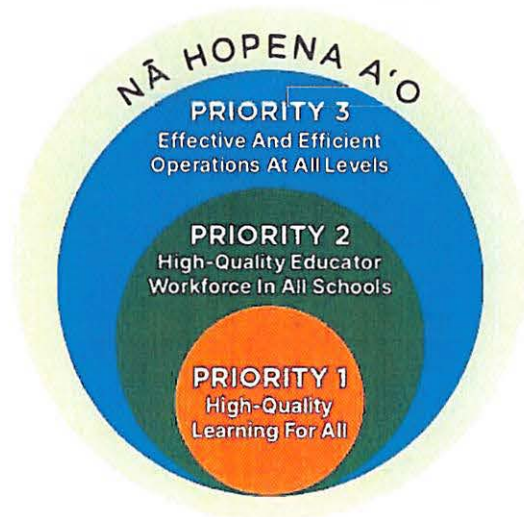


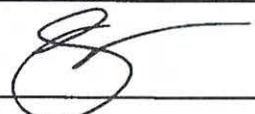


Waiau Elementary School Academic Plan SY 2026-2027

98-450 Hookanike Street, Pearl City HI 96782
808-307-5200
www.waiauelementary.org

STATE OF HAWAII
DEPT OF EDUCATION
LEEWARD OAHU DIST
26 MAR 27 P4:15
ADMINISTRATION

- ☐ Non-Title I School ☒ Title I School ☐ Kaiapuni A School (100% Self Contained) ☐ Kaiapuni B Program (Shared School Site >=50%) ☒ Kaiapuni C Program (Shared School Site <50%)

Submitted by Principal Kim Koga	
[Insert signature] 	Date

Approved by Complex Area Superintendent Richard Fajardo	
[Insert signature] 	Date 4/15/26

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VIABLE QUALITY CURRICULUM

This section highlights the comprehensive instructional programs and supplementary instructional materials used by each core subject area.

Please utilize the dropdown list to select the **comprehensive instructional program(s)** being used for 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.

Comprehensive Instructional Programs: English-Medium Program				
Grade Level(s)/ Course Name	English Language Arts	Mathematics	Science	Social Studies
Grades K - 6	'23 Wonders ▾	i-Ready Classroom Mathematics ▾	STEMscopes	Teacher Created
	Select One ▾	Select One ▾		

Comprehensive Instructional Programs: Hawaiian-Medium Program					
Grade Level(s)/ Course Name	Hawaiian Language Arts (PM-P12)	Kaiapuni ELA (P5-P12)	Mathematics	Science	Social Studies
Papa M-6	Teacher Created ▾	Teacher Created ▾	i-Ready Classroom Math... ▾	Teacher Created	Teacher Created
	Select One ▾	Select One ▾	Select One ▾		

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.

Supplementary Instructional Materials: English-Medium Program				
Grade Level(s)/ Course Name	English Language Arts (ELA)	Mathematics	Science	Social Studies
Grades K-2	ECRI, Heggerty			
Grades K-6	iReady, IXL	iReady, IXL, Generation Genius	Generation Genius	

Supplementary Instructional Materials: Hawaiian-Medium Program					
Grade Level(s)/ Course Name	Hawaiian Language Arts (PM-P12)	Kaiapuni ELA (P5-P12)	Mathematics	Science	Social Studies
Papa M-2	OG/DRA		IXL		
Papa M-6	DRA	iReady (5-6)	IXL		

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 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.

Screening And Progress Monitoring Assessments: English-Medium Program		
Grade Level(s)/ Course Name	English Language Arts (ELA)	Mathematics
Grades K-2	DIBELS ▾ KEA (K), DRA	I-Ready ▾ KEA (K)
Grades K-6	I-Ready ▾ WIDA (EL)	I-Ready ▾

Screening And Progress Monitoring Assessments: Hawaiian-Medium Program			
Grade Level(s)/ Course Name	Hawaiian Language Arts (PM-P12)	Kaipuni ELA (P5-P12)	Mathematics
Papa M-6	Lamakū Reading P3-6, DRA, Kahua	iReady , KEA (K)	Teacher Created ▾ Lamakū Math, KEA (K)
		Select One ▾	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.

