

Waiākea Elementary School Academic Plan SY 2026-2027

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- ☒ Title I School
☐ Non-Title 1 School

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Approved by Complex Area Superintendent: Kasie Kaleohano	
<i>Kasie Kaleohano</i>	Date 04.13.24

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

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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 ▾		

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

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
Kindergarten	DIBELS iReady	iReady	Brain Pop Jr. Mystery Science Generation Genius	Mystery Science
Grade 1	DIBELS Epic iReady YouTube Videos Boddle TPT	iReady IXL Xtra Math YouTube Videos Boddle TPT	Brain Pop Jr. Generation Genius Mystery Science YouTube Videos TPT	Brain Pop Jr. Mystery Science YouTube Videos TPT
Grade 2	Brain Pop Jr. Epic iReady IXL Kahoot Prodigy Spelling City	Boddle Brain Pop Jr. iReady IXL Kahoot Prodigy XtraMath	Brain Pop Jr. Generation Genius Kahoot Mystery Science	Brain Pop Jr. Kahoot
Grade 3	A-Z Reading Boddle DIBELS eSPark	Boddle eSpark iReady IXL	#Going3D w/GRC Brain Pop Brain Pop Jr. Generation Genius	Brain Pop Brain Pop Jr. HIDOE Social Studies Program Resources

	iReady IXL Quizziz Reading Wonders: Adaptive Learning TpT Resources YouTube Videos	Number Talks Reflex/Frax (Explore Learning) TpT Resources YouTube Videos	Mystery Science	Teacher-created materials
Grade 4	A-Z Reading Boddle DIBELS (IEP) EPIC iReady IXL Phonics for Reading (RTI) Quizziz Smarty Ants TpT Resources YouTube Videos	Boddle iReady IXL Reflex/Frax (Explore Learning) TpT Resources YouTube Videos	Brain Pop Generation Genius Mystery Science	Hawaiian of the Old Imiloa Resources Shared Oiwī Resources Teacher Created Materials
Grade 5	Blooket Brain Pop DIBELS EPIC IXL Quizziz Quizlet Read Works Sora STAIRS TumbleBooks	Blooket Brain Pop Generation Genius IXL Quizziz Quizlet Reflex/FRAX Xtra Math	Brain Pop Discovery Ed Generation Genius Mystery Science Quizziz	Brain Pop Teacher Created Materials TpT

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-5	DIBELS ▾	
K-5	I-Ready ▾	I-Ready ▾

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:

IDENTIFIED SCHOOL NEEDS

Academic Plans require the identification of school needs based on data and other information analyzed as part of the school improvement process. The **Comprehensive Needs Assessment (CNA) Data Workbook** (linked [here](#)) and **Lei Kulia** (linked [here](#)) are data resources to help guide and support continuous school improvement.

This section highlights the critical student learning needs that require immediate attention for improvement, student subgroup(s) achievement gaps, and root/contributing cause for those needs and gaps, as identified in one or more of the following:

- ☒ Current CNA
- ☐ Other current assessment/self-study report:
- ☐ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit:

Type of Last Visit:

Year of Next Action:

Type of Next Action:

Year of Next Self-Study:

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: Strengthening Foundational Literacy and Numeracy. There is a critical need for targeted literacy intervention in the early grades, specifically for 3rd grade students whose Language Arts proficiency dropped sharply from 61% in SY 2021-2022 to 29.7% in SY 2024-2025. Furthermore, 21% of all students slid to a lower proficiency category in Mathematics during the most recent academic year. Root/Contributing Cause: Inconsistent vertical alignment and lack of sustained instructional follow through. The school lacks a coherent, vertically aligned curriculum where standards mastery is tracked consistently as students advance. Additionally, 50% of staff report they have not received adequate training on how to interpret and apply student data to inform targeted Tier 2 interventions.
2	Student Need: Targeted Intervention to Close Achievement Gaps. A profound disparity exists between “High Needs” students and their peers. The achievement gap stands at 26.4% in Language Arts and 35.8% in Mathematics. Root/Contributing Cause: Systemic gaps in staff capacity for data fluency. While Professional Learning Communities (PLCs) are in place, a significant portion of the faculty struggles to use standardized data to pinpoint specific skill gaps, leading to inconsistencies in the delivery of Tier 2 academic interventions.

