

# Waikele Elementary Academic Plan SY 2025-2026

**94-1035 Kukula Street  
Waipahi, HI 96797  
808-307-6100**

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

Submitted by Principal Sheldon Oshio	
<i>Sheldon Oshio</i>	04/11/2025

Approved by Complex Area Superintendent Richard Fajardo	
<i>RDF</i>	4/15/25

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

**VIABLE QUALITY CURRICULUM**

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

Please utilize the dropdown list to select the comprehensive instructional program(s) being used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the program. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	<a href="#">English Language Arts</a>	<a href="#">Mathematics</a>	Science	Social Studies
Grade K-5	'23 Wonders ▾	i-Ready Classroom Mathematics ▾	homegrown	homegrown
Grade 6	'20 Wonders ▾	i-Ready Classroom Mathematics ▾	homegrown	homegrown

Please list all supplementary instructional materials used to enrich or extend the comprehensive instructional programs identified above, and specify the grade level(s) or course name. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies

## HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

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

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

☐ Panorama      ☒ School-created template      ☐ Other:

## UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

This section highlights school-administered screening, and/or other progress monitoring assessments designed to quickly identify the needs of students in **Kindergarten through Grade 9** who may require additional support.

**Please utilize the dropdown list to identify the screening and/or progress monitoring assessments used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the assessment.** Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics
Kindergarten	I-Ready ▾	I-Ready ▾
Grades K-6	I-Ready ▾	I-Ready ▾
Grades K-6	Rtl-B: Strengths and Difficulties Questionnaire	



## 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 for those needs and gaps, as identified in one or more of the following:

- ☐ Current Comprehensive Needs Assessment (CNA)
- ☐ Other current assessment/self-study report: [Insert text]
- ☒ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: March 2024

Type of Last Visit: Full Self-Study -

Year of Next Action: May 2027

Type of Next Action: Mid-Cycle Report (No Visit) -

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	<p><u>Student Need</u>: Improve the percentage of reading proficiency.</p> <p><u>Root/Contributing Cause</u>:</p> <ul style="list-style-type: none"> <li>• Spring 2024 SBA results, 63% of students in Grades 3-6 were proficient in reading.</li> <li>• Teachers need to engage in the consistent implementation of HQIM and evidence-based instructional and assessment practices.</li> <li>• Teachers in K-2 are refining their skills and continually developing their pedagogical understanding of foundational literacy.</li> </ul>
2	<p><u>Student Need</u>: Improve the percentage of math proficiency.</p> <p><u>Root/Contributing Cause</u>:</p> <ul style="list-style-type: none"> <li>• Spring 2024 SBA results show that 55% of Grades 3-6 students were proficient in mathematics.</li> <li>• Students need critical areas of progressive skills, content knowledge, and conceptual understanding of mathematics from K-6.</li> <li>• Teachers need to engage in the consistent implementation of HQIM and evidence-based instructional and assessment practices.</li> </ul>
3	<p><u>Student Need</u>: Improve the percentage of 5th grade science proficiency.</p> <p><u>Root/Contributing Cause</u>:</p> <ul style="list-style-type: none"> <li>• Spring 2024 Science Assessment results show that 61% of 5th graders were proficient in science.</li> <li>• Teachers are continuing to develop both a deeper understanding and more consistent implementation of NGSS-aligned learning opportunities.</li> </ul>
4	<p><u>Student Need</u>: Improve the percentage of students who are attending school regularly.</p> <p><u>Root/Contributing Cause</u>:</p>

- |  |  |
|--|--|
|  | <ul style="list-style-type: none"><li>• 80% students are attending regularly</li><li>• Overall school attendance is lower than pre-pandemic attendance data.</li></ul> |
|--|--|

**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.**

1	<p><b><u>Targeted Subgroup:</u></b> Increase the proficiency of students receiving IDEA support and services.</p> <p><b><u>Identified Student Need(s):</u></b>            According to spring 2024 SBA results, 14% of students receiving IDEA support and services were proficient in ELA.            According to spring 2024 SBA results, 14% of students receiving IDEA support and services were proficient in Math.            According to spring 2024 Science Assessment results, 0% of students receiving IDEA support and services were proficient in Science.</p>
2	<p><b><u>Targeted Subgroup:</u></b> Increase the proficiency of students receiving EL or ML support and services</p> <p><b><u>Identified Student Need(s):</u></b>            According to spring 2024 SBA results, 36% of students receiving EL or ML support and services were proficient in ELA.            According to spring 2024 SBA results, 32% of students receiving EL or ML support and services were proficient in Math.            According to spring 2024 Science Assessment results, 15% of students receiving EL or ML support and services were proficient in Science.</p>
3	<p><b><u>Targeted Subgroup:</u></b> Increase the proficiency of students identified as economically disadvantaged.</p> <p><b><u>Identified Student Need(s):</u></b>            According to spring 2024 SBA results, 52% of economically disadvantaged students were proficient in ELA.            According to spring 2024 SBA results, 40% of economically disadvantaged students were proficient in Math.            According to spring 2024 Science Assessment results, 58% of economically disadvantaged students were proficient in Science.</p>



