



PWCA Elem Academic Plan Template

Waiau Elementary School


Academic Plan


SY 2025-2026

98-450 Hookanike St.
808-307-5200
waiauelementary.org



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

Submitted by Principal Kim Koga	
	03/28/2025

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



VIABLE QUALITY CURRICULUM

This section highlights the school's comprehensive instructional programs used by each core subject area. *For SY 2025-2026, identifying Science and Social Studies instructional programs in the Academic Plan is optional.*

Please identify the comprehensive instructional program(s) used by each core subject area. Schools may indicate specific demographic subgroup(s) as appropriate.

To add additional information, please insert a new row as needed.

Grade Level / Course Name	English Language Arts	Mathematics	Science	Social Studies
Grades K - 6	Wonders	Ready Math	Stemscopes	Teacher Created
Kaiapuni Grades K - 6	Kahua (Teacher Created)	Ready Math (Transadapted in 'Ōlelo Hawai'i)	Teacher Created	Teacher Created

SCREENING ASSESSMENTS

This section highlights school-administered universal screeners designed to quickly identify the needs of students in **Kindergarten through Grade 9** who may require additional academic support.

Please utilize the dropdown list to identify the universal screener(s) used for English Language Arts and Mathematics and specify the grade level or course name. If "Other" is selected, please manually identify the universal screener.

To add additional information, please insert a new row and/or duplicate the dropdown list as needed.

Grade Level / Course Name	English Language Arts	Mathematics
Grades K - 6	iReady ▾	iReady ▾
Kaiapuni K - 6	Other: ▾ Lamaku Reading (Teacher Created)	Other: ▾ Lamaku Math (Teacher Created)



IDENTIFIED SCHOOL NEEDS

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

- ☒ Current Comprehensive Needs Assessment (CNA)
- ☒ Current Western Association of Schools and Colleges (WASC) Schoolwide Growth Areas for Continuous Improvement
Last Full Self-Study: 2023
- ☐ Other current accreditation self-study

Please identify critical student learning needs and the root/contributing cause(s) 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?"

To identify additional critical student needs, please insert a new row and duplicate the "Student Need" and "Root/Contributing cause(s)" text as needed. Please number the student need and root/contributing cause(s) for ease of cross-referencing.

1	<p><u>Student Need:</u> More students must score on grade level on i-Ready Diagnostics in reading and math with teachers utilizing differentiated instruction.</p> <p><u>Root/Contributing cause(s):</u> Teachers must become more familiar and comfortable with teaching and differentiating the core curriculum. Continued PD and time is needed to understand the importance of differentiation and strategies that can be implemented.</p>
2	<p><u>Student Need:</u> More Kaiapuni keiki must meet proficiency on quarterly Lamaku assessments.</p> <p><u>Root/Contributing cause(s):</u> Kumu must become more familiar and comfortable with teaching and differentiating the core curriculum. Additionally, kumu must review Lamaku assessments to ensure alignment to standards and instruction while analyzing data and monitoring the progress of keiki on the Lamaku assessments.</p>
3	<p><u>Student Need:</u> Analyzing student assessment data to make instructional decisions.</p> <p><u>Root/Contributing cause(s):</u> Continued PD and time is needed for teachers to increase their understanding of data reports and establish next steps to support student learning.</p>



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|---|--|
| 4 | <p><u>Student Need:</u> School wide instructional strategies need to be continually reviewed.</p> <p><u>Root/Contributing cause(s):</u>
Teachers must utilize agreed-upon school wide instructional strategies to ensure that students are progressing appropriately on the K-6 continuum.</p> |
| 5 | <p><u>Student Need:</u> Continue to create a culture of student independence, emphasizing the GLOs and fostering SEL skills.</p> <p><u>Root/Contributing cause(s):</u>
Students will benefit from a better understanding of GLO expectations in addition to a classroom and school culture fostering the SEL skills focused on a Sense of Belonging, Self-Management, Social Awareness, Self-Efficacy, Grit, Growth Mindset, and Emotion Regulation.</p> |

In order to address student equity, please list the targeted subgroup(s) and their identified needs. Enabling activities should address identified subgroup(s) and their needs.

To add additional subgroups, please insert a new row and duplicate "Targeted Subgroup" and "Identified Student Need(s)" text as needed.

