




Waiākeawaena Elementary School Academic Plan SY 2025-2026

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

Submitted by Principal Suzanne Ochi	
	March 14, 2025

Approved by Complex Area Superintendent Esther Kanehailua	
	04.09.25

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

VIABLE QUALITY CURRICULUM

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

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

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
Grades K-5	'23 Wonders ▾	ORIGO Stepping Stones 2.0 ▾	NGSS aligned grade level developed units	HCSSS aligned pacing guides Hawaiians of Old (Gr4)
Grade 3 (Honors)	'19 Amplify ELA ▾	ORIGO Stepping Stones 2.0 ▾	NGSS aligned grade level developed units	HCSS aligned pacing guides
Grade 4-5 (Honors)	'19 Amplify ELA ▾	Ready ▾	NGSS aligned grade level developed units	HCSS aligned pacing guides

NEW 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
Grades K-5	iReady	iReady IXL	Mystery Science (Gr.K-4)	Brain Pop
Specific grade levels	Achieve 3000 (Gr 4-5)- optional		Generation Genius (Gr.4-5)	Story Works Scholastic News Studies Weekly
SPED	UFLI Sound Partners Rewards iReady TeachTown	IXL, iReady TeachTown	TeachTown	TeachTown

NEW 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:

REVISED 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-5	I-Ready ▾	I-Ready ▾
Grade K	KEA ▾	HI KRA ▾
Grade 1, SPED	DIBELS ▾	Other: ▾
EL	WIDA Screener ▾	Other: ▾ None

REVISED IDENTIFIED SCHOOL NEEDS

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

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

Year: **2023-2024**

Year of Next Action: **2026-2027**

Year of Next Self-Study:

Type of Last Visit: Mid-Cycle Report & Visit -

Type of Next Action: Full Self-Study -

2026-2027

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

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

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

1	<p><u>Student Need:</u> ART in conjunction with administration addresses the confusion and lack of common understanding regarding the purpose and use of MTSS, Ci3T, and RTI to ensure the successful implementation of these organizing tools.</p> <p><u>Root/Contributing Cause:</u> WWES lacks a clearly defined Multi-Tiered System of Support (MTSS).</p>
2	<p><u>Student Need:</u> Administration continues to work closely with the newly created Special Education support position to analyze the success of their efforts to assist this subgroup in raising their achievement levels and shrink the achievement gap.</p> <p><u>Root/Contributing Cause:</u> WWES lacks a system to address the achievement gap for High Needs and Non-High Needs students.</p>
3	<p><u>Student Need:</u> ART and administration continue to address the identification, monitoring and effectiveness of professional development, enabling all staff to benefit from the time involved in acquiring new skills.</p> <p><u>Root/Contributing Cause:</u> WWES lacks a system to identify, implement, and evaluate the effectiveness of PD.</p>

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

1 **Targeted Subgroup:** [Students with Disabilities \(SPED\)](#)

Identified Student Need(s):

IDEA eligible students demonstrated the lowest academic growth rates.

IDEA students demonstrate higher rates of chronic absenteeism and discipline incidents.

2 **Targeted Subgroup:** [English Learners \(ELs\)](#)

Identified Student Need(s):

On the 23-24 WIDA screener, the highest need areas were Speaking and Writing, indicating a need to increase opportunities for our EL students to speak and write.

EL students' absenteeism and student behaviors increased.



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>
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Strat Plan Measures:

% of Kinders who are assessed for K Readiness (1.1.1)
 % of Kinder Ss assessed as not ready who receive additional personalized supports (1.1.1)
 % of 3rd Graders demonstrating grade level proficiency in reading (1.1.2)
 % of Ss who are not proficient in reading by the end of third grade who receive additional personalized support (1.1.2)
 % of 8th graders demonstrating grade-level proficiency in mathematics. (1.1.3)
 % of Ss who are not proficient in mathematics by the end of 8th grade who receive additional personalized support (1.1.3)
 Add for ES % of 5th or 6th grade...
 Data disaggregated by student group (Sped, EL) (1.1.4)
 % of EL's who are meeting or on track to meet EL proficiency (1.1.4)
 % of ES with transition activities for newly entering Ss (1.1.5)
 % of MS with transition activities for Ss entering from ES to 9th grade (1.1.5)