3	<u>Student Need:</u> Increased Student-Centered Collaboration and Dialogue. Classroom observation data reveals a Student Collaboration Index of only 48%, meaning students spend more than half of their instructional time in passive listening rather than active peer-to-peer problem solving. <u>Root/Contributing Cause:</u> Reliance of Teacher-Directed Pedagogy. The current Tier 1 instructional environment is heavily teacher-driven, which restricts the development of critical thinking and oral language skills necessary for deeper content exploration and literacy development.
4	<u>Student Need:</u> Refinement of Tier 1 Instructional Leadership. There is a critical need to ensure that high-quality, evidence-based instruction is delivered consistently from the morning bell to the end of the day. <u>Root/Contributing Cause:</u> Competing Administrative Priorities Limiting Growth-Oriented Feedback. The principal currently focuses on instruction and lesson planning only “occasionally”, and the School Improvement Team (SIT) meets irregularly, which is the primary barrier to effective plan implementation.

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	<u>Targeted Subgroup:</u> Students with disabilities (SPED) <u>Identified Student Need(s):</u> Closing the persistent proficiency gap; currently, only 14.8% of SPED students meet standards in Language Arts, and they record some of the highest achievement gaps in the school. These students require Specially Designed Instruction (SDI) and more refined, data-driven Tier 2 supports.
2	<u>Targeted Subgroup:</u> English Learners (EL) <u>Identified Student Need(s):</u> Addressing a 59.1% regular attendance rate, which is among the lowest in the school and contributes to an achievement gap where only 22.5% are proficient in ELA. This group specifically needs increased opportunities for oral language development through student-centered collaboration.
3	<u>Targeted Subgroup:</u> Economically Disadvantaged (Low SES) <u>Identified Student Need(s):</u> Bridging a 35.8% achievement gap in Math and a 26.4% gap in ELA. This subgroup (representing 60% of the population) requires instruction that shifts away from passive learning to more rigorous, student-led problem-solving and engagement.



PRIORITY 1: High-Quality Learning For All

★ GOAL 1.1 All students experience rigorous, high-quality learning that results in equitable outcomes for all learners.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and <u>provided necessary and timely support</u> to develop foundational skills for learning.	64.2% of incoming students enter at an "emerging" or "approaching" readiness level, particularly in Language and Literacy.	Use KEA data to immediately identify students for Tier 2 interventions during the "soft entry" period. [Accountable lead(s): Kindergarten teachers]	KEA domain scores Quarterly social foundation progress checks	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ 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.	Root cause 1, 3, and 4: Sharp decline in proficiency (down to 29.7%) linked to teacher-directed pedagogy and inconsistent vertical alignment	Implement Student Learning Communities (SLCs) to increase “talk time” and peer-to-peer problem solving during the literacy block. [Accountable lead(s): Grade level teachers; Administration] Conduct vertical articulation meetings to align reading standards and track mastery across grades K-3 [Accountable lead(s): Grade level teachers; Reading Intervention Teachers] Administer Reading universal screener (iReady) to all students at least 3x a year - Identify students who are not on grade level - Provide all assessed as not on grade level with timely support - Monitor progress [Accountable lead(s): Grade level teachers; Reading Intervention Teachers] SW 6 Promote school-wide literacy - Use data to measure the effectiveness of school-wide differentiated instructional practices - Refine Tier 1 foundational instruction to specifically target the 40.2% of students who are “Emerging” in literacy skills - Students will be exposed to differentiated reading and writing instructional practices and strategies to improve comprehension [Accountable lead(s): Grade level teachers; Reading Intervention Teachers; Administration] SW 6	SBA Language Arts scores iReady Universal Screener (Fall/Winter/Spring) Student collaboration Index (STAR Learning Walks) Universal screener proficiency reports DIBELS progress monitoring	☒ WSF, \$2,741,256 (33 teachers @ \$78,896; 3 Reading Intervention Teachers @ \$78,896) ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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Mathematics Proficiency 1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient.	Root Cause 2: 21% of students slid to lower proficiency categories due to gaps in staff capacity for data fluency and Tier 2 application Achievement gap rebounding to 35.5% due to inconsistent Tier 2 delivery	Provide professional development on interpreting standardized data to pinpoint specific skill gaps in numeracy. [Accountable lead(s): Administration] Establish a refined Tier 2 intervention system that identifies and remediates individual needs in real-time [Accountable lead(s): Grade level teachers; Administration] Administer Math universal screener (iReady) to all students 3x a year - Identify students who are not on grade level - Create fluid RTI groupings - Provide all assessed as not on grade level with timely support - Integrate digital tools like Reflex and IXL for fluency - Monitor progress [Accountable lead(s): Grade level teachers; Administration] SW 6	SBA Math proficiency and Growth Percentiles iReady Math Screener CFA (Common Formative Assessment) trackers Math screener participation report Disaggregated proficiency levels	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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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>	Root Cause 2: A 26.4% gap in ELA and 35.8% gap in Math exists between High Needs students and their peers 58% of staff feel unprepared to support culturally diverse learners	Train staff in Specially Designed Instruction (SDI) for SPED students and diverse cultural pedagogy for EL learners [Accountable lead(s): SSC] Maximize RTI blocks for targeted differentiation based on bi-weekly progress monitoring data [Accountable lead(s): Grade level teachers; Reading Intervention Teachers; Administration]	Median Student Growth Percentile (SCP) Activity surveys for families	☒ WSF, \$ \$91,075 (12 mo. SSC) ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school. <i>Required for all schools.</i>	Lack of formal vertical articulation results in a “disjointed focus” and abandonment of multi-year initiatives Absence of formal vertical articulation across the K-12 spectrum	Formalize a vertical articulation schedule for all grade levels to ensure a cohesive learning trajectory. [Accountable lead(s): Administration] Maintain 5th grade campus tours and orientation for students entering/leaving WES [Accountable lead(s): Grade 5 Teachers; Counselor] Provided transition activities for newly entering students: - Kindergarten transition days at the beginning of the school year - New student orientation tours [Accountable lead(s): Kindergarten teachers,s Student Activities Coordinator (SAC); Administration]	KEA results for incoming K-student 5th and 6th grade transition feedback Panorama Survey Off track indicators for students in transition grades Diploma progress report	☒ WSF, \$236,688 (3 counselors @ \$78,896) ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.				
Desired Outcome “What do we plan to accomplish?”	Root/ Contributing Cause “Why are we doing this?”	Enabling Activities “How will we achieve the desired outcome?” and Name of Accountable Lead(s) “Who is responsible to oversee and monitor implementation and progress?”	Monitoring of Progress “How will we know progress is being made?”	Anticipated Source of Funds “What funding source(s) should be utilized?” Estimate the additional amount needed for enabling activities.

