

Waiāhole Elementary Academic Plan SY 2025-2026

48-215 Waiāhole Valley Road Kāne'ohe, HI 96744
(808) 210-0500

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

Submitted by Po'okumu (Principal): Alexandra Obra

Alexandra Obra

4/15/25

Approved by Complex Area Superintendent: Sam Izumi

Sam Izumi

04/15/2025

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

VIABLE QUALITY CURRICULUM

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

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

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
K-2	Ready ▾	Ready ▾	Mauka-to-Makai PBL Units	Mauka-to-Makai PBL Units
3-6	Ready ▾	Ready ▾	Mauka-to-Makai PBL Units	Mauka-to-Makai PBL Units

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
Kindergarten	None	None	Mauka-to-Makai PBL Units	Mauka-to-Makai PBL Units
Grade 1	F & P & Lucy Caulkins	Struggly, Building Thinking Classrooms (BTC), and IXL	Mauka-to-Makai PBL Units	Mauka-to-Makai PBL Units
Grade 2	F & P	Struggly, BTC, and IXL	Mauka-to-Makai PBL Units	Mauka-to-Makai PBL Units
Grade 3	The Writing Revolution	Struggly, Do the Math, BTC, Mathematical Mindset, and IXL	Mauka-to-Makai PBL Units	Mauka-to-Makai PBL Units
Grade 4	F & P, Lucy Caulkins, NewsELA, Article-a-Day	Struggly, BTC, Mathematical Mindset, MSL Kits	Mauka-to-Makai PBL Units	Mauka-to-Makai PBL Units
Grade 5	The Writing Revolution, NewsELA	Struggly, Mathematical Mindset, MSL Kits, and IXL	Mauka-to-Makai PBL Units	Mauka-to-Makai PBL Units
Grade 6	The Writing Revolution, NewsELA	Mathematical Mindset, MSL Kits, Estimation 180 and IXL	Mauka-to-Makai PBL Units	Mauka-to-Makai PBL Units
Special Education	OG	MSL Kits		

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
K-6	I-Ready ▾	I-Ready ▾
K-3 & SpEd K-6	Really Great Reading ▾ (Phonics/Phonemic Awareness)	
K-2	Learning Without Tears ▾ (Handwriting)	
K-3 & SpEd K-6	Fly Leaf Decodeables ▾ (Decodeables)	
K-6	Benchmark Assessment System	
K-2		Assessing Math Concepts ▾
3-6		Listening to Learn ▾ & Fractional Reasoning

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:
- ☒ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: March 3-March 6, 2025

Type of Last Visit: Full Self-Study ▾

Year of Next Action: Not Applicable

Type of Next Action: Not Applicable ▾

Year of Next Self-Study:

Not Applicable

Please identify critical student learning needs and the root/contributing cause why these needs have been prioritized.

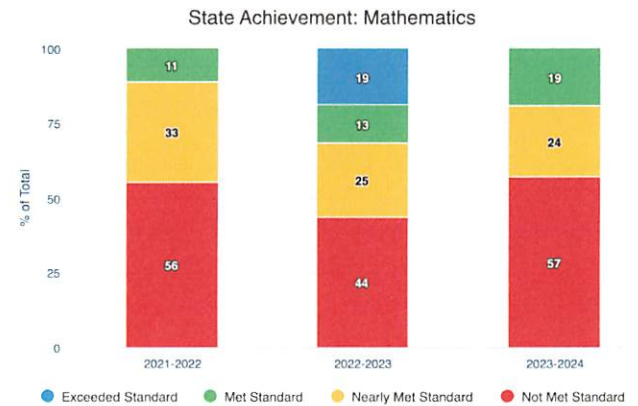
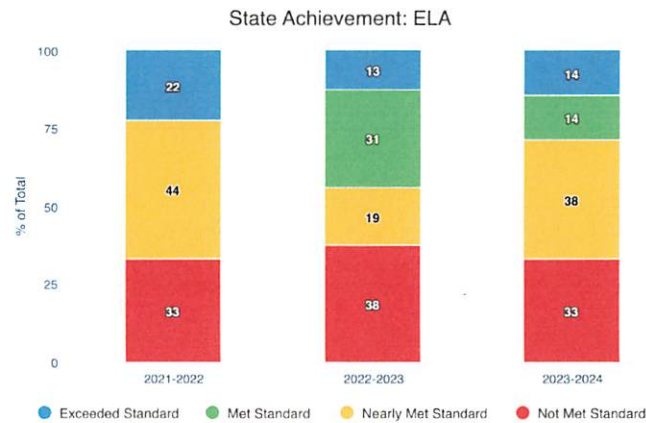
"What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?"