HMTSS: English-Medium Program	HMTSS: Hawaiian-Medium Program
☒ Panorama ☒ School-created template ☐ Other:	☒ Panorama ☒ School-created template ☐ Other:

IDENTIFIED SCHOOL NEEDS **SW1**

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: [Insert year]

Type of Last Visit: Select One ▾

Year of Next Action: [Insert year]

Type of Next Action: Select One ▾

Year of Next Self-Study:

[Insert year]

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	Eng & HLIP Student Need - Closing Achievement Gaps for High Needs Students: A disparity exists between High Needs and Non-High Needs students across all tested subjects. The largest gap is in Math (29.6%), followed by Language Arts (22.9%) and Science (20.6%). This indicates a need for improved implementation of the existing curriculum in our Tier 1 instruction, including opportunities for differentiation. 3A.3 - Whole-group instruction is not meeting all student needs 3A.5 - Lessons are not closing gaps or accelerating progress 3B.4 - Wide achievement gaps persist among subgroups Root/Contributing Cause: 3A.3 Strengthening Tier 1 instruction and flexible groupings that respond to students' evolving needs. 3A.5 Instructional planning must reflect both standards and student learning needs. 3B.4 Insufficient differentiation for all students to access grade-level content and achieve success. <i>* Continuous School Improvement: Leading for Student Success - Indicators of Effective Practices</i>
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2	Eng & HLIP Student Need - Strengthening Classroom Engagement Across All Grade Levels: In SY 24-25, only 50% of students in Grades 3-6 reported positive engagement. Re-engaging students is a critical prerequisite to improving relevance, purpose, and personal connection. 3A.6 - Students are passive or disengaged during instruction 3B.9 - Students express boredom or disengagement in lessons Root/Contributing Cause: 3A.6 Need for more active engagement strategies to boost motivation and deepen learning. 3B.9 Students need to see relevance, purpose, or personal connection with their learning. <i>* Continuous School Improvement: Leading for Student Success - Indicators of Effective Practices</i>
3	Eng & HLIP Student Need: Increasing Math Proficiency: In SY 24-25, overall math proficiency decreased from 60.6% to 53.9%. This indicates a need for improved implementation of the existing curriculum and foundational math skills in our Tier 1 instruction, including opportunities for differentiation. 3A.1 - Interventions and instructional strategies are not improving student outcomes 3A.2 - Instruction is not responsive to real-time student performance Root/Contributing Cause: 3A.1 Consistent, structured routines must be in place to review what's being implemented and what's changing for students. 3A.2 Need for making student learning data a part of everyday instructional decision-making. <i>* Continuous School Improvement: Leading for Student Success - Indicators of Effective Practices</i>
4	Eng & HLIP Student Need: Increasing Science Proficiency: In SY 24-25, overall science proficiency was 53.1%. This indicates a need for improved implementation of the existing curriculum and foundational science skills in our Tier 1 instruction, including opportunities for differentiation. 3A.1 - Interventions and instructional strategies are not improving student outcomes 3A.2 - Instruction is not responsive to real-time student performance Root/Contributing Cause: 3A.1 Consistent, structured routines must be in place to review what's being implemented and what's changing for students. 3A.2 Need for making student learning data a part of everyday instructional decision-making. <i>* Continuous School Improvement: Leading for Student Success - Indicators of Effective Practices</i>

