

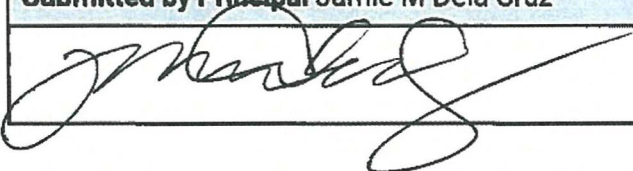
Waimānalo Elementary & Intermediate School

Academic Plan

SY 2025-2026

41-1330 KALANIANA'OLE HIGHWAY
WAIMĀNALO, HAWAI'I 96795
808-509-1100
[HTTPS://WAIMANALOSCHOOL.ORG/](https://waimanaloschool.org/)

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

Submitted by Principal Jamie M Dela Cruz	
	April 5, 2025

Approved by Complex Area Superintendent Lanelle Hibbs	
	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-5	'23 Wonders ▾	ORIGO Stepping Stones 2.0 ▾	Amplify Science	Studies Weekly
6	'21 SpringBoard ▾	6-8 Kendall Hunt's Illustrative Mathe... ▾	Amplify Science	Traverse
7	'21 SpringBoard ▾	6-8 Kendall Hunt's Illustrative Mathe... ▾	Amplify Science	Bess Press/Teacher Resources
8	'21 SpringBoard ▾	6-8 Kendall Hunt's Illustrative Mathe... ▾	Amplify Science	Traverse

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
K-2	Equipped for Reading Success/Heggerty/UFLI			
3-5	Phonics for Reading, REWARDS Intermediate, iReady Toolkit, iReady Lesson Path, and some classes use supplementary resources like Lucy Calkins Units of Study/Writing, Read 180	iReady Lesson Path and some classes use teacher-created supplementary supports for Operations, Fractions, Time, Measurement, and Word Problems	Supplementary Educational Videos to support and scaffold Science GVC	
6-8 RTI/WIN	REWARDS Secondary, Read Naturally, Read 180			Teacher-created resources

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	KEA ▾	Teacher Created ▾
K-8	I-Ready ▾ , Oral Reading Fluency for grades 1-8 (DIBELS/Wonders)	I-Ready ▾
Kindergarten	Other: ESGI ▾	Other: ESGI ▾

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: [Waimanalo 327 CNA](#) SW 1, SW2
- ☑ Other current assessment/self-study report: [WASC Self-Study](#)
- ☑ Current Western Association of Schools and Colleges (WASC) report: [WASC 24-25](#)
- ☑ ESSA School Report Card <https://essa.hidoedata.org/schools/327>

Year of Last Visit: November 27 - 30, 2023]

Type of Last Visit: Full Self-Study -

Year of Next Action: 2025-2026

Type of Next Action:
Progress Report & Visit -

Year of Next

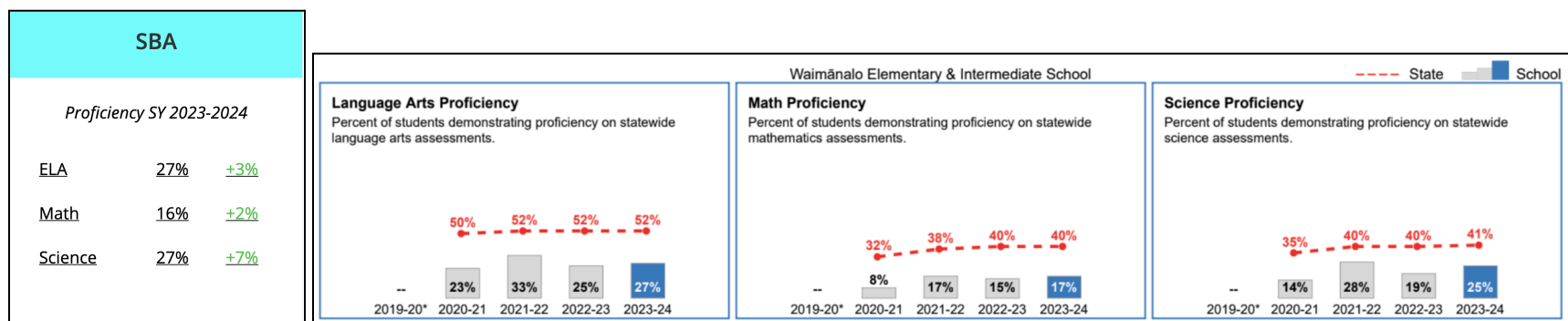
Self-Study:
2026

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

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

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

1 **Student Need:** Low SBA Scores in English Language Arts and Mathematics with special attention to subgroups.