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

1	<p><u>Student Need:</u> Students have not made steady gains in ELA according to iReady and the Smarter Balanced Assessment.</p> <p><u>Root/Contributing Cause:</u></p> <ol style="list-style-type: none"> 1. Inconsistency across grade levels: curriculum, vocabulary, instructional strategies 2. Lack of progress monitoring
2	<p><u>Student Need:</u> Students have not made steady gains in math according to iReady and the Smarter Balanced Assessment.</p> <p><u>Root/Contributing Cause:</u></p> <ol style="list-style-type: none"> 1. Inconsistency across grade levels: curriculum, vocabulary, instructional strategies 2. Lack of emphasis on standards of mathematical practices (SMPs) and mathematical teaching practices (MTPs) 3. Lack of progress monitoring
3	<p><u>Student Need:</u> Male students (Native Hawaiian, Low SES, special education) are not performing academically and behaviorally up to their potential</p> <p><u>Root/Contributing Cause:</u></p> <ol style="list-style-type: none"> 1. Lack of natural opportunities to practice EF and SEL strategies 2. Integration and implementation of EF and SEL strategies throughout the day 3. Inconsistency across grade levels: curriculum, vocabulary, instructional strategies

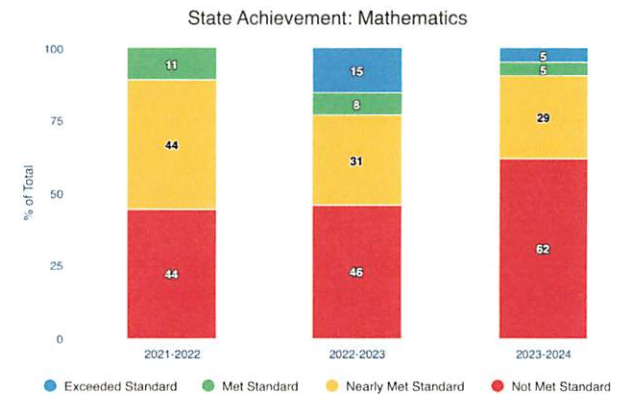
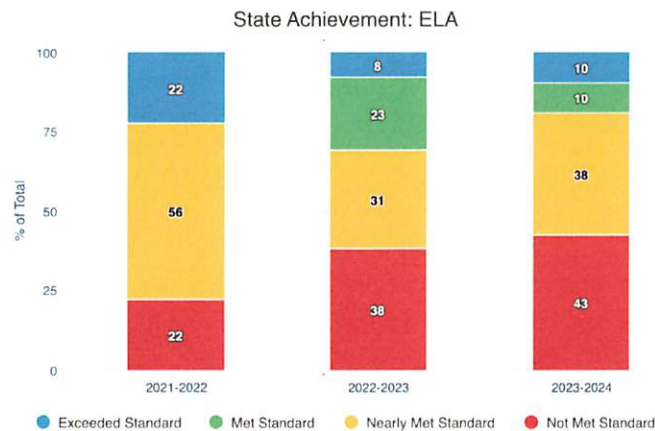
In order to address student subgroup(s) achievement gaps, please list the targeted subgroup(s) and their identified need(s). Enabling activities should address identified subgroup(s) and their needs.

