strategies, preventing our training from making a reliable impact on daily classroom instruction.

SW1, SW2 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.

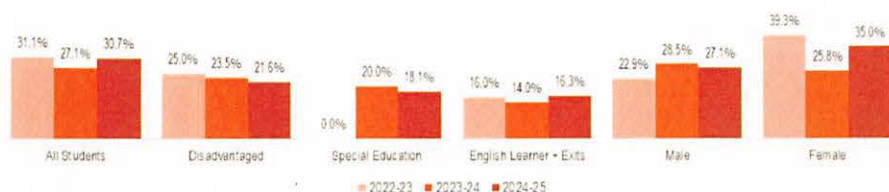
LANGUAGE ARTS PROFICIENCY BY SUBGROUP



MATH PROFICIENCY BY SUBGROUP



SCIENCE PROFICIENCY BY SUBGROUP



1

Targeted Subgroup: IDEA

Identified Student Need(s):

- Increase ELA proficiency - Proficiency increased from **2.7% (2022–23)** to **15% (2024–25)**, but remains well below school averages. Students may need continued support in foundational literacy and written expression.
- Increase Math proficiency - Proficiency increased slightly from **5.4% (2022–23)** to **7.3% (2024–25)**. Students may need explicit instruction in number sense and structured problem solving.
- Increase Science proficiency - Proficiency improved from **0.0% (2022–23)** to **18.1% (2024–25)**, but remains low. Students may need scaffolded, hands-on instruction to build conceptual understanding.

	● Increase daily attendance.
2	<u>Targeted Subgroup:</u> Multilingual Learners <u>Identified Student Need(s):</u> ● Increase ELA proficiency - Proficiency declined from 25.8% (2022–23) to 21.2% (2024–25). Students may need stronger reading-to-learn and academic language skills. ● Increase Math proficiency - Proficiency remained low (22.7% → 21.9%). Students may need support explaining mathematical reasoning and understanding vocabulary. ● Increase Science proficiency - Proficiency showed minimal growth (16.0% → 16.3%). Students may need support with technical vocabulary and explaining scientific understanding.
3	<u>Targeted Subgroup:</u> Disadvantaged <u>Identified Student Need(s):</u> ● Increase ELA proficiency - Proficiency declined from 35.4% (2022–23) to 30.8% (2024–25). Students may need stronger reading comprehension and academic language skills. ● Increase Math proficiency - Proficiency decreased from 31.1% (2022–23) to 29.2% (2024–25). Students may need improved foundational math skills and problem-solving strategies. ● Increase Science proficiency - Proficiency declined from 25.0% (2022–23) to 21.6% (2024–25), the lowest trend across subjects. Students may need hands-on learning and literacy support within science instruction.



PRIORITY 1: High-Quality Learning For All

★ GOAL 1.1 All students experience rigorous, high-quality learning that results in equitable outcomes for all learners.				
Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and <u>provided necessary and timely support</u> to develop foundational skills for learning. <i>Required for PWCA Elem Academic Plan</i>	RC 1.A RC 2.A RC 3.A	EA 1.1.1 WES will assess all incoming kindergarten students using the Kindergarten Readiness Assessment (KEA) and additional school-based assessments. Our school will provide students with the opportunity to participate in a two-week Summer Bridge Program focused on school rituals and routines, foundational learning skills, and assessment administration to inform targeted student support. Lead: Kindergarten GLC (Shawna Medina) SW6 (i, ii, iii-V)	KEA data BEISY iReady Diagnostic KPI- % Kindergartners assessed ready	☒ WSF ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☒ Other: __, \$