In order 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. **SW1**

1	Targeted Subgroup: - High Needs (Special Education, English Learner, and Economically Disadvantaged)] Identified Student Need(s): A disparity exists between High Needs and Non-High Needs students across all tested subjects. The largest gap is in Math (29.6%), followed by Language Arts (22.9%) and Science (20.6%). This indicates a need for improved implementation of the existing curriculum in our Tier 1 instruction, including opportunities for differentiation
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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 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. SW6	ENGLISH-MEDIUM PROGRAM 3A.3 3A.5	Schools will administer assessments to students entering Kindergarten. (KEA and Kindergarten Inventory of Skills) - Use SGI and flexible groupings that respond to students' evolving needs - Instructional planning will reflect both standards and student learning needs Accountable Leads: Kindergarten Teachers, Curriculum Coordinator	100% of students enrolled in Kindergarten at the start of the school year complete the KEA and Kindergarten Inventory of Skills Using DIBELS & Kindergarten Inventory of Skills- 80% of Kindergartners show proficiency by 4th Quarter	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
	HAWAIIAN-MEDIUM PROGRAM New data about entering mālaa'o Haumāna will inform instruction,	Schools will administer an assessment to students entering Papa mālaa'o. (KEA and Papa Mālaa'o Inventory of Skills) Use SGI and flexible groupings that respond to students' evolving needs	100% of Haumāna enrolled in Papa mālaa'o at the start of the school year complete the KEA and Papa mālaa'o Inventory of Skills	

	planning and advocacy for classrooms.	Instructional planning will reflect both standards and student learning needs Accountable Leads: Kumu Mālaa'o, Curriculum Coordinator	Papa mālaa'o Inventory of Skills- 80% of Haumāna show proficiency by 4th Quarter	
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. SW6	ENGLISH-MEDIUM PROGRAM 3A.3 3A.5 3B.4	- Teachers are guided by our Waiau Addendum which includes strategies and resources for integrating evidence-based explicit instruction in reading across the K-6 instruction - Use SGI and flexible groupings that respond to students' evolving needs - Instructional planning will reflect both standards and student learning needs - Differentiation helps all students access grade-level content and achieve success - Teachers in grades K-3 place a strong emphasis on students' reading skills as demonstrated in their curriculum and pacing guides and classroom walkthroughs.	Quarterly monitoring of assessments: iReady Diagnostics, DRA, DIBELS Data imputed on Teacher Assessment Matrix & Data Wall Walkthrough Data SW3	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

	HAWAIIAN-MEDIUM PROGRAM 3A.3 3A.5 3B.4	• Kumu are guided by our Waiau Addendum which includes strategies and resources for integrating evidence-based explicit instruction in reading across the M-6 instruction ○ Use SGI and flexible groupings that respond to students' evolving needs ○ Instructional planning will reflect both standards and student learning needs ○ Differentiation helps all students access grade-level content and achieve success • Kumu in grades M-3 place a strong emphasis on students' language and reading skills as demonstrated in their curriculum and pacing guides and classroom walkthroughs. Accountable Leads: Grade Level Chair, Curriculum Coordinator, Administration	Quarterly monitoring of assessments: DRA, Lamakū Reading Data inputted on Teacher Assessment Matrix & Data Wall Walkthrough Data SW3	
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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. SW6	ENGLISH-MEDIUM PROGRAM 3A.1 3A.2	- Teachers are guided by our Waiau Addendum which includes strategies and resources for integrating evidence-based explicit instruction across the K-6 instruction - Instructional teams will meet regularly to review practices, implementation & student data using the Waiau Data Driven Instructional Cycle. - Teachers will use SGI and flexible groupings that respond to students' evolving needs - Instructional planning will reflect both standards and student learning needs - Differentiation helps all students access grade-level content and achieve success Accountable Leads: Grade Level Chairs, Curriculum Coordinators, Administration	Quarterly monitoring of assessments: iReady Diagnostics, CFA, Data imputed on Teacher Assessment Matrix & Data Wall Walkthrough Data SW3	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
	HAWAIIAN-MEDIUM PROGRAM 3A.1 3A.2	- Kumu are guided by our Waiau Addendum which includes strategies and resources for integrating evidence-based explicit instruction across the K-6 instruction - Instructional teams will meet regularly to review practices, implementation & student data using the Waiau Data Driven Instructional Cycle. - Teachers will use SGI and flexible groupings that respond to students' evolving needs. - Instructional planning will reflect both standards and student learning needs - Differentiation helps all students access grade-level content and achieve success Accountable Leads: Grade Level Chairs, Curriculum Coordinators, Administration	Quarterly monitoring of assessments: DRA, Lamakū Math Data imputed on Teacher Assessment Matrix & Data Wall Walkthrough Data SW3	