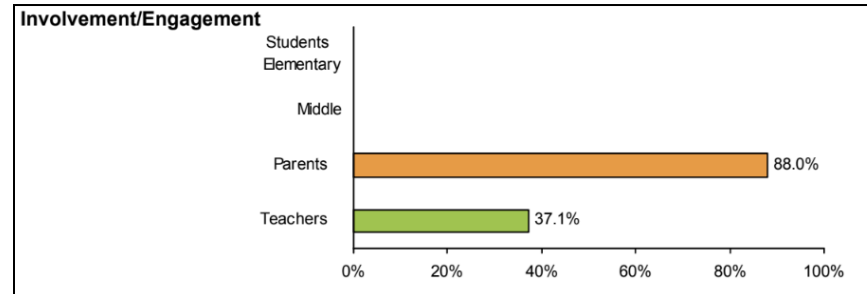


Root/Contributing Cause:

- a. Inconsistent focus and monitoring of the implementation of the Guaranteed Viable Curriculum (GVC)

- b. Unclear understanding and inconsistent application of common Tier 1 practices, including formative assessment to make instructional decisions
- c. Lack of rigorous, high-engagement, standards-based lessons
- d. Lack of data-driven decision-making to address the unique and diverse needs of the student population, including students who require specially designed instruction (SDI)

2 **Student Need:** School Climate

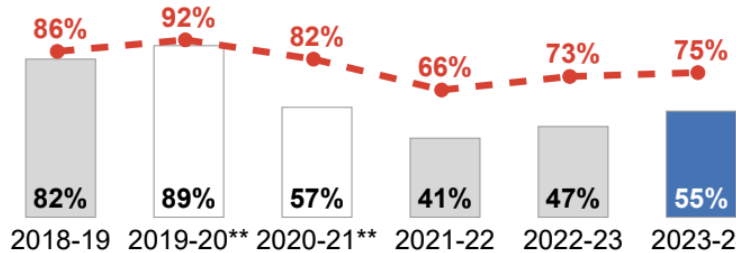


Root/Contributing Cause:

- a. Minimal shared leadership that empowers teachers to serve as teacher leaders and leaders of professional learning
- b. Minimal exploratory opportunities (co-curricular, extended learning) for students to engage them and prepare them for career pathways

Student Need: Whole Child Education**Regular Attendance**

Percent of students attending 90% of instructional days.



** Due to the pandemic, 2019-20 attendance is based on the first three quarters and 2020-21 was mostly online.

Data is unavailable for charter schools before 2023-24.

Sense of Belonging

3-12 Student SEL Self-Assessment - Grades 3-5

1

61%



60th-79th percentile

▼ 2

3-12 Student SEL Self-Assessment - Grades 6-12

1

54%



40th-59th percentile

▼ 3

Supportive Relationships

3-12 Student SEL Self-Assessment - Grades 3-5

1

93%



0

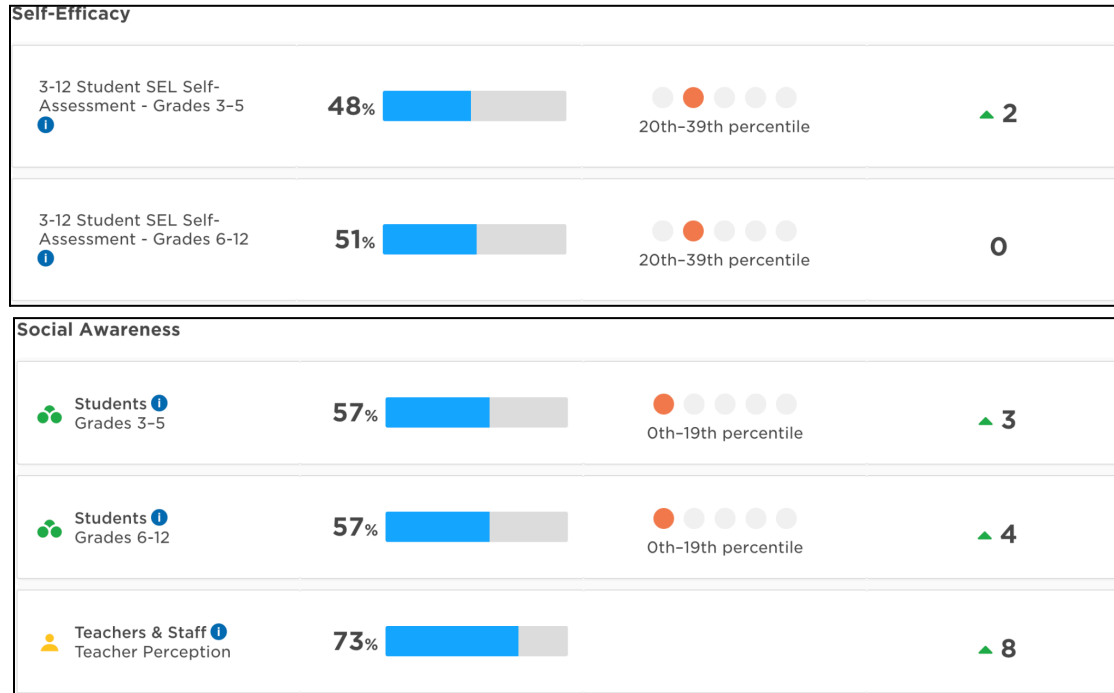
3-12 Student SEL Self-Assessment - Grades 6-12