- | | |
|---|---|
| 1 | <p><u>Targeted Subgroup:</u> High Needs (Special Education, EL and Economically Disadvantaged)</p> <p><u>Identified Student Need(s):</u> High Needs students continue to show a gap in achievement compared to the non-high needs population. Current Strive HI data reports the following gaps in subject areas - 24% gap in Language Arts, 34% gap in Math and 25% gap in Science between our High Needs and Non-High Needs students. There is a need to support this subgroup of students using differentiated instructional strategies.</p> |
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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 Outcomes <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 (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and provided necessary and timely support to develop foundational skills for learning.	New data about entering kindergartners will inform instruction, planning and advocacy for K-3 classrooms.	Schools will administer an assessment to students entering Kindergarten. (KEA and local school assessments) Accountable Leads: Principal, Vice Principal Kindergarten Inventory of Skills Accountable Leads: Principal, Vice Principal	100% of students enrolled in Kindergarten at the start of the school year complete the KEA and Kindergarten Inventory of Skills Kindergarten Inventory of Skills- 80% of Kindergartners show proficiency by 4th Quarter	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant <input type="checkbox"/> Other: __, \$



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<p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p> <p><i>Required for all schools.</i></p>	<p>School culture that values and enhances the connection between all learners, their families and the school, helps support learning for student groups who are underperforming on traditional, summative measures.</p>	<p>What are the school's universal screener process, including, Tier 1, 2, and 3 instructional processes and intervention supports? How are you sustaining the CLSD supports?</p> <p>iReady Diagnostic: online program for ENG K-6, HLI 5-6, three or more times a school year. (WSF)</p> <p>iReady Lessons: online program for ENG K-6, HLI 5-6. At least 45 minutes once a week each for both LA and math: (WSF)</p> <p>SGI: Differentiated, Small Group Instruction (SGI) at least four times a week including guided reading</p> <p>CLSD : How is CLSD work to be sustained? (CLSD/Other) ECRI/OG - K-2 teachers integrate phonics instruction with Wonders/Kahua utilizing ECRI/OG routines Write Tools - All teachers continue grade level writing mapping/pacing for all three writing genres: Informative/Explanatory Writing, Opinion/Argument Writing, and Narrative</p> <p>Teacher Assessment Matrix: All teachers analyze school wide quarterly student data and link data sheets to a personal assessment matrix</p> <p>PPE Literacy Team to support differentiation during SGI for grades K-2 (Title I)</p> <p>Accountable Leads: Vice Principal, ART</p>	<p><u>Key Checkpoints</u></p> <p>iReady Diagnostic/Lamaku quarterly Universal Screener</p> <p>Data Wall</p> <p>Pre and Post quarterly assessments</p> <p>ELA/HLA Prof in 3rd - 6th Grade (SBA/KĀ'EO)</p> <p>Math Prof in 3rd-6th Grade (SBA/KĀ'EO)</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input checked="" type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant \$ <input checked="" type="checkbox"/> Other: OHE
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<p>1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.</p> <p><i>Required for all schools.</i></p>	<p>Enabling students to transition smoothly from elementary to middle school and middle to high school will improve academic and social-emotional outcomes for students.</p>	<p>What does your school do to support transitions between pre-K to elementary, lower elementary to upper elementary program and again to intermediate school?</p> <ul style="list-style-type: none"> ● PSAP ● Waiau Transition Day ● 6th grade transition to 7th grade (7th grade orientation) ● Kaiapuni Kindergarten ● Kindergarten Transition Week ● Spiralled K-6 core curriculum ● School wide instructional strategies ● Common expectations ● SEL/Counselor <p>Accountable Leads: Vice Principal, ART</p>	<p>ART/CSI teacher leaders will monitor and support implementation.</p> <p>Teachers will review the following data to identify areas of need and impact:</p> <ul style="list-style-type: none"> ● SBA Achievement Data ● iReady Universal Screener Diagnostic Data ● Formative assessment data 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input checked="" type="checkbox"/> Other: PTA, \$
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<p><i>CA Specific Desired Outcome (not part of 1.1.5)</i></p> <p>Implement evidence-based instructional practices in project-based learning (PBL) in multiple subject areas allowing students to experience 2 high quality PBL projects.</p>	<p>Connecting students to realistic learning experiences will increase engagement and retention, improve soft skills, and provide an alternative way to access content.</p>	<p>All teachers will participate in Project Based Learning (PBL) with a focus on career pathways and success skills that tie into the complex area's K-12 continuum of Career Academies.</p> <ul style="list-style-type: none"> • Grade level teams will design and implement two PBL units; one per semester • PBL projects will include career connections. Examples include field trips, guest speakers, etc. Students will take on the persona of a career professional throughout the project. • PBL projects should emphasize the success skill of communication (presentation skills) <ul style="list-style-type: none"> ○ Rubrics ○ Expectations • A PBL Parent Showcase will be held by the end of April featuring: <ul style="list-style-type: none"> ○ Student work samples ○ Career connections ○ Writing, GLOS and/or Waiau Core Values, student reflection <p>** Embedding Science and Social Studies in the PBL units is highly recommended.</p>	<p>Parent sign in sheets</p> <p>Grade level PBL planner</p> <p>Student work samples</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input checked="" type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$ <p>TOTAL = \$</p>
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★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment

Desired Outcomes <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 (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> Please estimate the additional amount needed to execute the enabling activity.
1.2.1. All students desire to and attend school regularly. <i>Required for all schools.</i>	Communicating with students and families about the benefits of attending school regularly, encouraging attendance, and re-engaging students who are frequently absent will improve student attendance.	How does your school build a sense of belonging, community? <ul style="list-style-type: none">• Attendance monitoring• Dolphin Notes• Morning Bulletin• Awards- Make a Difference, Principal's List, GLO Getter, 'Ōlelo award (HLI), classroom recognitions• School wide activities (Spirit Weeks, Assemblies, Family Nights, Family Engagement Activities)• Working in partnership with Family Court's Early Education Intervention Program to support and educate parents with attendance Accountable Leads: Vice Principal, Counselor	(SQS, Panorama) 80% of students attending 90% or more days	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input checked="" type="checkbox"/> Other: PTA,



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<p>1.2.2. All students demonstrate positive behaviors at school.</p> <p><i>Required for all schools.</i></p>	<p>Enhancing schoolwide practices and programs that foster a nurturing and caring environment will support students' well-being and reinforce positive behaviors.</p>	<p>What is your PBIS, RtI-B process?</p> <ul style="list-style-type: none"> All teachers will provide instruction of Social Emotional Learning (SEL) using the Choose Love curriculum. All teachers will understand and implement the <u>HMTSS/RTI system</u>. Dolphin Notes Common Behavioral Expectations Chart Make a Difference Awards <p>Accountable Leads: Vice Principal, Counselor</p>	<p>Discipline Data SQS</p>	<p> <input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$ </p>
<p>1.2.3. All students experience a Nā Hopena A'o environment for learning.</p> <p><i>Required for all schools.</i></p>	<p>Expanding current programs on Nā Hopena A'o (HĀ) to more schools, students and stakeholders will strengthen the depth and breadth of its implementation.</p>	<p>How is your school reinforcing student belonging through the lens of the HA framework? (Can be similar or repeat 1.2.1, may include other initiatives)</p> <ul style="list-style-type: none"> Attendance monitoring Dolphin Notes Morning Bulletin Awards- Make a Difference, Principal's List, GLO Getter, 'Ōlelo award (HLI), classroom recognitions School wide activities (Spirit Weeks, Assemblies, Family Nights, Family Engagement Activities) <p>Accountable Leads: Vice Principal</p>	<p>Attendance Data, discipline data SQS Student Perception Survey</p>	<p> <input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input checked="" type="checkbox"/> Other: PTA, </p>



★ GOAL 1.3 All students' graduate high school prepared for college and career success and community and civic engagement

Desired Outcomes <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 (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> Please 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. <i>Required for all schools.</i>	Students will be better prepared for post-high school success by having intentional and age-appropriate experiences to explore and engage in careers and in community and civic responsibilities.	How is your school building community and civic responsibility through CCE and PBL? (Career and community participation)- ex: Ambassador program Hui Malamalama Hui Aloha PBL emphasis on career awareness Career week Morning Bulletin Cafe monitors Office monitors Accountable Leads: Vice Principal, Counselor	100% of students participating in CCE and PBL	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input checked="" type="checkbox"/> Other: PTA,