1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. SW1, SW6 <i>Required for all schools.</i>	ENGLISH-MEDIUM PROGRAM 3A.2 3A.5 3B.4	• Instructional teams will meet regularly to review practices, implementation & student data using the Waiau Data Driven Instructional Cycle. • Teachers use a variety of school-wide differentiated instructional strategies and modes (whole-class, teacher-directed groups, student-directed groups, independent work, computer-based, and homework) as noted on our Waiau Addendum (Instruction-Goal 1, page 4) • PPE Literacy Team to support differentiation during SGI for grades K-2 (Title I) • Teachers will review grade level science standards to ensure a spiraled K-6 curriculum. Accountable Leads: Grade Level Chairs, Curriculum Coordinators, Administration	Quarterly monitoring of assessments: iReady Diagnostics, DRA, DIBELS Data imputed on Teacher Assessment Matrix & Data Wall Walkthrough Data SW3	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☒ Other: OHE, \$
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	HAWAIIAN-MEDIUM PROGRAM 3A.2 3A.5 3B.4	- Instructional teams will meet regularly to review practices, implementation & student data using the Waiau Data Driven Instructional Cycle. - Kumu use a variety of school-wide differentiated instructional strategies and modes (whole-class, teacher-directed groups, student-directed groups, independent work, computer-based, and homework) as noted on our Waiau Addendum (Instruction-Goal 1, page 4) - PPE Literacy Team to support differentiation during SGI for grades M-6 (Title I) - Kumu will review grade level science standards to ensure a spiraled M-6 curriculum with a strong emphasis on <i>Aloha 'Āina</i>. Accountable Leads: Grade Level Chairs, Curriculum Coordinators, Administration	Quarterly monitoring of assessments: DRA, Lamakū Reading and Lamakū Math Data imputed on Teacher Assessment Matrix & Data Wall Walkthrough Data SW3	
1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school. SW6 <i>Required for all schools.</i>	ENGLISH-MEDIUM PROGRAM Enabling students to transition smoothly from grade to grade and elementary to middle school to improve academic and social-emotional outcomes for students	- PSAP - Waiau Transition Day 6th grade transition to 7th grade (Highlands orientation field trip) - Kindergarten Transition Week - Spiraled K-6 core curriculum - School-wide instructional strategies - Common behavior expectations - Counselor support Accountable Leads: Vice Principal, ART	SEL/SPS Surveys	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