1.2.1. All students desire to and attend school regularly. <i>Required for all schools.</i>	25% of students miss significant instructional time; EL attendance is the lowest at 59.1% 25% of students still missing 15+ days	Initiate “Heads Up” meetings and home visits for students with 10+ absences [Accountable lead(s): Grade level teachers; Counselors; Administration] Expand attendance proactive strategies a. School-wide WES Royal attendance incentive b. Grade level weekly attendance challenge c. School to school attendance challenge [Accountable lead(s): Grade level teachers; Counselors; Administration] Expand attendance intervention strategies a. Student counseling/Parent contact b. Heads-up meetings c. Home visits [Accountable lead(s): Grade level teachers; Counselors; Administration]	Average daily attendance and regular attendance rates Number of home visits/parent contacts	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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1.2.2. All students demonstrate positive behaviors at school. <i>Required for all schools.</i>	Sharp decline in “Sense of Belonging” (down to 67.3%) and “Growth Mindset” (down to 45.3%) 33% of staff disagree that rules are consistently enforced	Implement a refreshed social-emotional curriculum to rebuild student connection and academic grit. a. Waiākea Elementary School’s Hā i. Pathway to Aloha Consistently utilize the PBIS Rewards App to recognize and reinforce positive student behaviors a. PBIS Incentives: PBIS points and PBIS store b. GLO recognition c. Mid-quarter and end of quarter incentive activities [Accountable lead(s): Counselors; Vice Principals] Expand Behavior Intervention Strategies a. Student counseling/Parent contact b. Heads-up meetings [Accountable lead(s): Counselors; Administration]	Panorama Student SEL Survey results Suspension data (Class B and D focus)	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
1.2.3. All students experience a Nā Hopena A’o environment for learning. <i>Required for all schools.</i>	Need to move beyond occasional cultural activities to formalizing the integration of Hawaiian Culture into daily lessons No consistent, school-wide curriculum currently used to teach SEL	Nā Hopena A’o Activities: Waiākea Elementary School - Hā: The Pathway to Aloha a. Monthly values b. Wellness/SEL activities c. Sustainability/Service activities d. Activities that promote inclusivity and celebrate diversity [Accountable lead(s): Grade level teachers; Counselors; Administration] Culture-based learning opportunities/activities a. Grade level field trips; place-based learning [Accountable lead(s): Grade level teachers]	HĀ Outcome assessments “Royal” and “Ho’omau” award counts	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