HWCA Focus Measures

Indicator 3: % of Ss w/IEP's that participate in state assessment

% of Ss w/IEP's that are proficient on state assessment progress **Monitoring Measurement:** iReady/Star

Indicator 5: % of Ss with IEP's enrolled and where they are served a) Inside the regular class 80% or more of the day, and b) Inside the regular class less than 40% of day **Measurement:** Child Count Report Goal: 80% or more of SWDs spending 80% or more of their day in Gen ed (start of school day until the end of the school day is considered school day)

<p>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.</p>	<p>WWES lacks a system to address the achievement gap for High Needs and Non-High Needs students.</p> <p>Title I Schoolwide Requirements: SW1 SW6</p>	<p>EA 1.1.1 (1) Administer KEA (KRA) to all entering Kindergarten students [Lead: Christy Masaoka]</p> <ul style="list-style-type: none"> a. Identify students who are not socially/emotionally & academically ready <ul style="list-style-type: none"> i. Students who receive an “N” rating on observational items ii. Students who receive a “0” rating on selected-response and performance-task items b. Provide all assessed as not ready with timely support (describe) <ul style="list-style-type: none"> i. Social/Emotional <ol style="list-style-type: none"> 1. Second Step lessons 2. Social Stories 3. Primary School Adjustment Program (PSAP) ii. Academic <ol style="list-style-type: none"> 1. RTI c. Monitor progress <ul style="list-style-type: none"> i. Brief Externalizing and Internalizing Screener for Youth (BEISY)- universal screener completed by teachers Pre/Mid/Post ii. i-Ready ELA & Math universal screener- quarterly iii. Kindergarten Assessments- quarterly 	<p>Measures: <i>i-Ready:</i> <i>-Students “on track” to meet Typical Growth</i></p> <p><i>Kindergarten Assessment results:</i> <i>-75% of students will rank as high average or above by EOY</i></p> <p><i>BEISY (flagged students will show improvement)</i></p> <p><i>PSAP:</i> <i>-Students will demonstrate improvement on Progress Reports</i></p> <p>Evidence: <i>KEA results (baseline)</i></p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input checked="" type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input checked="" type="checkbox"/> Other:__, \$
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<p>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.</p> <p><i>School Targets:</i> SBA (ELA) proficiency: -SY 25-26: 59% (SY 23-24 actual 46%)</p> <p>SBA (ELA) growth: -SY 25-26: 80% (SY 23-24 actual 68%)</p> <p><i>Required for all HW ES</i></p>	<p>WWES lacks a clearly defined Multi-Tiered System of Support (MTSS).</p> <p>Title I Schoolwide Requirements: SW1 SW6</p>	<p>EA 1.1.2 (1) Administer universal screener to all students at least 4x a year [Leads: Christy Masaoka (K-1), Erika Kaneo (2-3), Sandy Fujioka (4-5), Ruby Grace (Data Coordinator)]</p> <ol style="list-style-type: none"> 1. Tier I Instruction <ol style="list-style-type: none"> a. Develop grade level agreements: <ol style="list-style-type: none"> i. Core components and instructional routine of the Reading Wonders 2023 program ii. Common formative assessments iii. Common summative assessments for essential standards b. Determine school agreements: <ol style="list-style-type: none"> i. Effective reading strategies aligned to science of reading ii. School Reading Wonders agreements iii. Revised ELA standards 2. Tier 2 Targeted Supports <ol style="list-style-type: none"> a. RTI small group instruction <ol style="list-style-type: none"> i. Grade level ELA RTI block b. Grade level essential standards 3. Tier 3 Intensive Supports <ol style="list-style-type: none"> a. Small group/1:1 as appropriate b. Foundational skills 	<p>Measures: -By end of school year 59% of students will be proficient on i-Ready (Level 5) and SBA (Level 3 & 4)</p> <p>-By end of school year, 80% students will "meet" Typical Growth progress: Q1: 20%+ Q2: 40%+ Q3: 60%+ Q4: 80%+</p> <p>Evidence: Standards aligned grade level pacing guide</p> <p>Teacher data templates</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input checked="" type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$
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<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.</p> <p><i>School Targets:</i> SBA (Math) Proficiency: -SY 25-26: 54% (23-24 actual 51%)</p> <p>SBA (Math) Growth -SY 25-26: 75% (23-24 actual 70%)</p> <p><i>Required for all HW ES and MS</i></p>	<p>WWES lacks a clearly defined Multi-Tiered System of Support (MTSS).</p> <p>Title I Schoolwide Requirements: SW1 SW6</p>	<p>EA 1.1.3 (1) Administer universal screener to all students at least 3x a year [Leads: Christy Masaoka (K-1), Erika Kaneo (2-3), Sandy Fujioka (4-5), Ruby Grace (Data Coordinator)]</p> <ol style="list-style-type: none"> 1. Tier I Instruction <ol style="list-style-type: none"> a. Align essential standards pacing guide to Stepping Stones core curriculum program and supplemental programs 2. Tier 2 Targeted Supports <ol style="list-style-type: none"> a. RTI small group instruction b. Grade level essential standards 3. Tier 3 Intensive Supports <ol style="list-style-type: none"> a. Small group/1:1 as appropriate b. Foundational skills 	<p>Measures: <i>-By end of school year 54% of students will be proficient on i-Ready (Level 5) and SBA (Level 3 & 4)</i></p> <p><i>-By end of school year, 80% students will "meet" Typical Growth progress:</i> Q1: 20%+ Q2: 40%+ Q3: 60%+ Q4: 80%+</p> <p>Evidence: <i>Standards aligned grade level pacing guide</i></p> <p><i>Teacher data templates</i></p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input checked="" type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$
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Science Proficiency <i>School Targets:</i> SBA (Science Proficiency): 25-26: 62% <i>(23-24 actual: 57%)</i>	WWES lacks a clearly defined Multi-Tiered System of Support (MTSS). Title I Schoolwide Requirements: SW1 SW6	All students will engage in NGSS aligned learning opportunities: <ol style="list-style-type: none"> Grade level developed NGSS units Opportunities for real world application of learning: hands-on projects, KIDS Day, field trips, guest speakers <i>Note: HIDOE "Viable Curriculum" requirement for Science in SY28-29, review approved curriculum list when available and teacher created approval process</i> 	Measures: <i>By the end of school year, 62% of grade 5 students will be proficient on state science assessment</i> Evidence: <i>Grade level developed NGSS units</i> <i>KIDS Day projects</i>	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input checked="" type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$
Social Studies <i>100% of students will participate in HCSSS aligned learning opportunities.</i>	WWES lacks a clearly defined Multi-Tiered System of Support (MTSS). Title I Schoolwide Requirements: SW1 SW6	All students will engage in HCSSS aligned learning opportunities: <ol style="list-style-type: none"> Grade K/1/2/3/4/5: will implement grade level pacing guide aligned to HCSSS Opportunities for place and/or project based learning opportunities: field trips, guest speakers, community/school service <i>Note: HIDOE "Viable Curriculum" requirement for Science in SY28-29, review approved curriculum list when available and teacher created approval process</i> 	Evidence: <i>Grade level developed HCSSS aligned pacing guides</i>	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input checked="" type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$