	HAWAIIAN-MEDIUM PROGRAM Enabling students to transition smoothly from grade to grade and elementary to middle school to improve academic and social-emotional outcomes for students	• PSAP • mālaa'o Transition Week • Waiau Transition Day • 6th grade transition to 7th grade (Ke Kula Kaiapuni 'o Kapolei haumāna/mākua transition hālāwai) • Spiralled M-6 core curriculum • School-wide instructional strategies • Common behavior expectations • Counselor support Accountable Leads: Vice Principal, ART		
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Complex Area PBL Initiative: Implement evidence-based instructional practices in project-based learning (PBL) in multiple subject areas allowing students to experience 2 high quality PBL projects. SW5, SW6 <i>Required for PWCA Elem Academic Plan</i>	Connecting students to realistic learning experiences will increase engagement and retention, improve soft skills, and provide an alternative way to access content. 3A.6 3B.9	Coordinate and facilitate professional development for PBL: • Introductory to PBL for new staff (e.g. PBL 101) • Teacher networking throughout the complex area. • Individualized school support based on needs 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. • 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), Rubrics, Expectations • A PBL Parent Showcase will be held featuring: student work samples, career connections, writing, GLOS and/or Waiau Core Values, and a student reflection ** Embedding Science and Social Studies in the PBL units is highly recommended Accountable Leads: Grade Level Chairs, Curriculum Coordinators, Administration	PWCA PD feedback PWCA Teacher Implementation Survey Results Parent Presentations - Sign in Student Reflections Grade Level PBL planner Walkthrough Data	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$ TOTAL = \$
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	HAWAIIAN-MEDIUM PROGRAM	Coordinate and facilitate professional development for PBL: • Introductory to PBL for new staff (e.g. PBL 101) • Teacher networking throughout the complex area. • Individualized school support based on needs All Kumu will participate in Project Based Learning (PBL) with a focus on aloha 'āina. • 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), Rubrics, Expectations and Nā Hopena A'o. • A PBL Parent Showcase will be held featuring: student work samples, career connections, writing, GLOS and/or Waiau Core Values/ALOHA, and a student reflection ** Embedding Science and Social Studies in the PBL units is highly recommended	PWCA PD feedback PWCA Teacher Implementation Survey Results Parent Presentations - Sign in Haumāna Reflections Grade Level PBL planner Walkthrough Data	Additional funding: ☒ Grant: Aloha Aina, \$10,000
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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. SW6 <i>Required for all schools.</i>	ENGLISH-MEDIUM PROGRAM 3A.6 3B.9	- To encourage daily school attendance - Attendance monitoring - Working in partnership with Family Court to support and educate parents with attendance - Attendance Cup - Classroom challenge - Monthly Attendance Letters - Regular communication with families about expectations of them and the importance of what families can do at home to support their children's learning - Facilitate two-way communication and face-to-face meetings among school personnel, students, and students' families to work together to advance student learning - Parent attendance meetings for families with high level absenteeism - Provide students with academic supports (e.g. tutoring, co-curricular activities, tiered interventions) to keep them on track Accountable Leads: Vice Principal, Counselor	Vice principal and counselor monthly strategic attendance meetings Panorama Attendance Data Monthly Attendance Letters	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
	HAWAIIAN-MEDIUM PROGRAM	- To encourage daily school attendance - Attendance monitoring		

		○ Working in partnership with Family Court to support and educate parents with attendance ○ Attendance Cup - Classroom challenge ○ Monthly Attendance Letters ● Regular communication with families about expectations of them and the importance of what families can do at home to support their children's learning ● Facilitate two-way communication and face-to-face meetings among school personnel, students, and students' families to work together to advance student learning ○ Parent attendance meetings for families with high level absenteeism ● Provide students with academic supports (e.g. tutoring, co-curricular activities, tiered interventions) to keep them on track Accountable Leads: Vice Principal, Counselor		
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1.2.2. All students demonstrate positive behaviors at school. SW6 <i>Required for all schools.</i>	ENGLISH-MEDIUM PROGRAM Enhancing schoolwide practices and programs that foster a nurturing and caring environment will support students' well-being and reinforce positive behaviors.	- Teachers are attentive to students SEL and arrange for supports and interventions when necessary. - 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 & GLO Getter Awards - Counselor Guidance Lessons Accountable Leads: Vice Principal, Counselor	School Quality Survey SEL Surveys Chapter 19 data Awards spreadsheet Walkthrough Data	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
	HAWAIIAN-MEDIUM PROGRAM Enhancing schoolwide practices and programs that foster a nurturing and caring environment will support students' well-being and reinforce positive behaviors.	- Teachers are attentive to students SEL and arrange for supports and interventions when necessary. - 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 & GLO Getter Awards - Counselor Guidance Lessons Accountable Leads: Vice Principal, Counselor		