1 **Targeted Subgroup:** Native Hawaiian



Identified Student Need(s):

2 **Targeted Subgroup:** Low SES



	Identified Student Need(s):																																								
3	Targeted Subgroup: IDEA/504 <div><div><p>State Achievement: ELA</p><table><tr><th>Year</th><th>Exceeded Standard</th><th>Met Standard</th><th>Nearly Met Standard</th><th>Not Met Standard</th></tr><tr><td>2021-2022</td><td>0</td><td>33</td><td>33</td><td>33</td></tr><tr><td>2022-2023</td><td>0</td><td>0</td><td>0</td><td>100</td></tr><tr><td>2023-2024</td><td>0</td><td>17</td><td>0</td><td>83</td></tr></table></div><div><p>State Achievement: Mathematics</p><table><tr><th>Year</th><th>Exceeded Standard</th><th>Met Standard</th><th>Nearly Met Standard</th><th>Not Met Standard</th></tr><tr><td>2021-2022</td><td>0</td><td>0</td><td>33</td><td>67</td></tr><tr><td>2022-2023</td><td>0</td><td>0</td><td>40</td><td>60</td></tr><tr><td>2023-2024</td><td>0</td><td>0</td><td>33</td><td>67</td></tr></table></div></div> Identified Student Need(s):	Year	Exceeded Standard	Met Standard	Nearly Met Standard	Not Met Standard	2021-2022	0	33	33	33	2022-2023	0	0	0	100	2023-2024	0	17	0	83	Year	Exceeded Standard	Met Standard	Nearly Met Standard	Not Met Standard	2021-2022	0	0	33	67	2022-2023	0	0	40	60	2023-2024	0	0	33	67
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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> Reference the Identified School Needs section.	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> Estimate the additional amount needed to execute the enabling activity.
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.	State of Hawai'i Act 210 (§302A-A) State Strategic Plan (Implementation Plan) - Desired Outcome 1.1.1 Department Action Item #1: Implement a new Kindergarten Readiness Assessment, including teacher resources and support (School Year (SY) 2023-24; SY2026-27 for Kaiapuni – Hawaiian immersion – students).	EA 1.1.1: All kindergarten students are assessed for social, emotional, and academic readiness. (SW6) Accountable Leads: <ul style="list-style-type: none"> Amanda Colburn, Kindergarten Kumu Alexandra Obra, Po'okumu 	Evidence - KEA assessment data (LEI Kūlia) - List of identified keiki at "emerging readiness" Outcomes Initial Outcome - 100% of kindergarten students will be assessed with the KEA within the first 30 days.	See Financial Plan for amounts: <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: NA