## 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>  <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i>  <b>and Name of Accountable Lead(s)</b> <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>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 <u>provided necessary and timely support</u> to develop foundational skills for learning.  <i>Required for PWCA Elem Academic Plan</i>	Kindergarten readiness currently predicts later academic success.	Grade K teachers, Resource Teachers, Counselors  The KEA Assessment will be administered to all Kindergarten students.	% Kindergartners assessed  KEA Data	<input 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: __, \$

<p><b>Reading Proficiency</b></p> <p>1.1.2. All students read proficiently, and those who do not read proficiently receive necessary and timely support to become proficient.</p>	<p>It is important to provide equity of access to grade level curriculum to all students.</p>	<p>Literacy Coordinator &amp; Classroom Teachers</p> <p>Waikele teachers will:</p> <ul style="list-style-type: none"> <li>• administer the iReady Universal screener to all students 3x per year @ 95% participation</li> <li>• Implement Wonders reading curriculum to all students, including: <ul style="list-style-type: none"> <li>◦ ELL Wonders Small Group Guide</li> <li>◦ WonderWorks</li> </ul> </li> <li>• provide interventions to those students who fall below grade level proficiency</li> </ul>	<p>Universal Screener target: All: 63% SBA - 63%</p> <p>Performance on Wonders and/ or WonderWorks Assessments</p> <p>Rtl Progress Monitoring (documentation of HMTSS interventions)</p>	<p><input checked="" type="checkbox"/> WSF, \$19,000  <input checked="" type="checkbox"/> WSF, \$24,000  <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><b>Mathematics Proficiency</b></p> <p>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.</p> <p><i>Optional for PWCA Elem Academic Plan</i></p>	<p>It is important to provide equity of access to grade level curriculum to all students.</p>	<p>Math Coordinator &amp; Classroom Teachers</p> <p>Waikele teachers will:</p> <ul style="list-style-type: none"> <li>• administer the iReady Universal screener to all students 3x per year @ 95% participation</li> <li>• Implement iReady Classroom (an approved high quality math curriculum) to all students.</li> <li>• provide interventions to those students who fall below grade level proficiency</li> </ul>	<p>Universal Screener target: All - 65%</p> <p>SBA - 65%</p> <p>Progress Books - performance on iRCL</p> <p>Rtl Progress Monitoring (documentation of HMTSS interventions)</p>	<p><input checked="" type="checkbox"/> WSF, \$3,721  <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:__, \$</p>



<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>It is important to provide equity of access to grade level curriculum to all students.</p>	<p>LR, EL, and Classroom Teachers (SES)</p> <p>Waikele Elementary will provide effective supports and services to students identified as Special Education (LR), English Learners (EL), and economically disadvantaged through differentiated instruction:</p> <ul style="list-style-type: none"> <li>• LR - SDI (Specially Designed Instruction) and Teachtown</li> <li>• LR - ELA WonderWorks</li> <li>• LR - Ready Classroom - Prerequisite skills for Upcoming Instruction</li> <li>• EL - Sheltered Instruction and English as a Second Language /English Language Development (ESL/ELD)</li> <li>• ELL Wonders Small Group Guide</li> <li>• SES - Continue to implement learning from PD on differentiated instruction</li> </ul>	<p>Performance on assessments from high-needs subgroups: SBA &amp; Universal Screener's benchmark targets</p> <ul style="list-style-type: none"> <li>• ELA Proficiency LR: 14% → 30% EL: 36% → 45% SES: 52% → 60%</li> <li>• Math Proficiency LR: 14% → 30% EL: 32% → 40% SES: 40% → 50%</li> </ul> <p>WIDA ACCESS GTT 85%</p>	<p><input checked="" type="checkbox"/> WSF, \$18.600</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>
<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>It is important for students to engage in experiences that prepare for a successful transition from elementary to middle school.</p>	<p>Grade 6 Teachers, Counselor, EL Coordinator &amp; SSC</p> <p>Waikele Elementary will provide students with transitional opportunities:</p> <ul style="list-style-type: none"> <li>• LET for 6th graders to WIS Orientation</li> <li>• Counselors facilitate grade 6 students in creating personal transition plans</li> <li>• Individual transition meetings for LR students</li> <li>• EL academic, attendance, and behavioral recommendations for class placement</li> <li>• ELA and Math student achievement results and teacher recommendations for class placement</li> </ul>	<p>Achievement Data from the Intermediate</p> <p>Minutes from Transition meeting for selected students</p> <p>PTP Documentation</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>