Reading Proficiency 1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently <u>receive necessary and timely support</u> to become proficient. <i>Optional for PWCA Elem Academic Plan</i>	RC 1.A RC 2.A RC 2.B RC 3.A	EA 1.1.2 WES students will have access to high-quality reading instructional materials and instruction grounded in research-based practices that strengthen their reading skills. Our school will: • Implement a high-quality, research-based reading curriculum aligned with state standards that addresses all components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension, while demonstrating evidence of student achievement and growth. • Provide all students with effective, differentiated core instruction and offer Tier 2–Tier 3 interventions targeting specific reading skills. • Conduct two Data Driven Instructional Cycles in ELA annually to inform instruction. • Assess all students in reading at least three times per year using universal screeners and provide targeted support based on individual reading needs. • Provide teachers with training, coaching, and resources to meet the needs of all students. • Conduct walkthroughs for ELA core instruction and intervention blocks. • Engage in collegial observations to strengthen instructional practices across and within grade levels. Lead: Joanna Imakyure, Kai Kuboyama 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: __, \$
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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. <i>Optional for PWCA Elem Academic Plan</i>	RC 1.A RC 2.A RC 2.B RC 3.A	EA 1.1.3 WES students will have access to high-quality mathematics instructional materials and instruction through research-based practices that deepens their understanding of math concepts and skills. Our school will: ● Implement a high-quality, research-based math curriculum aligned with state mathematics standards, and demonstrates evidence of student achievement and growth. ● Assess all students in math at least three times per year using iReady universal screeners and provide targeted support based on results. ● Provide all students with effective, differentiated core instruction, and deliver Tier 3 targeted interventions for students needing additional support. ● Conduct two annual Data-Driven Instructional Cycles in math (Data Teams) to inform instruction. ● Provide teachers with training and coaching to deepen content knowledge and implement effective instructional practices. ● Conduct walkthroughs of math core instruction and intervention blocks. ● Engage in collegial observations to strengthen instructional practices across and within grade levels. Leads: Maya Nagata, Kai Kuboyama 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:__, \$
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1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. <i>Required for all schools.</i>	RC 1.A RC 1.B RC 2.A RC 2.B RC 3.A	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 - Provide essential classroom supplies, instructional personnel, research-based curriculum, and technology to ensure all students, particularly those in the Disadvantaged subgroup, have the necessary tools to engage with and master grade-level standards. - Provide additional support to identified EL students (Newcomers program - accelerated language development for identified students, Highly Qualified EL teachers push-in to identified classrooms to support language development) - 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 - Targeted EL students will be provided enrichment opportunities during the summer to develop language acquisition through an integrated curriculum to support student achievement. - IDEA Identified students are appropriately identified and placed in respective Least Restrictive Environment (LRE) to meet the individualized and specific student needs. Lead: Lori Yamada (EL), Christine Matsubayashi(SAC), Shelly Tanaka (SSC), Dawn Burgess (Title I) 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:__, \$
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1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school. <i>Required for all schools.</i>	RC 1.A RC 1.B RC 2.A	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, Waipahu Intermediate Transition Form, Personal Transition Plan, 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, Kanoe Kaneaiakala (AVID Interviews) 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: __, \$
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. <i>Required for PWCA Elem Academic Plan</i>	RC 1.B RC 2.B	EA 1.1.6 WES students will engage in deeper learning through the implementation of two high-quality Project-Based Learning (PBL) projects annually (one per semester), providing opportunities to demonstrate the six General Learner Outcomes (GLOs), develop aligned success skills across content areas, and participate in meaningful career exploration. Our school will: • Align PBL units with career education by incorporating a career theme and highlighting related career pathways. • Participate in presentations of learning (WES PBL Celebrations of Learning, Complex POL) • Provide teachers an introduction to PBL training (e.g. PBL 101) and other needed resources, supplies, and support to implement high quality projects. Lead: Dawn Burges, Kai Kuboyama 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: __, \$

