

Three-Year Success Map to Plan and Implement Change SY 2025-26 through SY 2027-28				
Waimānalo Elementary & Intermediate School Kailua-Kalaheo Complex WestEd CNA	December 5, 2025		Jamie M Dela Cruz	
	December 5, 2025		Lanelle Hibbs	
	March 9, 2026		Rampal Singh	
☒ Title I ☐ n-Title 1	☒ Comprehensive Support & Improvement School	☐ Additional Targeted Support School	☐ Kaiapuni School	☐ Contained ☐ Shared Site
Rationale: School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps. When implemented with fidelity, the Three-Year Success Map cultivates an environment that promotes student growth and achievement. While the focus of continuous improvement is student performance, the work must be guided by systems; programs, practices, and/or conditions that will assist school teams to address the identified priority needs. This plan outlines school priorities, targets, and activities intended to produce the desired changes. Progress monitoring details included will ensure that your plan is being reviewed regularly to determine the success of each strategy. This plan meets the requirements of a school operating a Title I Schoolwide Program. No separate Academic Plan is required.				
School Planning Team Members: Jamie Dela Cruz, Jana Chang, David Elian, David Yung, Veronica Perreira, Christina Elmasri, Damian Shearer, Blaec Nelson, Kai Ho'okano, Stephanie Davis, Debbie Petersen				
	School		HIDOE	
2026-27calendar.pdf	The Waimānalo Elementary and Intermediate School community is united in providing students with opportunities to build strong relationships and develop career readiness skills in a safe learning environment, through effective instruction, rigorous curriculum, and the integration of technology.		We serve our community by developing the academic achievement, character and social-emotional well-being of our students to the fullest potential. We work with partners, families and communities to ensure that all students reach their aspirations, from early learning through college, career and citizenship.	
Vision	To develop and nurture lifelong learners to be caring, respectful and responsible citizens who collaborate and think critically in a culturally diverse society.		Hawaii's students are educated, healthy, and joyful lifelong learners who contribute positively to our community and global society.	
Core Values	School staff, parents, students and the community share the responsibility for advancing the school's mission. Students will learn in different ways and should be provided with a variety of instructional approaches to support their learning. A safe and physically comfortable		Commitment to equity and excellence Meaningful learning Caring relationships Connection to community, family, and 'Āina	

Viable Quality Instructional Materials				
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
Elem K-5	23 Wonders	ORIGO Stepping Stones 2.0		
Middle 6-8	21 SpringBoard	McGraw-Hill Illustrative Mathematics		
	Select One	Select One		
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 (HTMSS)		
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.		
If "Other" is selected, please explain.		
☒ Panorama	☒ Shared 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
Grades K-8	I-Ready	I-Ready
Grades K-8 (DIBELS: NWF, ORF, MAZE)	DIBELS	Select One
	Select One	Select One
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 Waimanalo Elementary & Intermediate 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)		1095
Did your school submit a SCC Waiver Request Form? Please explain.		No

Summary of Comprehensive Needs Assessment (CNA)

An externally or complex area supported CNA is required of all schools identified for CSI/ATS under ESSA. In this section, please summarize data and information gathered from your CNA including all relevant ESSA indicators (Academic Achievement (ELA and Math Proficiency), Other Academic Achievement (Student Growth Percentile), Graduation Rate (4-Year Adjusted Cohort), School Quality and Student Success (Regular Attendance), English Learner Progress).

What areas of strength has your team identified through the needs assessment process? What data supported them and how can they be leveraged for areas of improvement?

The areas of strength identified include: staff members across the school indicated they have time to collaborate frequently; parents indicated an improvement in areas such as discipline and family engagement; various groups of stakeholders indicated improvements in the Hawai'i Multi-Tiered System of Support, including WIN time and data analysis. The quantitative and qualitative data supporting these findings included the CALL Survey, Interviews with stakeholders and focus groups, classrooms observations, analysis of student achievement, demographics, attendance, and discipline, and a school self-assessment narrative.

Describe resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the CNA that will be addressed in this plan.