Computer Science <i>100% of students will engage in CSTA aligned learning opportunities.</i>	WWES lacks a clearly defined Multi-Tiered System of Support (MTSS). Title I Schoolwide Requirements: SW1 SW6	All students will engage in CSTA aligned learning opportunities: <ul style="list-style-type: none"> a. Grade K/1/2/3/4/5 will engage in computer science units b. Teachers will engage in CSTA professional development 	Evidence: <i>Code.org student progress</i> <i>CSTA Pacing Guides</i>	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input checked="" type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$
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<p>1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.</p> <p><i>Required for all schools.</i></p>	<p>WWES lacks a system to address the achievement gap for High Needs and Non-High Needs students.</p> <p>Title I Schoolwide Requirements: SW1 SW6</p>	<p>EA 1.1.5 (1) Transition activities for newly entering students</p> <ul style="list-style-type: none"> • Preschool to Kinder orientation [Lead: Suzanne Ochi (principal)] <ul style="list-style-type: none"> ◦ Private preschool visits to campus ◦ WWES special education preschool transition/classroom visits • Kindergarten transition [Lead: Lisa Yanagisawa (K-2 counselor)] <ul style="list-style-type: none"> ◦ Summer Start program ◦ Start of year transition schedule • New student transition [Lead: Kim Takahashi (3-5 counselor)] <ul style="list-style-type: none"> ◦ Menehune Welcome Committee (Student Council) <p>EA 1.1.5 (2) Activities for grade level transitions [Leads: Counselors- Lisa Yanagisawa (K-2), Kim Takahashi (3-5)]</p> <ul style="list-style-type: none"> • School "Transition" Day (K-5) • Transition to Intermediate (5th to 6th) <ul style="list-style-type: none"> ◦ Waiākea Intermediate transition activities ◦ 504/SPED transition meetings • Partnerships with feeder schools <ul style="list-style-type: none"> ◦ Counselor collaboration meetings 	<p>Measures: <i>Panorama SEL Surveys (3-5)- Sense of Belonging 70% (Winter 2024- 65%)</i></p> <p><i>Panorama Student Perceptual Classroom survey- Teacher/student relationship 80% (24-25- 77%)</i></p> <p>Evidence: Summer Start schedule</p> <p>Kindergarten Transition schedule</p> <p>Menehune Welcome Committee tracker form and survey</p> <p>School "Transition" Day student survey</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input checked="" type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$
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★ **GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.**