1

79%



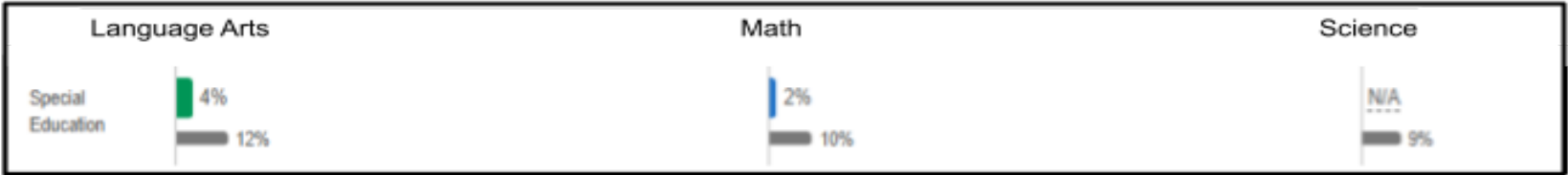
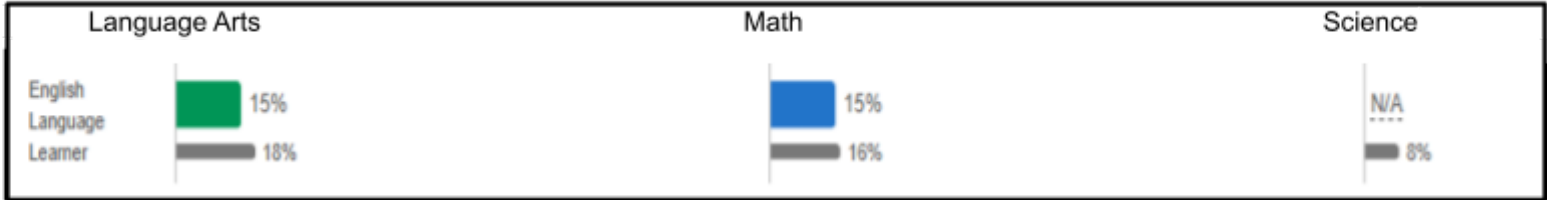
▼ 6



Root/Contributing Cause:

- Minimal cultural and co-curricular student activities in and outside of the classroom
- Some established advocates/trusted adults for students, but this is not yet available for every student
- Inconsistent attendance
- Lack of consistency in SEL curriculum instruction and programs

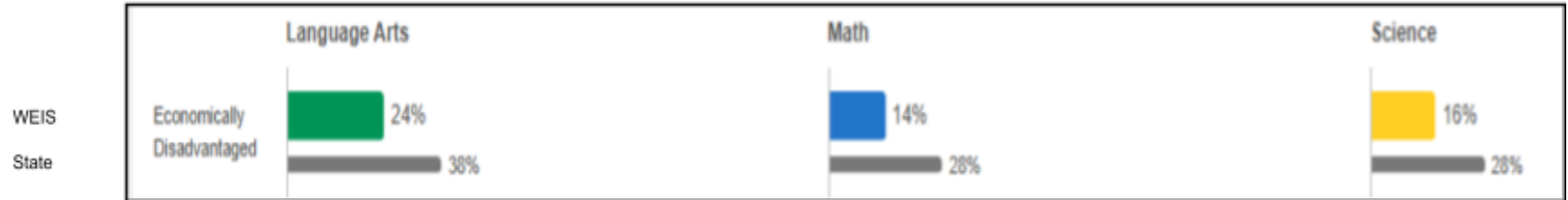
In order to address student subgroup(s) achievement gaps, please list the targeted subgroup(s) and their identified need(s). Enabling activities should address identified subgroup(s) and their needs.