Resource needs addressed include further professional learning and development for new teachers and mentors, AVID, job-embedded opportunities for teachers to increase the use of effective tier one and tier two instructional practices, resources for the schoolwide discipline system, and substitutes for release days for teachers for areas including professional development and monitoring of the 3 year success plan.

List the top 3-5 student learning needs (academic, social-emotional) identified through conducting the CNA that will be addressed in this plan.

The academic student learning needs that were identified include 1a, 1b, 1c, 1d - increased growth and proficiency in ELA, math, and science for all grade levels and all subgroups of students, especially grades 3-5, as well as decreased chronic absenteeism. SEL needs included 3a, 3b, 3c, and 3d - tiered supports and interventions to support students who need additional behavioral support, acknowledgement of positive behavior and rewards to reinforce positive behavior, enforcement of rules with logical consequences designed to teach, and clear communication and teaching of schoolwide and classroom behavioral expectations.

What possible root causes has your team identified to account for the inequities and student learning needs, especially disproportionalities among student subgroups?

The major root causes identified are within consistent instruction of rigorous, evidence based learning, including, aligning grade level standards to instruction and assessment, using the appropriate grade-level resources of the GVC, utilizing academic conversations at a depth of knowledge equivalent to the grade level standard, learning targets and success criteria at the grade level standard, instruction that meets the needs of all learners, diagnosing, and identifying the needs of all learners to provide small group instruction at tier one and tier two. There is a need for more clear and consistent two-way communication, in which stakeholders are asked for input.

Describe the highest priority processes, practices, or conditions that the school will focus its resources and improvement efforts on that will be addressed through the strategies and activities in this plan.

(Transfer each of these to the appropriate short-cycle plan tab below to build out your Three-Year Success Map.)

Based on the provided documents, the **327 (12.5.25) WEIS 3 Year Success Map MASTER** and the broader school improvement initiatives for Waimānalo Elementary & Intermediate School (WEIS)** align through a shared focus on systemic growth, instructional quality, and data-driven decision-making.

Key Areas of Alignment

Core Goals and Priorities: The Success Map and associated planning documents aim for a 15% improvement in academic growth and proficiency in ELA, Math, and Science by 2028. They also target an increase in regular attendance to 77% and a rise in effective instructional practice usage to 80%.

Strategic Focus Areas: Both documents prioritize ten key processes, including:

- Leadership Monitoring: Building consistent structures for leaders to observe classrooms and provide feedback.
- Data-Driven Culture: Establishing regular time for grade-level teams to analyze student data and adjust instruction.
- Professional Learning: Designing ongoing, differentiated training with follow-up coaching.
- Literacy and Math: Embedding evidence-based literacy practices and ensuring standards-aligned math instruction.
- Family Partnerships: Shifting toward sustained, two-way partnerships to support learning at home.

Funding and Resource Allocation: The plan is designed to be supplemental and defensible under federal ESSA requirements. For SY 2025-26, \$102,700 in School Improvement (SI) funds is allocated to support implementation. Additional funding sources mentioned include Title I, WestEd contracts for coaching, and Community School Coordinator support via PAF.

Implementation Structure: The Success Map uses 30-60-90 day cycles to document monitoring and evidence of progress. For example, the January-March 2026 phase includes establishing meeting timelines, designing data templates, and providing professional development on Tier 1 and Tier 2 instructional practices.

Comprehensive Needs Assessment (CNA) Integration: The strategies in the Success Map are directly derived from a CNA that identified strengths (e.g., staff collaboration time) and areas for improvement (e.g., chronic absenteeism and the need for more rigorous, standards-aligned instruction).