★ **GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.**

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. <i>Required for all schools.</i>	Students require deeper exposure to college and career pathways to connect learning to personal aspirations	Maintain Junior Achievement programs in 100% of classrooms to lead lessons on Economics and Science [Accountable lead(s): Grade level teachers; Counselors; Administration; SAC] Leverage partnerships with UH Hilo and local businesses for career themed guest speakers Accountable lead(s): Student Activities Coordinator Elementary - Career exploration (career days, field trips, guest speakers, etc.) - Journey Through the Universe Activities - Starbase (Grade 5 field trip) - Star Lab activities - Career and College Awareness [Accountable lead(s): Grade level teachers; Counselors; Administration] Maintain Student Ambassadors to: - Assist new students to WES - Welcome visitors to WES [Accountable lead(s): Administrators; SAC]	Student participation rates in Junior Achievement SCC meeting student representative attendance	☒ WSF, \$78,896 (SAC) ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ 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.		All Waiākea Elementary grade 5 students will participate in Academy Pathways Waiākea Elementary will continue to participate in complex opportunities that support academies through career connected education	Percentage of grade 5 students participating in Academic Pathways Description of Academy Pathway classes Complex Academy Agenda/Minutes	☒ WSF, \$5,000 ☒ Title I, \$5,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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PRIORITY 2: High-Quality Educator Workforce In All Schools

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

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
2.1.2 All teachers are effective or receive the necessary support to become effective <i>(To add additional desired outcomes, duplicate this row)</i>	The school lacks rigorous systems and consistent evaluation tools to measure how "side by side" learning translates to rapid responses to student needs. Limited non-evaluative instructional support	Standardize a "structured process" for addressing instructional problems of practice to ensure school-wide consistency [Accountable lead(s): School Improvement Team] EA 2.1.2 (1) Induction & Mentoring Activities a. Complex Area I & M program b. School level I & M activities [Accountable lead(s): Grade level chairs] EA 2.1.2 (2) Schedule monthly Star Learning Walks [Accountable lead(s): Administration] EA 2.1.2 (2) Provide opportunities for Professional Development a. 21 Hours PD (aligned to root causes/needs area) b. Powerful Teaching and Learning (BERC) c. EL Program/Services	Quarterly review of PD impact data Implementation logs of the standardized performance protocol Results from teacher post PD survey Learning Walks schedule	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

		d. Teacher clarity (learning intentions/success criteria) e. Promoting quality interactions and reciprocal discussions f. High quality instruction for ELs in all content areas g. Culturally and linguistically responsive teaching h. Sharing best practices through data collaboration for core content areas (celebrate successes, technology integration, research-based strategies) i. Technology instruction [Accountable lead(s): Teachers; Administration]		
2.1.2 School leadership establishes the operational consistency required to achieve ambitious improvement goals through direct teacher support	The Principal currently focuses on instruction only “occasionally” and the School Improvement Team meets irregularly, limiting growth oriented feedback	Principal will spend 50% of the time working directly with teachers on instruction, lesson planning and observation Formalize the School Improvement Team to meet at least twice monthly to monitor indicators of effective practices [Accountable lead(s): Principal and School Improvement Team]	Principal’s daily scheduling School Improvement Team meeting minutes and action item trackers STAR Learning Walk frequency data	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
2.1.3 All staff are proficient in interpreting standardized data and applying it to diverse student population	Over 50% of staff report they have not received adequate training on interpreting student data or working with diverse cultural	Provide targeted PD on data-driven instruction protocols to help teachers pinpoint specific skill gaps Implement PD models specifically focused on family engagement and diverse cultural pedagogy [Accountable lead(s): Administration and School Improvement Team]	Pre/Post training competency assessments PLC data analysis protocols and artifacts Faculty SQS results	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$

	backgrounds (EL and SPED)			☐ Grant:__, \$ ☐ Other:__, \$
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PRIORITY 3: Effective and Efficient Operations At All Levels

★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.				
Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. <i>Required for all schools.</i>	The inactivity of the School Improvement Team has historically acted as a barrier, preventing the technical data analysis needed to make SCC consultation meaningful Parents not in SCC/PTO feel their input is not sought (35% disagree)	Ensure the SCC is correctly constituted and meets monthly to review progress on the Academic and Financial plans Conduct at least two annual community meetings specifically to share school data and gather input on student priorities Conduct Orientation/Training sessions for new SCC members on roles and responsibilities - Monitor Academic Plan - Hold two community meetings annually - Nominate and hold elections for new members - Complete SCC Self Assessment and Principal Survey [Accountable lead(s): SCC Chair]	SCC meeting minutes Signed SCC Assurances Form Community Meeting attendance logs SCC Member roster Principal Survey Annual Self-Assessment	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