1	<p>Targeted Subgroup: Special Education This chart illustrates SBA scores for this subgroup in language arts, mathematics and science percentages of students meeting and exceeding standards for SY 23/24.</p>  <p>Identified Student Need(s):</p> <ul style="list-style-type: none"> a. Tiered support through “What I Need” (WIN) b. Specially Designed Instruction (SDI) c. Inclusive Practices d. Engaging Instruction
2	<p>Targeted Subgroup: English Learner This chart illustrates SBA scores for this subgroup in language arts, mathematics and science percentages of students meeting and exceeding standards for SY 23/24.</p>  <p>Identified Student Need(s):</p> <ul style="list-style-type: none"> a. Targeted, engaging, and rigorous instruction b. Tiered Supports through WIN c. Investment in EL strategies best practices

3

Targeted Subgroup: Economically Disadvantaged

This chart illustrates SBA scores for this subgroup in language arts, mathematics and science percentages of students meeting and exceeding standards for SY 23/24.



Identified Student Need(s):

- a. Targeted and Tiered Instruction
- b. Targeted and Tiered Supports



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> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>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.	<ul style="list-style-type: none"> - WASC Major Student Learning Needs #2 & 4 - WASC Critical Area for Follow-Up #2 - Student Need 1d 	<p>EA 1.1.1.1 Kindergarten teachers will administer the Kindergarten Entrance Assessment (KEA) at the start of the school year to make data-driven decisions for instruction and provide opportunities for students to develop foundational skills.</p> <p>Accountable Lead: Kindergarten Learning Team</p>	<ul style="list-style-type: none"> - KEA Completion Reports - Intervention Plans documented in Panorama 	<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: __

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.	- WASC Major Student Learning Need #3 - Student Need 1a	EA.1.1.2.1 Implement standards-based instruction to include the Guaranteed Viable Curriculum (GVC) as indicated by the grade level Curriculum Map/Pacing Guide. Elementary and English teachers will utilize the refined Hawai'i Common Core Standards for English Language Arts to guide lesson planning and assessment. (CS Pillar 1: Individualized, integrated student supports) Accountable Lead: Academic Coach	- Learning Walks - Updated Curriculum Maps and Pacing Guides - Learning Team minutes - Data Teams templates - Intervention Plans documented in Panorama - Universal screening (i-Ready) and intervention exit data - Report Card Data - Quarterly Common Assessments	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I (STB \$100,000) <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:__, \$
	- WASC Major Student Learning Need #1 - Student Needs 1b & 1c	EA 1.1.2.2 Implement effective Tier 1 instructional practices: - explicit instruction in foundational reading skills - engagement (e.g., WICOR strategies, Collaborative Conversations) - formative assessment practices (use of learning targets and success criteria, rubrics, exemplars) - standards-based assessment and grading Accountable Lead: Academic Coach		
	- WASC Major Student Learning Needs #4 & 5 - WASC Critical Area for Follow-Up #2 - Student Need 1d	EA 1.1.2.3 Teachers will use the Data Teams process to analyze formative and summative student data to make data-driven decisions for: - enrichment - acceleration - remediation Accountable Lead: Grade Level Chair/Department Heads		

	<ul style="list-style-type: none"> - WASC Critical Area for Follow-Up #4 - Student Need 1c 	<p>EA 1.1.2.4 Teachers will build their understanding of the progression of the standards and vertically align their academic expectations by sharing student work and common lesson plans/assessments with their Departments and making adjustments as needed.</p> <p>Accountable Lead: Grade Level Chair/Department Heads</p>		
	<ul style="list-style-type: none"> - Student Need 1c 	<p>EA 1.1.2.5 All teachers implement the close reading process to increase reading comprehension across content areas (PIP).</p> <p>Accountable Lead: Instructional Leadership Team (ILT)</p>		
	<ul style="list-style-type: none"> - WASC Major Student Learning Need #2 - WASC Critical Area for Follow-Up #2 - Student Need 1d 	<p>EA 1.1.2.6 Provide tiered interventions to support students who need additional reading support (WIN).</p> <p>Accountable Lead: HMTSS Coordinator</p>		
	<ul style="list-style-type: none"> - WASC Major Student Learning Need #2 - WASC Critical Area for Follow-Up #2 	<p>EA 1.1.2.7 Provide extended learning opportunities through Summer Hub to address gaps in reading. How are the extended learning opportunities closing the gaps in reading?(CS Pillar 2: Expanded, enriched learning times)</p> <p>Accountable Lead: HMTSS Coordinator</p>		

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.	- WASC Major Student Learning Need #3 - Student Need 1a	EA 1.1.3.1 Implement standards-based instruction to include the Guaranteed Viable Curriculum (GVC) as indicated by the grade level Curriculum Map/Pacing Guide. Accountable Lead: Academic Coach	- Learning Walks - Updated Curriculum Maps and Pacing Guides - Learning Team minutes - Data Teams templates - Intervention Plans documented in Panorama - Universal screening and intervention exit data - Report Card Data - Quarterly Common Assessments	<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:__, \$
	- WASC Major Student Learning Need #1 - Student Needs 1b & 1c	EA 1.1.3.2 Implement effective Tier 1 instructional practices: - engagement (e.g., WICOR strategies, Building Thinking Classrooms) - formative assessment practices (use of learning targets and success criteria, rubrics, exemplars) - standards-based assessment and grading Accountable Lead: Academic Coach		
	- WASC Major Student Learning Needs #4 & 5 - WASC Critical Area for Follow-Up #2 - Student Need 1d	EA 1.1.3.3 Teachers will use the Data Teams process to analyze formative and summative student data to make data-driven decisions for: - enrichment - acceleration - remediation Accountable Lead: Grade Level Chair/Department Heads		