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</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>Strat Plan % of Ss attending 90% or more days of instruction % of Ss, parents/guardians and staff agreeing the school encourages positive behaviors # of schools, state and complex area offices that have completed the Hā orientation and/or training</p> <p>HWCA Focus Measures Indicator 5: LRE: Appropriate transition between and within schools for SWDs Measurement: Number of transition meetings held for SWDs: a) between grade levels, b) change in setting (e.g., Gen Ed to SPED or SPED to Gen Ed), c) between schools (e.g., elementary -> middle -> high). Indicator 4: Suspension: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs. Progress Monitoring Measurement: a) % of SWDs suspended, b) Mean days of suspension for SWDs c) % of SWDs who have in-school suspension, d) Mean days of in-school suspension for SWDs, e)% of SWDs who have had an Manifestation Determination Meeting within 8-11 days of suspension, f) % of SWDs who have had an IEP and/or BSP revision meeting after issuance of in-school suspension or suspension.</p>				
1.2.1. All students desire to and attend school regularly. School Target: 25-26 STRIVE HI Regular Attendance: 80% (SY 23-24 actual 77%)	WWES lacks a clearly defined Multi-Tiered System of Support (MTSS). Title I Schoolwide Requirements: SW1 SW6	EA 1.2.1 (1) Attendance proactive strategies [Leads: Lisa Yanagisawa (K-2 Counselor), Kim Takahashi (3-5 Counselor)] a. Weekly class attendance goals b. Monthly grade level attendance winners c. Quarterly attendance challenges with other schools d. Classroom management plans that address routines, rituals, PBIS, and relationship building	Measures: Average Daily Attendance 95% (23-24: 93%) Identify/monitor students "at risk" to be chronically absent (10% absenteeism rate)	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input checked="" type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$