Based on the "327 (12.5.25) WEIS 3 Year Success Map MASTER" document, the **ten key processes** identified as the highest priorities for school improvement are:

1. Strengthening Leadership Monitoring Systems**: Building consistent structures for leaders to observe classrooms, provide feedback, and ensure instructional priorities are implemented.
2. Building a Data-Driven Culture**: Establishing clear processes and time for grade-level teams to regularly analyze data, identify gaps, and adjust instruction.
3. Developing a Coherent Professional Learning System**: Designing ongoing, differentiated professional learning aligned to school priorities, with coaching and follow-up support.
4. Embedding Evidence-Based Literacy Practices**: Supporting teachers in consistently using literacy strategies like modeling, text-based evidence, and scaffolding extended writing.
5. Ensuring Standards-Aligned Math Instruction**: Providing structures for grade-level teams to align curriculum, analyze student work, and address conceptual understanding.
6. Establishing Effective Instructional Coaching Systems**: Deploying instructional coaches with clear roles focused on providing timely, actionable feedback to teachers.
7. Integrating SEL into Daily Instruction**: Providing training and routines that help teachers embed Social-Emotional Learning strategies into academic tasks.
8. Implementing Robust Attendance Systems**: Strengthening Tier 1 attendance monitoring, early warning systems, and proactive family engagement.
9. Creating Two-Way Family Partnerships**: Shifting from event-based engagement to sustained partnerships that equip families to support student learning at home.
10. Allocating Resources Equitably**: Developing transparent processes to ensure all students have access to current instructional materials, technology, and learning tools.

Goal (developed from CNA student learning needs):

By 2028, Waimanalo Elementary will improve student academic growth and proficiency in ELA, Math, and Science by 15%, enhance regular attendance rates to 77%, and increase the use of identified effective instructional practices to 80%.					
Metrics (who are we measuring and what are we measuring?)	Data Source	Baseline	By 2026	By 2027	By 2028
ELA, Math, and Science proficiency - all grade levels	SBA	ELA - 27% Math - 15% Science - 20%	ELA - 32% Math - 20% Science - 25%	ELA - 37% Math - 25% Science - 30%	ELA - 42% Math - 30% Science - 35%
ELA and Math growth - all grade levels	SBA	ELA - 53% Math - 46%	ELA - 58% Math - 51%	ELA - 63% Math - 56%	ELA - 68% Math - 61%
Regular Attendance - all grade levels	STRIVE	62%	67%	72%	77%
Instructional Practices to Support All Learners at all grade levels A. All students see the intended outcome of the lesson. B. The intended outcome of student work is at a DOK or higher. C. Student work leads to mastering given grade level D. Depth of Knowledge is at a DOK 2 or higher E. Students respond overtly to teacher direction to be engaged in the academic learning. F. Students verbally exchange ideas and respond to the ideas of others. G. Provide evidence of learning throughout the lesson. H. Receive descriptive feedback and scaffolding as needed. I. Utilize a literacy strategy.	Teach for Success (T4S) instructional protocol	A. 47% B. 21% C. 32% D. 63% E. 74% F. 0% G. 68% H. 37% I. 16%	A. 75% B. 60% C. 60% D. 70% E. 80% F. 20% G. 70% H. 50% I. 50%	A. 80% B. 70% C. 70% D. 75% E. 85% F. 35% G. 75% H. 65% I. 65%	A. 90% B. 80% C. 80% D. 80% E. 90% F. 50% G. 80% H. 80% I. 80%

Strategies Timeline
Year 1 - Build foundation
Year 2 - Scale and embed
Year 3 - Refine, strengthen, and sustain all

Anticipated Source of Funds and Estimated Amount Needed for Each Strategy (NOTE: SI Funds for Evidence-Based Practices Only)