	- Student Need 1c	EA 1.1.3.4 Teachers will build their understanding of the progression of the standards and vertically align their academic expectations by sharing student work and common lesson plans/assessments with their Departments and making adjustments as needed. Accountable Lead: Grade Level Chair/Department Heads		
	- WASC Major Student Learning Need #2 - WASC Critical Area for Follow-Up #2 - Student Need 1d	EA.1.1.3.5 Provide tiered interventions to support students who need additional math support (WIN). Accountable Lead: HMTSS Coordinator		
	- WASC Major Student Learning Need #2 - WASC Critical Area for Follow-Up #2	EA 1.1.3.6 Provide extended learning opportunities through Summer Hub to address gaps in math. (CS Pillar 2: Expanded, enriched learning times) Accountable Lead: HMTSS Coordinator		
1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. <i>Required for all schools.</i>	- WASC Major Student Learning Needs #2 & 4 - WASC Critical Area for Follow-Up #2 - Student Need 1d	EA 1.1.4.1 Analyze and use data to make data-driven decisions in the academic domain: - Universal screener (Who needs support?) - Diagnostic assessments (What supports are needed?) - Progress monitoring (Is the intervention working? What are the next steps?) Document intervention plans and actions taken in Panorama Accountable Lead: HMTSS Coordinator	- Learning Team (ADT) minutes - Intervention Plans documented in Panorama - Universal screening and intervention exit data - Student Focused Team (SFT) and Peer Review minutes and 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:__, \$

	<ul style="list-style-type: none"> - WASC Major Student Learning Needs #2 & 4 - WASC Critical Area for Follow-Up #2 - Student Need 1d SW1	EA 1.1.4.2 Analyze and use data to make data-driven decisions in academics for IDEA students: <ul style="list-style-type: none"> - Documented Specially Designed Instruction (SDI) - Progress monitoring (Is the intervention working? What are the next steps?) Accountable Lead: SPED Department Head		
	<ul style="list-style-type: none"> - Student Need 1d SW6	EA 1.1.4.3 Enhance systems and structures by having a team of educators that participates in the EL Success Initiative (English Learner Leadership Team and Design Team) to support the teaching of language and content in tandem through professional learning opportunities (i.e., Building the Base; PL series for Administrators) to close the achievement gap for all of our EL students. <p>Accountable Lead: EL Coordinator</p>		
1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school. <p><i>Required for all schools.</i></p>	<ul style="list-style-type: none"> - WASC Critical Area for Follow-Up #3 SW5	EA 1.1.5.1 Plan and conduct student transition days for critical points for students entering Waimanalo School (i.e., 5th to 6th grade, incoming 7th graders). <p>Accountable Lead: Student Activities Coordinator (SAC)</p>	<ul style="list-style-type: none"> - Learning Team minutes - Event Planning Meeting Minutes - Increase in favorable scores on Panorama (e.g., Sense of Belonging) 	<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:__, \$
	<ul style="list-style-type: none"> - WASC Critical Area for Follow-Up #3 	EA 1.1.5.2 Plan and conduct student transition days for critical points for 8th grade students (i.e., 8th KHS Fly Up Day/8th Grade Promotion Ceremony). <p>Accountable Lead: 8th Grade Learning Team</p>		