1.1.7 Science Proficiency All students are proficient in Science, and those who are not proficient <u>receive necessary and timely support</u> to become proficient. <i>CA Specific Desired Outcome (not part of 1.1.5)</i>	RC 1.A RC 2.A RC 3.A	EA 1.1.7 WES students will have access to a high-quality science curriculum and instruction grounded in the Next Generation Science Standards (NGSS), ensuring all students engage in meaningful, inquiry-based learning experiences. • Implement an NGSS-aligned science curriculum that promotes hands-on, inquiry-driven learning for all students. • Provide ongoing support, coaching, and resources to help teachers understand NGSS and implement instructional shifts effectively. • Provide opportunities for teachers to participate in professional development that integrates strategies aligned with the NGSS curriculum to strengthen science instruction. • Review potential research-based science curricula to consider for purchase and implementation in the future. Lead: Dawn Burgess, Kai Kuboyama 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=\$
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★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
1.2.1. All students desire to and attend school regularly. <i>Required for all schools.</i>	RC 1.A RC 1.B RC 2.A RC 3.A	EA 1.2.1 WES will communicate with families about the importance of regular school attendance, promote consistent attendance, and re-engage students who are frequently absent to improve overall student attendance. - Attendance program includes family communication (letters, phone calls, Remind, attendance meetings, and home visits) and daily attendance monitoring to address families and students who are at risk of having excessive absences - Partnership with Family Court to develop collaborative approaches to address families and students who are at-risk and/or have a history of 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 Quarterly Award data	☒ WSE, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

1.2.2. All students demonstrate positive behaviors at school. <i>Required for all schools.</i>	RC 1.A RC 2.A RC 3.A	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 (e.g., 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:__, \$
1.2.3. All students experience a Nā Hopena A'o environment for learning. <i>Required for all schools.</i>	RC 1.A	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. School Leads: Maya Nagata, Kai Kuboyama 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:__, \$

★ GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.				
Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. <i>Required for all schools.</i>	RC 1.A	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 • Provide teacher training and support in implementing career connected learning experiences • Provide 6th grade students with the opportunities to attend field trips to colleges/universities to expose, inspire, and make the concept of higher education tangible. School Lead: Christine Matsubayashi (Career fair/speakers) Ryan Murakami (College Field Trips) SW6 (i, ii, iii-II)	Survey Data	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☒ Other: __, \$

K-12 Alignment 1.3.2. All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.	RC 1.A	1.3.2 WES will align PBL experiences so that students are exposed to different careers and the connections between those careers and the pathways/academies at the secondary level. - Students will engage in PBL experiences that explicitly connect learning to relevant careers and introduce the intermediate and high school academy pathways available at the secondary level. - Implementation of two PBL projects per school year. Projects may also focus on community and civic engagement, providing opportunities for students to explore real-world connections Lead: Dawn Burgess SW6 (i, ii, iii-II)	PBL survey/feedback PBL Project Tracker (2 per yr)	☒ WSE, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
1.3.3 All students will understand and demonstrate the General Learner Outcomes.	RC 1.A RC 1.B RC 2.A RC 3.A	EA 1.3.3 WES will provide students opportunities to understand and demonstrate the GLOs. - Utilize 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	☒ WSE ☒ Title I ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$



PRIORITY 2: High-Quality Educator Workforce In All Schools

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

Desired Outcome "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?"	Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed for enabling activities.
2.1.1 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.	RC 1.A RC 1.B RC 2.A RC 3.A	EA 2.1.1 -All WES Teachers will receive ongoing training and support to implement our school's comprehensive systems of support for all students, including: • Data Driven Instructional Cycles (DDIC) for ELA and Math • Tiered interventions • Universal screeners • Inclusion and co-teaching practices • Regular teacher collaboration time • Focused walkthroughs and instructional feedback • Action Plan meetings • Instructional coaching School Lead: Kai Kuboyama SW6 (i, ii, iii-IV)	DDIC Data i-Ready (ELA/Math) RTI Documents Walkthrough Data Panorama & SQS Surveys	☒ WSE ☒ Title I ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☒ Other: __, \$
2.1.2 Teacher and Staff Effectiveness All teachers and support staff are effective or receive necessary support to become effective.	RC 1.A RC 1.B RC 2.A RC 3.A	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. • Induction and mentoring program provided to beginning teachers which includes additional professional development opportunities, instructional coaching/mentoring, and support to increase teacher effectiveness.	SBA data KPI data Walkthrough data Action Plan Meetings PD Survey data	☒ WSE ☒ Title I ☐ Title II ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ Homeless, \$