Focus	Strategies (taken from prioritized practices and indicators in the CNA)	Accountable Lead	Title I \$5,000 SI Funds \$25,000 WSF \$5,000 Other: Title IV \$2,500	Y1 (Jan-June) \$102,700	Y2 (\$154,050)	Y3 (\$154,050)
Strong Leadership and Strategic Planning	Build Leadership Monitoring Systems: Develop a system to monitor schoolwide goals and make adjustments as necessary.	Jamie Dela Cruz	☐ \$41,500.00	\$41,500.00		
	Build a data-driven culture.	David Yung	☐ \$8,200.00	\$8,200.00		
	Scale and Embed Leadership Monitoring Systems: Utilize a system to monitor schoolwide goals and make adjustments as necessary to PD, data systems, and leadership systems.	Jamie Dela Cruz	☐ \$62,250.00		\$62,250.00	
	Scale and Embed data-driven culture: Conduct monthly pulse-checks, listening sessions, or quick surveys to monitor goals and provide ongoing support and build trusting relationships.	Jamie Dela Cruz	☐ \$12,300.00		\$12,300.00	
	Refine, Strengthen, and Sustain Leadership Monitoring Systems: Sustain a system to monitor schoolwide goals and make adjustments as necessary to all systems and to provide ongoing support and continue building trust with all stakeholders.	Jamie Dela Cruz	☐ \$62,250.00			\$62,250.00
	Refine, Strengthen, and Sustain a data-driven culture.	Jamie Dela Cruz	☐ \$12,300.00			\$12,300.00
			☐ \$			
			☐ \$			
Effective Instruction and Classroom Practices	Build a Coherent Professional Learning System: Provide professional development to staff on the effective and rigorous instructional practices to be measured.	Christina Elmasri & Veronica Perreira	☐ \$1,200.00	\$1,200		
	Build Effective Instructional Coaching Systems: coaching cycle and communicate expectations to staff about coaching system	Christina Elmasri & Veronica Perreira	☐ \$37,500.00	\$37,500		
	Build Evidence-Based Literacy Practices and Ensuring Standards-Aligned Math Instruction: instructional and assessment systems	Christina Elmasri & Veronica Perreira	☐ \$4,700.00	\$4,700.00		
	Scale and Embed a Coherent Professional Learning System: Provide differentiated professional development based on collected data and evidence to determine needs of whole staff.	Christina Elmasri & Veronica Perreira	☐ \$0.00			
	Scale and Embed Embedding Evidence-Based Literacy Practices and Ensuring Standards-Aligned Math Instruction: effective	Christina Elmasri & Veronica Perreira	☐ \$1,800.00		\$1,800	
	Scale and Embed Establishing Instructional Coaching Systems: quarterly coaching cycles.	Christina Elmasri & Veronica Perreira	☐ \$56,250.00		\$56,250	
	Refine, Strengthen, and Sustain Developing a Coherent Professional Learning System: Provide differentiated professional development based on collected data and evidence to determine individual needs.	Christina Elmasri & Veronica Perreira	☐ \$8,850.00		\$7,050.00	\$1,800
	Refine and sustain Evidence-Based Literacy Practices and Ensuring Standards-Aligned Math Instruction: effective and rigorous instructional and assessment systems for tier one and tier two.	Christina Elmasri & Veronica Perreira	☐ \$56,250.00			\$56,250
Positive and Inclusive Learning Environment	Refine, Strengthen, and Sustain Instructional Coaching Systems: continuous coaching cycles.	Christina Elmasri & Veronica Perreira	☐ \$7,050.00			\$7,050.00
	Build Coherent Professional Learning System: a strong new teacher induction program that focuses on classroom instructional practices, schoolwide behavior systems, school level procedures, and Aina based learning.	David Elian	☐ \$			
	Build Coherent Professional Learning System: recruitment systems for qualified staff that include opportunities to engage stakeholders at appropriate levels.	David Elian	☐ \$			
	Build a Data-Driven Culture: Leaders will engage in conversations each semester with staff that includes focus on areas such as feedback, data, and performance expectations.	Jamie Dela Cruz & David Elian	☐ \$			
	Coherent Professional Learning System: Scale and Embed the new teacher induction program that focuses on classroom instructional practices, schoolwide behavior systems, school level procedures, and Aina based learning.	David Elian	☐ \$			
	Coherent Professional Learning System: Scale and Embed recruitment systems for qualified staff that include opportunities to engage stakeholders at appropriate levels.	David Elian	☐ \$			
	Scale and Embed Leaders a Data-Driven Culture: will engage in quarterly conversations with staff that includes focus on areas such as feedback, data, and performance expectations.	Jamie Dela Cruz & David Elian	☐ \$			
	Refine, Strengthen, and Sustain Coherent Professional Learning System: the new teacher induction program that focuses on classroom instructional practices, schoolwide behavior systems, school level procedures, and Aina based learning.	David Elian	☐ \$			
Family & Community Engagement	Refine, Strengthen, and Sustain Coherent Professional Learning System: recruitment systems for qualified staff that include opportunities to engage stakeholders at appropriate levels.	David Elian	☐ \$			
	Refine, Strengthen, and Sustain a Data-Driven Culture: Leaders will engage in timely conversations with staff that includes focus on areas such as feedback, data, and performance expectations.	Jamie Dela Cruz & David Elian	☐ \$			
	Build Two-Way Family Partnerships	Jamie Dela Cruz	☐ \$3,600.00	\$3,600		
	Build Robust Attendance Systems	Jamie Dela Cruz	☐ \$1,000.00	\$1,000		
	Build SEL into Daily Instruction	Jamie Dela Cruz	☐ \$1,000.00	\$1,000		
	Build Allocating Resources Equitably	Jamie Dela Cruz	☐ \$4,000.00	\$4,000		
	Scale and Embed Two-Way Family Partnerships	Jamie Dela Cruz	☐ \$5,400.00		\$5,400	
	Scale and Embed Robust Attendance Systems	Jamie Dela Cruz	☐ \$1,500.00		\$1,500	
	Scale and Embed SEL into Daily Instruction	Jamie Dela Cruz	☐ \$1,500.00		\$1,500	
	Scale and Embed Allocating Resources Equitably	Jamie Dela Cruz	☐ \$6,000.00		\$6,000	
	Refine, Strengthen, and Sustain Two-Way Family Partnerships	Jamie Dela Cruz	☐ \$5,400.00			\$5,400
	Refine, Strengthen, and Sustain Robust Attendance Systems	Jamie Dela Cruz	☐ \$1,500.00			\$1,500
	Refine, Strengthen, and Sustain SEL into Daily Instruction	Jamie Dela Cruz	☐ \$1,500.00			\$1,500