1.2.3. All students experience a Nā Hopena A'o environment for learning. SW6 <i>Required for all schools.</i>	ENGLISH-MEDIUM PROGRAM Expanding current understanding of Nā Hopena A'o (HĀ) will strengthen each student's sense of belonging.	- Teachers promote an understanding and value for various cultures in their classroom. They seek an understanding of each student's personal "story." - Class/School Trust Agreements - School awards, quarterly assemblies - Morning Bulletin - School Wide Activities Team (SWAT) events Accountable Leads: GLC	School Quality Survey SEL Surveys Core Values Posters Trust Agreement Posters	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
	HAWAIIAN-MEDIUM PROGRAM Expanding current understanding of Nā Hopena A'o (HĀ) will strengthen each student's sense of belonging	- Teachers promote an understanding and value for various cultures in their classroom. They seek an understanding of each student's personal "story." - Class/School Trust Agreements - School awards, quarterly assemblies - Morning Bulletin - School Wide Activities Team (SWAT) events Accountable Leads: GLC		

★ **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. SW5, SW6 <i>Required for all schools.</i>	ENGLISH-MEDIUM PROGRAM Students will be better prepared by having intentional and age-appropriate experiences to expose, explore and engage in career, community and civic responsibilities	Career exploration builds purpose, motivation, and future readiness. • Integrate career awareness into projects, reading, and discussions ◦ Project Based Learning (emphasis on career awareness) • Career week • Morning Bulletin • Cafe monitors • Office monitors • Hui Mālamalama • Hui Aloha Accountable Leads: Administration, Counselor, GLC	Parent Presentations - Sign in PBL Student Reflections Grade Level PBL planner Career week student reflection	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
	HAWAIIAN-MEDIUM PROGRAM Students will be better prepared by having intentional and age-appropriate experiences to expose, explore and engage in	Career exploration builds purpose, motivation, and future readiness. • Integrate career awareness into projects, reading, and discussions ◦ Project Based Learning (emphasis on aloha 'āina) • Career week • Morning Bulletin • Cafe monitors • Office monitors		

	career, community and civic responsibilities	• Hui Mālamalama • Hui Aloha Accountable Leads: Administration, Counselor, GLC		
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. SW5, SW6	ENGLISH-MEDIUM PROGRAM Promoting metacognitive awareness and College/Career Readiness will help guide students to acquire specific skills and competencies to increase their academic readiness for high school	How is your school addressing the Expose component for PWCA CCE and PBL Initiatives? • Pearl City Complex - Learner Pathway Use ownership routines as learning intentions/success criteria supported by monthly data reviews, structured cause-effect analysis sessions, and data calibration protocols to monitor subgroup growth trends. • PBL projects connect students to realistic learning experiences which will increase engagement and retention, improve soft skills, and provide an alternative way to access content. Accountable Leads: Administration, GLC	Walkthrough Data PBL Project Planner	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

	HAWAIIAN-MEDIUM PROGRAM	• Pearl City Complex - Learner Pathway Use ownership routines as learning intentions/success criteria supported by monthly data reviews, structured cause-effect analysis sessions, and data calibration protocols to monitor subgroup growth trends. • PBL projects connect students to realistic learning experiences which will increase engagement and retention, improve soft skills, and provide an alternative way to access content. Accountable Leads: Administration, GLC		
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PRIORITY 2: High-Quality Educator Workforce In All Schools

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

Desired Outcome <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>
2.1.2 All teachers are effective or receive the necessary support to become effective. SW6	ENGLISH-MEDIUM PROGRAM Supporting teachers with Professional Development opportunities that are aligned with state, complex area and school priorities will increase their effectiveness	What type of professional development opportunities are available to your teachers and support staff? - Teachers receive initial and ongoing training and support in effective use of schoolwide strategies as documented in the Waiau Addendum. - Educator Effectiveness System - HSTA 21 Hours - Highly Qualified Teachers - Induction and Mentoring - School level Professional Development - Summer Planning Days for Teachers Accountable Leads: Administration, ART	Key Performance Indicators (KPI) 5 first and second year teachers participating in state I&M programs	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
	HAWAIIAN-MEDIUM PROGRAM	- Teachers receive initial and ongoing training and support in effective use of schoolwide strategies as documented in the Waiau Addendum. - Educator Effectiveness System - HSTA 21 Hours - Highly Qualified Teachers		