<p><i>Required for all schools.</i></p>		<p>e. School PBIS program to build sense of belonging</p> <p>EA 1.2.1 (2) Attendance intervention strategies [Leads: Lisa Yanagisawa (K-2 Counselor), Kim Takahashi (3-5 Counselor)]</p> <p>a. Students “at-risk” of being chronically absent (10%+ absenteeism rate)- small group/individual intervention as needed</p> <p>b. Communication with families per school attendance policy- written notices, parent conferences, and court petitions</p>	<p><i>Panorama SEL Survey- Sense of Belonging 70% (Winter 2024- 65%)</i></p> <p><i>Panorama Student Perceptual Survey:</i> -School Safety 65% (24-25- 52%) -Valuing of School 78% (24-25- 76%)</p> <p>Evidence: <i>School attendance policy & related documentation</i></p> <p><i>Classroom management plans</i></p> <p><i>School PBIS program</i></p>	<p><input type="checkbox"/> Other: __, \$</p>
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<p>1.2.2. All students demonstrate positive behaviors at school.</p> <p><i>School Target:</i> 25-26 School Profile Report "Total Offenses"- 75 (SY 23-24 actual 157)</p> <p><i>Required for all schools.</i></p>	<p>WWES lacks a clearly defined Multi-Tiered System of Support (MTSS).</p> <p>Title I Schoolwide Requirements: SW1 SW6</p>	<p>EA 1.2.2 (1) PBIS Program/Activities, schoolwide expectations [Counselors: Kim Takahashi, Lisa Yanagisawa]</p> <ol style="list-style-type: none"> 1. Caught Being Good 2. Kāko'o Project <ol style="list-style-type: none"> a. Citizen of the Quarter b. Student of the Month <p>EA1.2.2(2) Behavior Intervention strategies</p> <ol style="list-style-type: none"> a. Tier 1: <ol style="list-style-type: none"> i. Second Step SEL curriculum taught schoolwide by homeroom teachers b. Tier 2: <ol style="list-style-type: none"> i. Student needs for support identified on BEISY universal screener and through counselor referral process ii. Student supports/intervention provided for all identified students c. Tier 3: <ol style="list-style-type: none"> i. Peer review conducted monthly- <u>SY 25-26 revisit process</u> ii. Students who do not respond to Tier 1 & Tier 2, receive more intensive supports- <u>Core process</u> iii. Interventions documented and progress monitored 	<p>Measure: <i>95% of students will participate in PBIS quarterly activity</i></p> <p><i>Chapter 19 discipline data monitored monthly</i></p> <p><i>Panorama SEL Survey- Emotion Regulation 55% (Winter 2024- 51%)</i></p> <p><i>Panorama Student Perceptual Survey- School Safety Dimension 65% (24-25- 61%)</i></p> <p>Evidence: <i>Tier 1: Second Step check-in sheets</i></p> <p><i>BEISY screener & interventions/ supports</i></p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input checked="" type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$
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<p>1.2.3. All students experience a Nā Hopena A'o environment for learning.</p> <p><i>Required for all schools.</i></p>	<p>WWES lacks a clearly defined Multi-Tiered System of Support (MTSS).</p>	<p><i>EA 1.2.3 (1) Nā Hopena A`o Activities</i> [Lead: Suzanne Ochi (Principal), Lisa Yanagisawa (K-2 counselor), Kim Takahashi (3-5 counselor)]</p> <ul style="list-style-type: none"> a. Monthly Kāko'o values b. Wellness/SEL activities <p><i>EA 1.2.3 (2) Culture-based learning opportunities/activities</i> [Lead: Suzanne Ochi (Principal), Grade Level Chair Teachers]</p> <ul style="list-style-type: none"> a. Field trips/guest speakers b. May Day <p><i>EA 1.2.3 (3) `Āina Aloha programs/activities</i> [Lead: Suzanne Ochi (Principal), Grade Level Chair Teachers]</p> <ul style="list-style-type: none"> a. Hawaiian Studies program 	<p>Measure: 95% of students will participate in PBIS quarterly Activity.</p> <p><i>Panorama Survey</i></p> <p>Evidence: Schoolwide Field Trips/Guest Speakers Matrix</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input checked="" type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$
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★ **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>Strat Plan % of schools offering career exploration and development activities for students % of schools offering opportunities to participate in civic learning and active civic engagement</p> <p>Complex-specific CTE K-5 Career Connected Learning</p> <p>K-5 Computer Science-Foundational</p>				
<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>WWES lacks a system to address the achievement gap for High Needs and Non-High Needs students.</p> <p>Title I Schoolwide Requirements: SW1 SW6</p>	<p>EA 1.3.1 (1) Provide opportunities for students to engage in activities that develop career, college, and community readiness.</p> <p>[Lead: Suzanne Ochi (Principal)]</p> <ol style="list-style-type: none"> Career Week (Lead: CTE Committee) Journey Through the Universe (Lead: STEM Committee) Junior Achievement (Lead: CTE Committee) School/community service opportunities <p>CTE Road Map</p> <p>EA 1.3.1 (2) Provide opportunities for students to engage in real world learning experiences.</p> <p>[Leads: Suzanne Ochi (Principal), Grade Level Chair Teachers]</p>	<p>Measure: 100% of students will participate in community partnership activities.</p> <p>100% of students will participate in grade level STEM projects and activities.</p>	<p><input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$</p>