<p>Implement evidence-based instructional practices in <b>project</b>-based learning (PBL) in multiple subject areas allowing students to experience 2 high quality PBL projects.</p> <p><i>Required for PWCA Elem Academic Plan</i></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>PBL Lead &amp; Classroom Teachers</p> <p>Waikele Elementary students will participate in two high-quality project-based learning projects and will engage in student exhibitions at the end of each project.</p> <p>All Waikele Elementary teachers will participate in the TBDDPSP through articulations focused on the refinement of the two high-quality project-based learning projects.</p>	<p>PBL Project Sharing</p> <p>Refinement of PBL project planner</p>	<p> <input checked="" type="checkbox"/> WSF \$25,000  <input checked="" type="checkbox"/> WSF, \$45,000  <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"/> Homeless, \$  <input type="checkbox"/> Grant: __, \$  <input type="checkbox"/> Other: __, \$         </p> <p><b>TOTAL = \$</b></p>
<p><b>Science Proficiency</b></p> <p>All students are proficient in science and those who are not proficient receive necessary and timely support to become proficient.</p>	<p>It is important to provide equity of access to grade level curriculum to all students.</p>	<p>Science Coordinator &amp; Classroom Teachers</p> <p>Waikele teachers will:</p> <ul style="list-style-type: none"> <li>Attend Complex PD with Bozeman Science to continue to revise the science curriculum by implementing the NGSS Inquiry Cycle</li> <li>Continue to implement differentiation strategies into the science curriculum to provide equity for all learners.</li> </ul>	<p>HSA benchmark targets - 68%</p> <ul style="list-style-type: none"> <li>Science Proficiency LR: 0% → 10% EL: 15% → 30% SES: 58% → 65%</li> </ul> <p>Progress books</p>	<p> <input 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: __, \$         </p>



★ 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> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i>  <b>and Name of Accountable Lead(s)</b> <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>Estimate the additional amount needed to execute the enabling activity.</i>
1.2.1. All students desire to and attend school regularly.  <i>Required for all schools.</i>	Regular school attendance is fundamental for academic success and personal development	Administration, Counselors, and Classroom Teachers  Waikele Elementary will continue to monitor the established attendance policy	% of active students regularly attending school (90% or more after OEC date)  Attendance follow-up logs	<input 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:__, \$
1.2.2. All students will be positive, contributing members of the global society.  <i>Required for all schools.</i>	It is important for all students to demonstrate positive behaviors at school so that they become contributing citizens of the global society	Counselors & Classroom Teachers  All students at Waikele Elementary will engage in Choose Love lessons (Tier 1-Rtl-B).  All students identified as needing additional support, will receive secondary and tertiary levels of behavior support and monitored through the established Rtl-B system.	SDQ Data  Rtl-B Progress Monitoring - HMTSS documentation	<input checked="" type="checkbox"/> WSF, \$25,000 <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:__, \$

<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>It is important for students to feel a strengthened sense of belonging, responsibility, excellence, aloha, total wellbeing and Hawai'i.</p>	<p style="text-align: right;">Classroom Teachers</p> <p>Waikele Elementary will continue to revisit and refine the GLO and Nā Hopena A'o connection.</p>	<p>GLO Reflections</p>	<p> <input 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:__, \$         </p>
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★ **GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.**