			<p>Intermediate Outcome:</p> <p>1) 100% of student profiles will be marked complete after testing sessions.</p> <p>2) Any keiki at “emerging readiness” who do not receive either EL or SpEd services will be identified as individuals potentially needing tiered support.</p>	
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<p>Reading Proficiency</p> <p>1.1.2. All students read proficiently by the end of <u>third</u> grade, and those who do not read proficiently <u>receive necessary and timely support</u> to become proficient.</p>	<p>Inconsistency across grade levels with curriculum, vocabulary, and instructional strategies.</p>	<p>EA 1.1.2a: K-2 and SpEd K-6 will do the following (<u>Student need & root cause #1</u>) (SW6)</p> <ul style="list-style-type: none"> • Use the FlyLeaf decodeable books for instruction. • Implement FlyLeaf decodeable assessments in place of the Benchmark Assessment System <p><u>Accountable Leads:</u></p> <ul style="list-style-type: none"> • K-2 Kumu • SpEd K-6 Kumu • Alexandra Obra, Po'okumu 	<p><u>Evidence</u></p> <p>- K-2 & SpEd K-6 Decodeable progress monitoring sheets</p> <p>- iReady ELA scores (Required by CK)</p> <p><u>Outcomes</u></p> <p>Initial Outcome - 100% of K-2 students will be assessed using FlyLeaf decodeables throughout the school year.</p> <p>Intermediate Outcome - There will be an increase in the amount of students making "typical growth" in ELA as evidenced by iReady data</p> <ul style="list-style-type: none"> - SpEd iReady data - EL iReady data - Native Hawaiian male students iReady data 	<p>See Financial Plan for amounts:</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 type="checkbox"/> SPPA <input type="checkbox"/> Homeless <input type="checkbox"/> Grant: <input type="checkbox"/> Other:
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		<p>EA 1.1.2b: PreK EOEL and PreK SpEd will use special words and special word games to help keiki learn letter names and letter sounds.</p> <ul style="list-style-type: none"> • Games can include, sorting words by letters, turning all their cards over, picking one and reading it, making a story from your words. Etc. <p><u>Accountable Leads:</u></p> <ul style="list-style-type: none"> • PreK EOEL & PreK SpEd • Alexandra Obra, Po'okumu 	<ul style="list-style-type: none"> - Low SES iReady data <p>EA 1.1.2b:</p> <ul style="list-style-type: none"> -Observational notes - Students work - Videos - TSG Checkpoints 	
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<p>Mathematics Proficiency</p> <p>1.1.3. All students are proficient in mathematics by the end of <u>fifth</u> grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient.</p>	<p>Inconsistency across grade levels with curriculum, vocabulary, and instructional strategies</p> <p>Lack of emphasis on Standards of Mathematical Practices (SMPs) and Mathematical Teaching Practices (MTP)</p>	<p>EA 1.1.3a: Kumu will use math data to inform planning, instruction and assessments: <u>(Student need & root cause #2) (SW6)</u></p> <ul style="list-style-type: none"> • K-2 & SpEd K-6 kumu will use Assessing Math Concepts (AMC) data to address student needs. • Grades 3-6 & SpEd K-6 kumu will use Listening to Learning (L2L) data to address student needs. (AMC on-going, L2L 3X a year) <p><u>Accountable Leads:</u></p> <ul style="list-style-type: none"> • K-6 Kumu • SpEd K-6 Kumu • Donna Kawasaki, Academic Coach • Alexandra Obra, Po'okumu 	<p><u>Evidence</u></p> <ul style="list-style-type: none"> - Keiki talk agendas/minutes - PLC agendas/minutes - AMC data - L2L data - iReady Math scores (Required by CK) <p><u>Outcomes</u></p> <p>Initial Outcome - 100% of students will be assessed with AMC (throughout the school year) and L2L (3X a year).</p> <p>Intermediate Outcome - - There will be an increase in the amount of students making "typical growth" in Math as evidenced by iReady data</p> <ul style="list-style-type: none"> - SpEd iReady data 	<p>See Financial Plan for amounts:</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 type="checkbox"/> SPPA <input type="checkbox"/> Homeless <input type="checkbox"/> Grant: <input type="checkbox"/> Other:
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		<p>EA 1.1.3b: PreK EOEL & PreK SpEd kumu will use quantity cards to play games like goldfish, war, memory, matching, etc. to help with learning to subitize, count and learn written numbers.</p> <p><u>Accountable Leads:</u></p> <ul style="list-style-type: none"> • PreK EOEL & PreK SpEd Kumu • Alexandra Obra, Po'okumu 	<ul style="list-style-type: none"> - EL iReady data - Native Hawaiian male student iReady data - Low SES iReady data <p><u>Evidence</u></p> <ul style="list-style-type: none"> -Observational notes - Videos - TSG Checkpoints 	
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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>Complex Area Plan: There is a need for K-12 alignment.</p> <p>State Strategic Plan (<u>Implementation Plan</u>) - Desired Outcome 1.1.4 Action Item #5: Expand support for students who are new to a school (e.g., transition centers), including English Learners, military-connected students and students with disabilities (SY2023-24).</p>	<p>EA1.1.4: All CK schools will:</p> <ul style="list-style-type: none"> • Participate in the CK EL Success Plan Design Team Meetings • Send appropriate staff to the required EL Success Plan trainings • Implement one high-leverage strategy for each CK EL Success Plan goal (SW5) (SW6) <p><u>Accountable Leads:</u></p> <ul style="list-style-type: none"> • Alexandra Obra, Po'okumu 	<p><u>Evidence</u> - Waiāhole EL Theory of Action Plan (Required CK doc)</p> <p><u>Outcomes</u></p> <p>Initial Outcome EL Theory of Action Plan will be aligned to our school's academic plan</p> <p>Intermediate Outcome We will implement our EL Theory of Action Plan.</p>	<p>See Financial Plan for amounts:</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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<p>1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.</p> <p>1.2.3. All students experience a Nā Hopena A'o environment for learning.</p> <p>1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.</p> <p>K-12 Alignment</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>Complex Area Plan: There is a need for clear transitions between and across schools.</p> <p>State Strategic Plan (Implementation Plan)</p> <p>- Desired Outcome</p> <p>1.3.1 All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities</p> <p>There is an absence of a developed and implemented K-12 academic and vision alignment in the Kahuku Complex.</p>	<p>EA 1.1.5: All CK schools will have a plan and/or matrix to document how they address their Complex Graduate Profile/Portrait.(SW6)</p> <ul style="list-style-type: none"> • Grades K-6 will implement electronic portfolios. • Grades 3 and 6 will implement student defenses. <p><u>Accountable Leads:</u></p> <ul style="list-style-type: none"> • K-6 Kumu • Donna Kawasaki, Academic Coach • Alexandra Obra, Po'okumu 	<p><u>Evidence</u></p> <p>- Castle Complex Matrix (Required CK doc)</p> <p>- Student electronic portfolios</p> <p><u>Outcomes</u></p> <p>Initial Outcome - The Castle Complex Matrix will be updated each semester.</p> <p>Intermediate Outcome - 1) 100% of K-6 students will have an electronic portfolio. 2) 100% of Grade 3 and Grade 6 students will participate in student defenses.</p>	<p>See Financial Plan for amounts:</p> <p><input checked="" 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 checked="" type="checkbox"/> Other: 'Āina-based funding</p>