	<ul style="list-style-type: none"> - WASC Critical Area for Follow-Up #3 - Student Need 3b 	<p>EA 1.1.5.3 Develop a teaming structure embedded in Learning Teams where each grade-level team has a set of consistent, agreed-upon practices/routines, and every student has an adult advocate/trusted adult to support transitions and social-emotional needs.</p> <p>Accountable Lead: HMTSS Coordinator</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> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>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><i>Required for all schools.</i></p>	<ul style="list-style-type: none"> - WASC Major Student Learning Need #2 - WASC Critical Area for Follow-Up #2 - Student Need 3c 	<p>EA 1.2.1.1 Analyze and use data to make data-driven decisions for attendance:</p> <ul style="list-style-type: none"> - Universal screener (Who needs support? What supports?) - Progress monitoring (Is the intervention working? What are the next steps?) <p>Document intervention plans and actions taken in Panorama</p> <p>Accountable Lead: HMTSS Attendance Lead</p>	<ul style="list-style-type: none"> - Learning Team minutes - Intervention Plans documented in Panorama - Universal screening (attendance) and intervention exit data - Student Focused Team (SFT) and Peer Review minutes and data - Increase in favorable scores on Panorama (e.g., Sense of Belonging, Supportive Relationships) - Attendance Rate & Chronic Absenteeism Rate 	<ul style="list-style-type: none"> <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:__, \$
	<ul style="list-style-type: none"> - Student Need 3c 	<p>EA 1.2.1.2 Develop promotional campaigns for students and families that communicate the importance of regular attendance. Continue use of Everyday Labs to reach out to parents (nudges, letters, etc.)</p> <p>Accountable Lead: HMTSS Attendance Lead</p>		
	<ul style="list-style-type: none"> - WASC Major Student Learning Need #2 - WASC Critical Area 	<p>EA 1.2.1.3 Provide tiered interventions to support students who need additional attendance support.</p>		

	for Follow-Up #2 - Student Need 3c	Accountable Lead: HMTSS Attendance Lead		
1.2.2. All students demonstrate positive behaviors at school. <i>Required for all schools.</i>	- WASC Major Student Learning Need #2 - WASC Critical Area for Follow-Up #2 & 3	EA 1.2.2.1 Analyze and use data to make data-driven decisions in the behavior domain: - Universal screener (Who needs support? What supports are needed?) - Progress monitoring (Is the intervention working? What are the next steps?) Document intervention plans and actions taken in Panorama Accountable Lead: HMTSS Behavior Lead	- Learning Team minutes - Intervention Plans documented in Panorama - Universal screening (SRSS-IE) and intervention exit data - Student Focused Team (SFT) and Peer Review minutes and data - Reduction of Office Disciplinary Referrals (ODRs) - Reduction of Reset Room Usage - PBIS Rewards Data - Tiered Fidelity Inventory and PBIS Team Implementation Checklist - School Quality Survey: Safety (Student, Parent, Teacher)	<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: __, \$
	- WASC Critical Area for Follow-Up #2 & 3	EA 1.2.2.2 Refine the schoolwide PBIS system, including Setting Limits, to include: - Clear communication and teaching of schoolwide and classroom behavioral expectations, - Acknowledgment of positive behavior and rewards to reinforce positive behavior, - Enforcement of rules with logical consequences designed to teach, and - Additional opportunities for students who need more time and practice to learn expectations. Accountable Lead: HMTSS Coordinator		
	- WASC Major Student Learning Need #2 - WASC Critical Area for Follow-Up #2 & 3	EA 1.2.2.3 Provide tiered interventions to support students who need additional behavioral support. Accountable Lead: HMTSS Behavior Lead		

<p>1.2.3. All students experience a Nā Hopena A'o environment for learning.</p> <p><i>Required for all schools.</i></p>	<ul style="list-style-type: none"> - WASC Major Student Learning Needs #2 & 7 - WASC Critical Area for Follow-Up #2 - Student Need 3d 	<p>EA 1.2.3.1 Analyze and use data to make data-driven decisions in the social-emotional domain:</p> <ul style="list-style-type: none"> - Universal screener (Who needs support? What supports are needed?) - Progress monitoring (Is the intervention working? What are the next steps?) <p>Document intervention plans and actions taken in Panorama</p> <p>Accountable Lead: HMTSS SEL Lead</p>	<ul style="list-style-type: none"> - Learning Team minutes - Intervention Plans documented in Panorama - Universal screening (Panorama) and intervention exit data - Student Focused Team (SFT) and Peer Review minutes - Increase in favorable scores on Panorama (e.g., Perseverance, Self-Efficacy, Growth Mindset, Self Management, Social Awareness, Emotional Regulation) 	<ul style="list-style-type: none"> <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:__, \$
	<ul style="list-style-type: none"> - WASC Major Student Learning Need #7 - WASC Critical Area for Follow-Up #2 - Student Need 3d 	<p>EA 1.2.3.2 Deliver instruction to students in SEL frameworks such as Choose Love Movement and/or Foundations of Aloha.</p> <p>Accountable Lead: HMTSS SEL Lead</p>		
	<ul style="list-style-type: none"> - Student Need 3a 	<p>EA 1.2.3.3 Strengthen community partnerships to implement opportunities for all students to experience Nā Hopena A'o values.</p> <p>(CS Pillar 4: Collaborative leadership)</p> <p>Accountable Lead: Academic Coach + Community Schools Coordinator</p>		
	<ul style="list-style-type: none"> - WASC Major Student Learning Needs #2 & 7 - WASC Critical Area for Follow-Up #2 - Student Need 3d 	<p>EA 1.2.3.4 Provide tiered interventions to support students who need additional social-emotional support.</p> <p>Accountable Lead: HMTSS SEL Lead</p>		