PRIORITY 2: High-Quality Educator Workforce In All Schools

		• 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 • Provide school staff opportunities to participate in wellness activities to build a positive school culture • Implementation of activities that support teacher effectiveness including EES, action plan meetings, walkthroughs with instructional coaching/feedback, etc • Teachers facilitate Teacher Study Time (TST) meetings independently, reflect on various types of data, share ideas to enhance teaching practices, and make data-driven instructional decisions to inform quality instruction. • Provide teachers and staff professional development to ensure all students develop a growth mindset, remain engaged, persevere academically, and experience social-emotional learning. School Lead: Shelly Tanaka (I&M), Kai Kuboyama, GLCs SW6 (i, ii, iii-IV)		☐ Grant: __, \$ ☐ Other: __, \$
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.	RC 1.A RC 2.A RC 3.A	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 • All teachers will participate in PD which supports the EL Success Initiative ◦ Language development and culturally responsive strategies ◦ Sheltered Instruction strategies, TESOL, GLAD ◦ Training and PD on PW Complex EL Success Plan • 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) • Provide differentiated instructional strategies in ELA and Math Lead: Lori Yamada, Shelly Tanaka, Kai Kuboyama SW1, SW6 (i, ii, iii-IV)	PD surveys SBA data iReady Data	☒ WSP ☒ Title ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$



PRIORITY 3: Effective and Efficient Operations At All Levels

★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.				
Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. <i>Required for all schools.</i>	RC 2.A RC 3.A	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: Kai Kuboyama 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: __, \$

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

Desired Outcome "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?"	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.
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.	RC 1.A RC 2.A RC 3.A	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 two-way 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 ohana engagement opportunities including parent workshops (Morning Talk Story), grade level and school wide engagement activities (grade level activities, community activities), and parent teacher conferences - Establish open communication through regularly scheduled operation meetings, leadership meetings, ART meetings, faculty meetings, Team (PLC) meetings, School Community Council meetings, parent meetings, etc. - Ensure equitable access by offering translations of essential forms in multiple languages. Lead: Kai Kuboyama, Rochelle Kalili SW2, SW4, SW5, SW6 (i,ii)	Participation Data/Sign in sheets Parent surveys Teacher surveys SQS (Staff Portion) Remind Data	☒ WSP ☒ Title I ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☒ Other: __, \$ Total = \$

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 **Waipahu Elementary School** 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 **Mar 27, 2026** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Mar 27, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☒ Other (list): Faculty Meeting (February 25, 2026)
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 27, 2026**

Attested:

Waipahu Elementary School Principal	Signature	Date
Kai Kuboyama		Mar 27, 2026
SCC Chairperson	Signature	Date
Olafou Puletasi		Mar 27, 2026

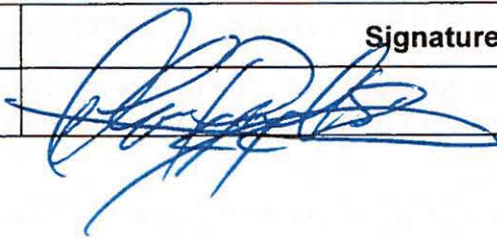
SCC Recommendations to the Academic Plan and Financial Plan:

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:

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

Attested:

SCC Chairperson	Signature	Date
Olafou Puleasi		Mar 27, 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 (Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)	1,095
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement
Waipahu Elementary School Bell Schedule: https://docs.google.com/spreadsheets/d/1wXWcZ66CH0msj7T00VPW4zUrqUZZ7SUW39v7njdsUQI/edit?gid=2004670229#gid=2004670229	