Appendix A: School Community Council Assurances Form

One of a School Community Council's (SCC) main functions is to review the school's Academic Plan and Financial Plan for the upcoming school year and either recommend revisions to the plans to the principal or recommend the plans for approval by completing the SCC Assurances Form.

The SCC Assurances Form has two pages. If the SCC is recommending revisions to the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name and signature of the SCC chairperson must be included on both pages of the form, regardless of revisions or comments added to the second page.

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

The Waimānalo School Community Council (SCC) recommends the school plans to the Complex Area Superintendent for approval and assures the following:

1. The SCC is correctly constituted and was formed in accordance with the Board of Education policy, Department of Education procedures and state law.
2. The SCC reviewed its responsibilities under the Board of Education policy, Department of Education procedures and state law, including those related to the review of the Academic Plan and Financial Plan.
3. The SCC sought and considered all recommendations from the school community or committees before recommending the plans for approval. (Check all that apply)

☒ A School Community Council Meeting was conducted on Date to share the school data and gather input on student priorities.

☒ A School Community Meeting was conducted on Date to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.

☐ Other (list): [Insert text. Examples: School Leadership Team, Curriculum Committee, School Safety Committee]
4. The SCC reviewed the Academic Plan and Financial Plan and found that they are based upon a thorough analysis of student performance data, and use evidence-based interventions.
5. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The principal has provided a clear explanation to the SCC about the status of each of the recommendations made by the SCC regarding the Academic Plan and Financial Plan.
7. This school plan was adopted through consensus or by vote by the School Community Council on: Date

Attested:

Waimānalo EI & Inter School Principal	Signature	Date
Jamie Dela Cruz		April 2, 2026

SCC Chairperson	Signature	Date
Leialohamakamae Lum King		April 2, 2026

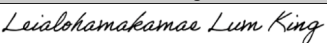
SCC Recommendations to the Academic Plan and Financial Plan:

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

SCC Recommendation:	Rationale for the SCC Recommendation:	Principal's Response to SCC Recommendation:
None		

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

Attested:

SCC Chairperson	Signature	Date
Leialohamakamae Lum King		April 2, 2026