PRIORITY 2: High-Quality Educator Workforce In All Schools

		○ Induction and Mentoring ○ School level Professional Development ○ Summer Planning Days for Teachers ○ Hawaiian Language PD ○ Ready Math PD ○ OG PD Accountable Leads: Administration, ART		
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PRIORITY 3: Effective and Efficient Operations At All Levels

★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <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. SW2, SW4 <i>Required for all schools.</i>	ENGLISH-MEDIUM PROGRAM Stakeholder voices are valued, and input is encouraged to help with shared decision making to improve student achievement.	Waiau's School Community Council members participate in discussions about the school's Academic and Financial Plan, along with other school initiatives. Accountable Leads: Administration	SCC Agenda SCC Minutes Principal Survey Full Membership	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
	HAWAIIAN-MEDIUM PROGRAM	Waiau's School Community Council members participate in discussions about the school's Academic and Financial Plan, along with other school initiatives. Accountable Leads: Administration		

APPENDIX A: SCHOOL COMMUNITY COUNCIL (SCC) 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.

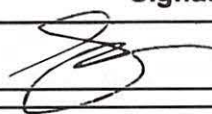
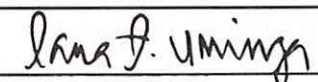
The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name 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 **Waiau 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 **Date** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Mar 25, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☐ Other (list): *[Insert text. Examples: School Leadership Team, Curriculum Committee, School Safety Committee]*
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 25, 2026**

Attested:

Waiau Elementary School Principal	Signature	Date
Kim Koga		Mar 25, 2026
SCC Chairperson	Signature	Date
Lana Uminga		Mar 25, 2026

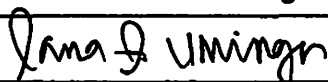
SCC Recommendations to the Academic Plan and Financial Plan:

The School Community Council, in review of the Academic and Financial Plans, has provided the principal with the following recommendations for consideration. These recommendations are included as a means to share these issues with the Complex Area Superintendent and to identify the action taken by the principal on the SCC recommendations. If no recommendations were made, please write "N/A." **SCC Chairperson signature is required on both pages.**

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

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

Attested:

SCC Chairperson	Signature	Date
Lana Uminga		Mar 25, 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)	1,098 hours
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☒ No ☐ N/A, we meet the requirement

Waiau Elementary School Bell Schedule:

Morning Bells

Time	Type	Notice
*7:45 am	First Bell	5 Minute Warning
*7:50 am	Start of School	Tardies check in at the office

Recess

Time	Type	Location
9:15am - 9:30am	Kindergarten	F Building Playground
*9:30am - 9:45am	Grade 1 Grade 2 - 6	F Building Playground "Big Field"

Lunch

Time	Lunch Group	Grade
10:20 am - 10:50 am	1	Preschool
*10:30 am - 11:00 am	1	Kindergarten
10:40 am - 11:10 am	1	1st & 2nd Grade
11:05 am - 11:35 am	2	2nd (HLIP) Grade & 3rd Grade
11:15 am - 11:45 am	2	3rd (HLIP) Grade & 4th Grade
11:40 am - 12:10 pm	3	5th Grade
11:50 am - 12:20 pm	3	6th Grade

End of School Release

Time	Day	Notice
*2:00 pm	Mon, Tues, Thurs, Fri	End of School
*1:15 pm	Wed	End of School

*Bell will sound during these times.

Morning Bells

Time	Type	Notice
*7:45 am	First Bell	5 Minute Warning
*7:50 am	Start of School	Tardies check in at the office

Recess

Time	Type	Location
9:15am - 9:30am	Kindergarten	F Building Playground
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Lunch

Time	Lunch Group	Grade
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*10:30 am - 11:00 am	1	Kindergarten
10:40 am - 11:10 am	1	1st & 2nd Grade
11:05 am - 11:35 am	2	2nd (HLIP) Grade & 3rd Grade