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<p>Reading Proficiency 1.1.2. All students read proficiently by the end of <u>third</u> grade, and those who do not read proficiently <u>receive necessary and timely support</u> to become proficient.</p> <p>Mathematics Proficiency 1.1.3. All students are proficient in mathematics by the end of <u>fifth</u> grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient.</p>	<p>Complex Area Plan:</p> <ul style="list-style-type: none"> • There is a need for K-12 alignment. • There is a need for teacher articulation and collaboration to improve instructional practices across our schools. • There is a need to reflect on best practices and ways to improve so staff increase their effectiveness. <p>Lack of progress monitoring and accountability measures to track student progress and growth</p> <p>The school needs to refine and clarify the purpose of RtI (WASC Growth Area pg. 19 & 34)</p>	<p>EA 1: All CK schools implement an academic, attendance, and behavior (EF/SEL) RTI system that includes: <u>(Student need & root cause #1, #2 & #3) (SW6)</u></p> <ul style="list-style-type: none"> • Universal Screening (iReady) • Multi-Tiered Systems of Support • Progress Monitoring • Data-Based Decision Making <p>For K-6 Kumu:</p> <ul style="list-style-type: none"> • K-6 teachers have ELA/Math RtI blocks embedded into their daily schedules • Core team meetings will be held every 6 weeks to identify students who are not making progress and/or growth in attendance, behavior, ELA and math. • All Kumu K-6 who attend core team meetings will do the following: 1) have a progress monitoring sheet with data for the area(s) of concern(s), 2) have a list of interventions they have tried and 3) upload a student plan onto the Panorama platform. 	<p>Evidence</p> <ul style="list-style-type: none"> - K-6 ELA/math progress monitoring data sheets - Student Panorama Plans - Kumu ELA/Math Plans - Kumu Daily Schedules <p>Outcomes</p> <p>Initial Outcome -</p> <ol style="list-style-type: none"> 1) 100% of kumu will have an ELA/Math RtI block in their daily schedule 2) 100% of teachers who participate in core team meetings will have <ul style="list-style-type: none"> - a) Progress monitoring sheets for the area of concern, 	<p>See Financial Plan for amounts:</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 type="checkbox"/> SPPA <input type="checkbox"/> Homeless <input type="checkbox"/> Grant: <input type="checkbox"/> Other:
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		<p>For Grades 3-6, continue to refine math RtI process:</p> <ul style="list-style-type: none"> • Kumu will include pre-requisite skills in their math plans • Kumu will implement math assessments aligned to pre-requisite skills. • Kumu will identify instructional strategies being implemented. <p><u>Accountable Leads:</u></p> <ul style="list-style-type: none"> • K-6 Kumu • SpEd K-6 Kumu • Donna Kawasaki, Academic Coach • Erika Lerro, Counselor 	<ul style="list-style-type: none"> - b) List of interventions tried and - c) A student plan in Panorama. <p>Intermediate Outcome</p> <p>1) 100% of kumu will have pre-requisite skills in their math plans.</p> <p>2) 100% of kumu will have assessments for pre-requisite skills and</p> <p>3) 100% of kumu will identify instructional strategies and address it in their plans.</p> <p>4) 100% of kumu will have math progress monitoring forms.</p>	
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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? Reference the Identified School Needs section.</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?" Estimate the additional amount needed to execute the enabling activity.</i>
<p>1.2.1. All students desire to and attend school regularly.</p>	<p>§302A-1132 Attendance Compulsory Law</p>	<p>EA 1.2.1a - Implement school attendance procedures</p> <ul style="list-style-type: none"> Follow attendance flowchart Reward classes with 10 days of 100% attendance and announce at morning assembly Randomly select 2-3 students each morning who are present and on time to receive rewards <p>EA 1.2.1b - Work with School Social Worker to address chronic absenteeism</p> <p><u>Accountable Leads:</u></p> <ul style="list-style-type: none"> Erika Lerro, School Counselor Alexandra Obra, Po'okumu 	<p><u>Evidence</u> Attendance data (daily, monthly, quarterly)</p> <p><u>Outcomes</u></p> <p>Initial Outcome - We will communicate our attendance flowchart to 100% of our families at the beginning of the school year as well as semesterly.</p> <p>Intermediate Outcome - We will strive to have a daily attendance rate of 95%.</p>	<p>See Financial Plan for amounts:</p> <p><input checked="" 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>1.2.2. All students demonstrate positive behaviors at school.</p>	<p>Lack of natural opportunities to practice EF and SEL strategies</p> <p>Lack of integration and implementation of EF and SEL strategies throughout the day</p>	<p>EA 1.2.2: Implement whole-school centers or collaborative games (Student need & root cause #3) (SW6)</p> <ul style="list-style-type: none"> • PreK EOEL, PreK SpEd, and K-6 teachers will develop and implement an SEL/EF classroom plan. • Implement mini lessons to be taught before engaging in centers/collaborative games • Identify common school-wide processes for conflict resolution and calm down strategies. <p><u>Accountable Leads:</u></p> <ul style="list-style-type: none"> • Erika Lerro, School Counselor • EF & SEL Committee • PreK EOEL & PreK SpEd Kumu & K-6 Kumu • Alexandra Obra, Po'okumu 	<p><u>Evidence</u></p> <ul style="list-style-type: none"> - Kumu observational notes - Panorama SEL student data/plans - Teacher SEL/EF plan - School-wide conflict resolution and calm down posters <p><u>Outcomes</u></p> <p>Initial Outcome -</p> <p>1) 100% of students will be taught SEL/EF skills once a week by kumu and once a week by the counselor.</p> <p>2) 100% of our keiki will be provided with authentic practice opportunities once a week.</p>	<p>See Financial Plan for amounts:</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 type="checkbox"/> SPPA <input type="checkbox"/> Homeless <input type="checkbox"/> Grant: <input type="checkbox"/> Other:
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			<p>2) 100% of kumu and staff will use common processes and language for conflict resolution and calm down strategies.</p> <p>Intermediate Outcome - Keiki will increase self-management and emotion regulation by 2% from August 2025 to May 2026 as measured by Panorama.</p>	
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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? Reference the Identified School Needs section.</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 to execute the enabling activity.</i>
To strengthen teacher Tier 1 practices and to vertically align math instructional strategies K-6.	<p>Students consistently do not meet proficiency for iReady math and the state benchmarks for math proficiency on the Smarter Balanced Assessment.</p> <p>There is a need to fortify K-6 Tier 1 practices (WASC Growth Area, pg. 34).</p>	<p>EA1: K-6 & SpEd K-6 kumu will participate in a weekly vertical PLC focused on math: (Student need & root cause #2):</p> <p><u>PLC Review of Student Data & Instructional Strategies</u></p> <ul style="list-style-type: none"> Review math instructional minutes K-6 and make team agreements (i.e., what does a math block look like?) Review math student data Track progress monitoring for math outs 	<p><u>Evidence</u></p> <ul style="list-style-type: none"> PLC agendas/minutes Student math data Kumu reflections Progress monitoring data <p><u>Outcomes</u></p> <p>Initial Outcome - 100% of kumu (K-6 & SpEd K-6) will</p>	<p>See Financial Plan for amounts:</p> <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 type="checkbox"/> Other:

		<ul style="list-style-type: none"> Collaborate around instructional strategies for math <p>EA 2: For K-6 & SpEd K-6 Kumu - Create and implement a reflective process for kumu to learn and effectively embed mathematical teaching practices and standards of mathematical practices in daily instruction during professional learning communities (PLCs). (Student need & root cause #2):</p> <p><u>Teacher Reflective Process for PLCs:</u></p> <ul style="list-style-type: none"> PLCs will focus on 1-2 MTPs and SMPs K-6 Kumu will Identify the kumu moves and the haumāna actions (MTPs/SMPs) Kumu will observe and/or implement the MTPs and be observed Kumu will review observation data and reflect Kumu will Identify next steps based on feedback from observations <p><u>Accountable Leads:</u></p> <ul style="list-style-type: none"> K-6 Kumu SpEd K-6 Kumu 	<p>participate in weekly PLCs.</p> <p>Intermediate Outcome - 100% of kumu (K-6 & SpEd K-6) will participate in a reflective process which will:</p> <p>a) Focus on 1-2 MTPs/SMPs,</p> <p>b) Identify kumu moves and haumāna actions,</p> <p>c) Participate in math peer observations quarterly</p> <p>d) Reflect on observation data and</p> <p>e) Identify the # of keiki who are proficient or who have met the math outs for each grade level</p>	
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		<ul style="list-style-type: none">• Donna Kawasaki, Academic Coach		
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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> Reference the Identified School Needs section.	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> Estimate the additional amount needed to execute the enabling activity.
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.	Hawai'i Revised Statutes Section §302A-1124 Mandate to initiate school community councils	EA 3.3.1: All schools post their SCC Meeting agendas and minutes (separate docs) to their school's website for each SCC Meeting. <u>Accountable Leads:</u> <ul style="list-style-type: none">Alexandra Obra, Po'okumu	<u>Evidence</u> - Agendas and minutes posted to the school website - SCC Self-Evaluation Survey <u>Outcomes</u> Initial Outcome - 100% of SCC agendas/minutes will be posted on our school's website.	See Financial Plan for amounts: <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:

			Intermediate Outcome - The SCC Self-Evaluation survey will be completed at the beginning of the school year as well as at the end of the year.	
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★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this? Reference the Identified School Needs section.</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 to execute the enabling activity.</i>
<p>To engage our 'ohana and community in our Mauka-to-Makai Project Based Units PreK through Grade 6.</p>	<p>Lack of on-going opportunities for 'ohana to actively engage and be aware of their keiki's educational journey (WASC Growth Area)</p>	<p>EA1 - Teachers will embed opportunities for 'ohana to be included and participate in our PreK through Grade 6 Mauka-to-Makai PBL units</p> <p>EA2 - Provide quarterly 'ohana nights</p> <ul style="list-style-type: none"> • Literacy • School-wide Science Fair • Student PBL Hō'ike <p>Accountable Leads:</p> <ul style="list-style-type: none"> • PreK EOEL & PreK SpEd Kumu • Grade K- Grade 6 Nā Kumu • 'Ohana Engagement Committee • Selena Mobbs, Librarian • Alexandra Obra, Po'okumu 	<p>Evidence</p> <ul style="list-style-type: none"> - Teacher PBL Plans - Learning Journey - Sign-in sheets - Feedback forms <p>Outcomes</p> <p>Intermediate Outcome - Kumu will survey 'ohana after events/activities to get feedback.</p>	<p>See Financial Plan for amounts:</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 type="checkbox"/> SPPA <input type="checkbox"/> Homeless <input type="checkbox"/> Grant: <input checked="" type="checkbox"/> Other: 'Āina-Based Funding

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 **Waiāhole's 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*)

1107 student instructional hours

Did your school submit a SCC Waiver Request Form? Please explain.

Yes

Bell Schedule: [SY 25-26 Waiāhole Bell Schedule](#)