★ **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> <i>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?"</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>- Student Needs 2b & 3a</p> <p>SW6</p>	<p>EA 1.3.1.1 Provide opportunities and experiences for PreK-8 students to increase their knowledge about various career options and pathways with community partners:</p> <ul style="list-style-type: none"> - Implement Career Day - Implement College and Career Fair/Family Night - Include PreK-8 students in community service civic opportunities, which may include 'Āina-based community service. <p>(CS Pillar 2: Expanded, enriched learning times) (CS Pillar 4: Collaborative leadership)</p> <p>Accountable Lead: AVID Coordinators + Community School Coordinator</p>	<ul style="list-style-type: none"> - Event Sign-ins - Planning Meeting Minutes -Photos 	<ul style="list-style-type: none"> <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:__, \$

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.	- Student Needs 2b & 3a	EA 1.3.2.1 Each teacher will participate in PBL Works Overview training, then plan for, implement, and reflect on at least one milestone for a Project-Based Learning project with the support of complex area resource teachers. Accountable Lead: Academic Coach	- PBL Units - Updated Curriculum Maps and Pacing Guides - Learning Team minutes - Student Survey Results	<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:__, \$
	- Student Need 1b SW6	EA 1.3.2.2 Schoolwide implementation of Focused Note Taking and consistently utilize agreed-upon AVID strategies (WICOR Best Practices) within Learning Teams, including: - Use of a binder - Use of student planner - Goalsetting protocol for WIN and other student goals Accountable Lead: AVID Coordinators		
	- WASC Major Student Learning Need #8 - Student Needs 2b & 3a SW3	EA 1.3.2.3 Conduct student surveys on enrichment opportunities, elective course offerings, and learning opportunities, and provide other opportunities for student voice. Accountable Lead: Student Activities Coordinator (SAC)		

	SW5	<p>EA.1.3.2.4 Students will explore fundamental Computer Science concepts and practices through opportunities designed to meet the CSTA K-12 Computer Science Standards. Teachers will use Apple Coding.</p> <p>Accountable Lead: Academic Coach</p>		
--	-----	---	--	--



Priority 2

High-Quality Educator Workforce In All Schools

- ★ Goal 2.1.2 All students are taught by effective teachers.
- ★ Goal 2.2.2 All schools are staffed by effective support staff.
- ★ Goal 2.3.2 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> 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>
2.1.2 All teachers are effective or receive the necessary support to become effective.	<ul style="list-style-type: none"> - WASC Major Student Learning Needs #1, 2, 3 - Student Needs 1 & 2a SW6	EA 2.1.2.1 Provide teachers with differentiated professional learning (PD, coaching, etc.) to support the implementation of standards-based instruction to support all learners : <ul style="list-style-type: none"> - Follow-up on GVCs for new teachers - Explicit Instruction for Foundational Reading Skills - Close Reading (ILT) - Engagement - Formative assessment (use of learning targets and success criteria, rubrics, and exemplars) - Tiered Interventions for Reading and Math - Specially Designed Instruction (SPED) Accountable Lead: Academic Coach + West Ed	<ul style="list-style-type: none"> - PD Calendar (21-hour and Waiver Days) - PD Sign-Ins - PD Slides - Meeting Minutes - Coaching Logs - Learning Walk Data (Admin, Peer Visits, Guided Visits, Ghost Walks) - School Quality Survey: Satisfaction & Involvement/Engagement (Teacher) 	<ul style="list-style-type: none"> <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: __, \$

	<ul style="list-style-type: none"> - WASC Major Student Learning Needs #4 & 5 - WASC Critical Area for Follow-Up #2 - Student Needs 1 & 2a <p>SW6</p>	<p>EA 2.1.2.2 Provide teachers with differentiated professional learning (PD, coaching, etc.) to use the Data Teams process to make data-driven decisions for:</p> <ul style="list-style-type: none"> - enrichment - acceleration - remediation <p>Accountable Lead: Academic Coach + West Ed</p>		
	<ul style="list-style-type: none"> - WASC Critical Area for Follow-Up #2 & 3 - Student Needs 2a & 3 <p>SW6</p>	<p>EA 2.1.2.3 Provide teachers with differentiated professional learning (PD, coaching, etc.) to support the whole child (behavior, engagement, transitions):</p> <ul style="list-style-type: none"> - Middle-Level Teaming and Advocacy (AMLE) - Setting Limits follow-up - Behavior Interventions - PBL Works (w/Sharyl Lynn from WDO CTE) - AVID Strategies - Job-Embedded Apple Coding PD <p>Accountable Lead: Academic Coach + West Ed</p>		
	<ul style="list-style-type: none"> - WASC Major Student Learning Need #5 - Student Needs 1 & 2a <p>SW6</p>	<p>EA 2.1.2.4 Provide teachers with differentiated professional learning (PD, coaching, etc.) to support successful systems and capacity building:</p> <ul style="list-style-type: none"> - High Performing Teams (Book Study: <u>Successful Middle School Teaming</u>) - Team Facilitation for all teacher leaders, including GLCs - EL PDs (EL Design Team only) - Special Education 		