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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.	Promoting additional programs and activities for students will supplement quality instruction and support to increase students' academic readiness for high school.	How is your school addressing the Expose component for PWCA CCE and PBL Initiatives? Begin to think about how to integrate disciplines within PBL PBL Career Week- Exposure to different career opportunities Accountable Leads: Curriculum Coordinator, Counselor	PBL 2x/Yr for each student 1 career connection/PBL	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$
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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 Outcomes <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> Please estimate the additional amount needed to execute the enabling activity.
2.1.2 All teachers are effective or receive the necessary support to become effective.	Supporting teachers with opportunities, such as differentiated training and incentives, that are aligned with state, complex area and school priorities will increase their	What type of professional development opportunities are available to your teachers? EES HSTA 21 Hours Highly Qualified Teachers Induction and Mentoring School level PD EL PD Summer Stipend Days for Teachers	100% of first and second year teachers participate in state I&M programs	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$



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	effectiveness.	Accountable Leads: Principal		
2.2.2 All schools' support staff are effective or receive the necessary support to become effective.	Supporting teachers with opportunities, such as differentiated training and incentives, that are aligned with state, complex area and school priorities will increase their effectiveness.	<p>What type of professional development opportunities are available to your support staff?</p> <p>PAS- Performance Appraisal System for Classified staff Custodial Trainings Office Workers Curriculum PD as applicable for EAs</p> <p>Accountable Leads: Vice Principal</p>	PD opportunities for support staff	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$



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 Outcomes <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>Please estimate the additional amount needed to execute the enabling activity.</i>
<p>3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.</p> <p><i>Required for all schools.</i></p>	<p>Increasing training for School Community Council (SCC) members and providing information about the role and purpose of the SCCs will engage more stakeholders in shared decision-making</p>	<p>What is the school process to recruit and maintain a SCC?</p> <p>All role groups, excluding the Principal, shall be elected by ballots distributed to members of their constituent group prior to the close of the school year as specified in Act 51/221. As part of the process, candidates will submit a written biographical profile to be placed on the ballot.</p> <p>Accountable Leads: Vice Principal</p>	<p>Full membership</p> <p>Principal Survey</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: __, \$</p> <p><input type="checkbox"/> Other: __, \$</p>



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	to improve student achievement.			
Utilize organizational resources to implement and refine systems to meet the needs of the whole child	Collective goal to promote a strong elementary foundation for all students as they move through the K-12 continuum toward college and career.	<ul style="list-style-type: none"> Teachers need to reflect more on how they are progressing on the curriculum, instruction and assessment expectations as stated on our Waiau Addendum Teachers need to focus on embedding career awareness and success skills in PBL projects (critical thinking, collaboration, communication and self directed learning) To build and strengthen parent and family relationships to support education of the whole child <p>Accountable Leads: Principal, ART, PCNC</p>	<p>Planning documents and agendas</p> <p>Parent Teacher conferences</p> <p>Parent Sign In Sheets</p>	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$

APPENDIX: SCHOOL BELL SCHEDULE

Pursuant to [Hawaii Revised Statutes Section 302A-251](#), as well as the current Hawaii State Teachers Association (HSTA) 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 Waiau Elementary School's current bell schedule(s) and total student instructional hours per year. To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided [bell schedule tool](#).

Total student instructional hours per year (Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)	1083
Did your school submit a SCC Waiver Request Form? Please explain.	No, we have no waiver requests for the 2025-2026 school year.



Waiau Elementary School Daily Bell Schedule

*7:45 am First Bell/ Warning Bell
 *7:50 am Tardies check in at office

Morning Recess:

9:15 - 9:30 am Kindergarten Recess on K playground
 *9:30 - 9:45 am Grade 1 Recess on K Playground
 Grades 2 - 6 on the Big Field

Lunch

10:20 - 10:50 am Pre Lunch
 *10:30 - 11:00 am Kindergarten Lunch
 10:40- 11:10 am 1 Lunch
 11:05 - 11:35 am 2 Lunch
 11:15 - 11:45 am 3 Lunch
 11:40 - 12:10 pm 4 Lunch
 11:50 - 12:20 pm 5 Lunch
 12:15 - 12:45 pm 6 Lunch

End of School Release

Mon, Tue, Thurs, Fri *2:00 pm
 Wednesday *1:15 pm

**Bell will sound during these times*

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

The Wai'anae 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 Meeting was conducted to share the school data and gather input on student priorities.

Date of School Community Meeting: 3/27/25

☒ 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: 3/27/25

☐ 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 3/27/2025.

Attested:

Kim Koga
Typed name of school principal

Signature

Date

CHAD AGALSON
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:

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

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