★ 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>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
3.3.2. Family Communication	Need for consistent use of communication tools across all classrooms	EA 3.3.2 (1) Communicate with the school community through school website, social media and/or messaging application (ParentSquare) [Accountable lead(s): Teachers; SAC; Technology Coordinator; Administration] EA 3.3.2 (2) Build community and trust between the school and families (e.g., home visits, family engagement activities, etc.) [Accountable lead(s): Teachers; Counselors; Administration]	School website ParentSquare Event fliers and agendas	☒ WSF, \$15,000 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

★ Other Systems of Support				
Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
3.3.3 Academic awareness plan	Classified staff feel excluded from governance and self study processes	3.3.3 Review the Academic Plan process (development and implementation with all stakeholders [Accountable lead(s): Administration]	Meeting agendas Surveys	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

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 of the plans to the principal or recommend the plans for approval by completing the SCC Assurances Form.

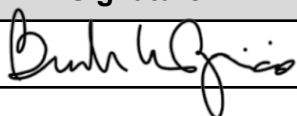
The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name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

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

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

1. The SCC is correctly constituted and was formed in accordance with the Board of Education policy, Department of Education procedures and state law.
2. The SCC reviewed its responsibilities under the Board of Education policy, Department of Education procedures and state law, including those related to the review of the Academic Plan and Financial Plan.
3. The SCC sought and considered all recommendations from the school community or committees before recommending the plans for approval. (Check all that apply)
 - ☒ A School Community Council Meeting was conducted on **Dec 11, 2025** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Mar 26, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☐ Other (list): *School leadership team; faculty*
4. The SCC reviewed the Academic Plan and Financial Plan and found that they are based upon a thorough analysis of student performance data, and use evidence-based interventions.
5. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The principal has provided a clear explanation to the SCC about the status of each of the recommendations made by the SCC regarding the Academic Plan and Financial Plan.
7. This school plan was adopted through consensus or by vote by the School Community Council on: **Mar 26, 2026**

Attested:

Waiakea Elementary School Principal	Signature	Date
Ken Watanabe		Mar 27, 2026
SCC Chairperson	Signature	Date
Brandon K. Respicio		Mar 27, 2026

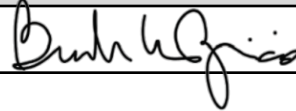
SCC Recommendations to the Academic Plan and Financial Plan:

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:

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

Attested:

SCC Chairperson	Signature	Date
Brandon K. Respicio		Mar 26, 2026

APPENDIX B: BELL SCHEDULE

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

To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided [bell schedule tool](#).

Total student instructional hours per year <i>(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)</i>	1080
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement
Waiākea Elementary School Bell Schedule: https://tinyurl.com/wesbellschedule	

Title I Addendum to the School Year 2026-2027 Academic Plan (AcPlan)

School Name: Waiakea Elementary

Date: March 23, 2027

Ken K. Natanabe

Administrator's Signature

The Title I Addendum is an assurance that a Title I school will meet the following Schoolwide (SW) Program Requirements for the school year.

Directions:

1. All schoolwide (SW) program plan requirements must be addressed and labeled in the AcPlan, if applicable
2. Check each box indicating the SW was met in the AcPlan process

Title I Schoolwide Program Requirements	Component Met
SW1: The school's Academic Plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing to meet the challenging academic standards.	Yes
SW2: The school's Academic Plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals, complex area staff, to the extent feasible, and if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals as determined by the school.	Yes
SW3: The school's Academic Plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards.	Yes
SW4: The school's Academic Plan is available to the Hawaii Department of Education, parents, and the public and the information contained in such plan is in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.	Yes

SW5: If appropriate and applicable, the Academic Plan is developed in coordination and integration with other federal, state, and local services, resources, and programs (e.g., programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities).	Yes
SW6: The Academic Plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will— (i) provide opportunities for all children, including each of the subgroups of students (i.e. economically disadvantaged, major racial and ethnic groups, children with disabilities, English learners) to meet the challenging State academic standards; (ii) use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and (iii) address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include— (I) counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students’ skills outside the academic subject areas; (II) preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students’ access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools); (III) implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.); (IV) professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects; and (V) strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs	Yes