<b>Desired Outcome</b> <i>"What do we plan to accomplish?"</i>	<b>Root/ Contributing Cause</b> <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	<b>Enabling Activities</b> <i>"How will we achieve the desired outcome?"</i> <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress (Initial &amp; Intermediate Outcomes)</b> <i>"How will we know progress is being made?"</i>	<b>Anticipated Source of Funds</b> <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
<p>1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.</p> <p><i>Required for all schools.</i></p>	<p>It is important to provide opportunities for career exposure, exploration and experiences</p>	<p>Academy Pathway Lead &amp; Classroom Teachers</p> <p>Select students in Grades 3-6 will participate in the E Komo Mai School Ambassador Program.</p> <p>Waikele Elementary will create new community partnerships while supporting existing partnerships.</p>	<p>E Komo Mai Student Ambassador Roster</p> <p>Career &amp; College Fair Career Professionals Invitees &amp; Attendance</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>
<p><b>K-12 Alignment</b></p> <p>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.</p>	<p>It is important to provide opportunities for career exposure, exploration and experiences</p>	<p>Academy Pathway Lead &amp; Classroom Teachers</p> <p>All Waikele Elementary students will participate in Academy Pathways.</p> <p>Waikele Elementary will continue to participate in complex opportunities that support academies through career connected education.</p>	<p>% of students participating in Academy Pathways</p> <p>Description of Academy Pathway classes</p> <p>Complex academy minutes</p>	<p><input checked="" type="checkbox"/> WSF, \$25,000</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>



## 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> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i>  <b>and Name of Accountable Lead(s)</b> <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 to execute the enabling activity.</i>
2.1.2 Build capacity by strengthening instructional practices to support students in achieving the standards	To provide equity and increase proficiency for all students.	Administration  Provide teachers with professional development training to increase effectiveness through: <ul style="list-style-type: none"> <li>• Mentoring and Induction program (maintain 100% pairing with an instructional mentor)</li> <li>• use of 21 Hours</li> <li>• attending school, local, and national PDs</li> </ul>	Strategic Plan Metrics - I&M BT PLC Attendance records  Use of 21 hour documentation  PD presentation	<input checked="" type="checkbox"/> WSF, \$30,000 <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 Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i>  <b>and Name of Accountable Lead(s)</b> <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 to execute the enabling activity.</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>	It is important to have our community be active participants in the academic and personal growth of our students.	Administration  Waikele Elementary will continue to hold SCC meetings	SCC Waiver Requests	<input 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: __, \$

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


<b>Desired Outcome</b> <i>"What do we plan to accomplish?"</i>	<b>Root/ Contributing Cause</b> <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	<b>Enabling Activities</b> <i>"How will we achieve the desired outcome?"</i> <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress</b> <i>"How will we know progress is being made?"</i>	<b>Anticipated Source of Funds</b> <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
<p>Waikele Elementary will have opportunities for students to participate in curricular and co-curricular activities to better meet the needs of all students and support their learning and personal development</p>	<p>To promote holistic development, and inspire well-rounded students capable of thriving in various aspects of life.</p>	<p>21st Century Lead, EL Coordinator, &amp; NEHS Lead</p> <p>Waikele Elementary will provide opportunities for students to participate in curricular and co-curricular activities to better meet the needs of all students and support their learning and personal development</p> <ul style="list-style-type: none"> <li>• Music program (all)</li> <li>• National Elementary Honor Society (Grades 4-6)</li> <li>• Junior Police Officers (Grades 5-6)</li> <li>• EL Extended Learning Opportunities <ul style="list-style-type: none"> <li>◦ Before &amp; After School</li> <li>◦ Summer</li> </ul> </li> <li>• Offered through the Lowey 21st Century Community Learning Center Grant: <ul style="list-style-type: none"> <li>◦ Waikele Broadcasting</li> <li>◦ Intramurals: football, volleyball, basketball, track &amp; field</li> <li>◦ Waikele Dance</li> </ul> </li> </ul>	<p>Rosters of all co-curricular and curricular activities</p> <p>EL ELO Attendance and Assessment Data</p> <p>21st Century Attendance Data</p>	<p><input checked="" type="checkbox"/> WSF, \$25,000</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>



## APPENDIX A: SCHOOL BELL SCHEDULE

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

This section showcases [Waikele Elementary'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](#).

<b>Total student instructional hours per year</b> (Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)	1,086
<b>Did your school submit a SCC Waiver Request Form? Please explain.</b>	Yes, an SCC Waiver Request Form has been submitted. It was submitted on January 2025.
<b>Bell Schedule:</b>  Waikele Elementary Bell Schedule	

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

The Waialele 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: November 6, 2024

☒ 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: March 25, 2025

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

School Leadership Team

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 March 25, 2025

Attested:

Sheldon Oshio  
Typed name of school principal

  
Signature

4/4/25  
Date

Christine Laupola  
Typed name of SCC chairperson

  
Signature

4/4/25  
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:
None		

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

None
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