		Accountable Lead: Academic Coach + EL Coordinator + Sped DH + GLC		
2.2.2 All school support staff are effective or receive the necessary support to become effective.	- WASC Major Student Learning Need #5 - WASC Critical Area for Follow-Up #1 - Student Need 2a	EA 2.2.2.1 Increase communication, shared decision-making, and accountability through teams (e.g., AcPlan Teams, Departments, Divisions). Utilize the team structure for the dissemination of information and to obtain feedback (e.g., Steering obtains feedback from Learning Teams for schoolwide operational decisions). Accountable Lead: Principal		<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:____, \$
	- WASC Critical Area for Follow-Up #1	EA 2.2.2.2 Develop consistency in routines and systems and set clear expectations. Accountable Lead: Principal + Vice Principal		
	- WASC Critical Area for Follow-Up #1 - Student Need 2a SW2	EA 2.2.2.3 Continue the Academic Review Team (ART) process to include monthly meetings and quarterly reporting on the progress of the Academic Plan. Engage teams in the progress monitoring of the plan and report quarterly to the School Community Council (SCC). The ART will use the Middle-Level School Profile Continuum to embed MLSP Element Markers in the 26-27 Academic Plan. Accountable Lead: ART Team Lead		
	- WASC Critical Area for Follow-Up #1 & 2 - Student Need 2a SW6	EA 2.2.2.4 The Hawai'i Multi-Tiered System of Support (HMTSS) Leadership Team regularly meets to analyze schoolwide, grade-level, and student data to make decisions to improve the system at the school level and deploy support for teams, teachers, and students.		

		Accountable Lead: HMTSS Coordinator		
	- WASC Critical Area for Follow-Up #1 - Student Need 1b SW6	EA 2.2.2.5 Continue growth as an AVID School. Explore a PreK to 8 AVID Site Team. Accountable Lead: AVID Coordinators		



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> 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>
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>	- WASC Major Student Learning Need #6 - WASC Critical Area for Follow-Up #1 SW2	EA 3.3.1.1 SCC meets monthly to engage stakeholders in shared decision-making to improve student achievement (e.g., school budget, academic plan, school data). Accountable Lead: SCC Chairperson + Vice Principal	- SCC Minutes - Positive Ratings on the SCC Self-Assessment Survey - School Quality Survey: Satisfaction & Involvement/Engagement (Parent)	<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: __, \$
	- WASC Major Student Learning Need #6 - WASC Critical Area for Follow-Up #1 SW2	EA 3.3.1.2 SCC continues to recruit members to join to ensure full membership and attendance at each meeting: - parent representative (How are parent and community reps solicited each year to join?) - community representative - student representative - certificated staff - classified/non-certificated staff		

		Accountable Lead: SCC Chairperson + Vice Principal		
--	--	---	--	--

★ 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?"</i> <i>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>
3.3.2 We are a community school with opportunities for family and community members to participate actively.	- WASC Major Student Learning Need #6 - WASC Critical Area for Follow-Up #1 SW2	EA 3.3.2.1 Promote and implement two-way communication with families through Parent Square, Website, Social Media Outlets, Paper flyers, School Community Council (SCC), and Neighborhood Board Meetings. (CS Pillar 4: Collaborative leadership) Accountable Lead: Principal	- Event Sign-Ins - Surveys - School Quality Survey: Satisfaction & Involvement/Engagement (Parent)	<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:____, \$
	- WASC Major Student Learning Need #6 - WASC Critical Area for Follow-Up #1 SW1	EA 3.3.2.2 Provide families and students with necessary resources through community partnerships using the Community Schools Model and partnering with the Family Resource Center. (CS Pillar 3: Neighborhood hub for parents and community) Accountable Lead: Community Schools Coordinator + Principal		

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 Waimānalo 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)

1,095

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

No

Bell Schedule: [327 Bell Schedule Combined](#)



Four Pillars of Community Schools

1 Individualized, integrated student supports

Wraparound services may include physical or behavioral health care or mentoring programs

2 Expanded, enriched learning times

These opportunities may include programs like afterschool dance classes or summer literacy programs

4 Collaborative leadership

Parents, school leaders, and community members work together in a trusting network

3 Neighborhood hub for parents and community

Schools will provide services such as English classes, job training, and computer courses