		<p>a. <i>Grade level excursions/guest speakers</i></p> <p>b. <i>STEM projects</i></p>	<p>Evidence: <u>Schoolwide Field Trips/Guest Speakers Matrix</u></p> <p><i>Community Partnerships</i></p> <p><i>K.I.D.S. (Kids Investigating and Discovering Science) Day activities</i></p> <p><i>Grade level quarterly STEM projects</i></p>	
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Priority 2

High-Quality Educator Workforce In All Schools

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

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</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>
<p>Elem</p> <p>Strat Plan-% of first year and second year teachers participating in the state approved I&M program # of T's participating in PD beyond the 21 hours of teacher's job embedded training required by the CBA</p> <p>HWCA Focus Measures</p> <p>Indicator 17: State Systemic Improvement Plan (SSIP): General and Special Education K-4 teachers know and implement evidence-based practices in the Science of Reading for Phonemic Awareness and Phonics Progress Monitoring: % of teachers who have participated in training based in the science of reading for phonemic awareness and phonics and/or % of classroom fidelity checks with 80% or better implementation.</p>				
<p>2.1.2 All teachers are effective or receive the necessary support to become effective.</p> <p><i>All HW Schools</i></p>	<p>WWES lacks a system to identify, implement, and evaluate the effectiveness of PD.</p>	<p>EA 2.1.2 (1) Induction & Mentoring Activities [Leads: Suzanne Ochi (Principal), Ruby Grace (Title I/Data Coordinator)]</p> <ol style="list-style-type: none"> Complex Area I & M program School level I & M activities Grade Level Support Teachers 	<p>Measure: 100% of Grade Level Support teachers will become certified mentors.</p> <p>100% of probationary</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p>

	<p>Title I Schoolwide Requirements: SW1 SW6</p>	<p>EA 2.1.2 (2) Professional Development [Leads: Suzanne Ochi (Principal), Ruby Grace (Title I/Data Coordinator)]</p> <ul style="list-style-type: none"> a. 21 Hours PD plan to address school academic, SEL, and behavior needs b. Grade level articulation 	<p><i>teachers will be assigned a mentor and will participate in Induction and Mentoring training.</i></p> <p>Evidence: <i>PD Calendar Articulation minutes</i></p> <p><i>Teacher SQS: -Satisfaction dimension (PD item)</i></p> <p><i>School Program/PD survey</i></p>	<p><input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:____, \$ <input type="checkbox"/> Other:____, \$</p>
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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> <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>
Strat Plan -% of schools with all required stakeholders represented in SCC membership % of schools with overall positive rating on the SCC self-assessment rating				
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>	WWES lacks a clearly defined Multi-Tiered System of Support (MTSS). Title I Schoolwide Requirements: SW2 SW3 SW5	EA 3.3.1 (1) Conduct Orientation/Training Session for new SCC members on roles and responsibilities [Lead: Suzanne Ochi (Principal)] a. Monitor Academic Plan b. Hold two community meetings annually c. Nominate and hold elections for new members d. Complete SCC Self Assessment & Principal Survey	Measure: SCC Self Assessment & Principal Survey Evidence: SCC member roster and agendas	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input checked="" type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:____, \$ <input type="checkbox"/> Other:____, \$

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

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/Contributing Cause <i>"Why are we doing this?"</i> Reference the Identified School Needs section.	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> Estimate the additional amount needed to execute the enabling activity.
HWCA Focus Measures Indicator 8: Parent Involvement: Goal: 100% of parents are provided the annual survey during the annual IEP meeting. Progress Monitoring: % of confirmed survey distribution to parents at every annual IEP meeting for all SWDs.				
3.3.2 All families and staff can easily learn about and participate in feedback processes that inform decision making at the school, complex area, and state levels <i>All HW Schools</i>	WWES lacks a clearly defined Multi-Tiered System of Support (MTSS). Title I Schoolwide Requirements: SW2 SW3 SW4 SW5	EA 3.3.2 (1) Communicate with the school community through the school website and/or social media. [Leads: Suzanne Ochi (Principal), Jodi Kalawe (Tech Coordinator)] <ol style="list-style-type: none"> School website Social media School Messenger Parent Square Monthly newsletter EA 3.3.2 (2) Provide opportunities for families to share feedback/input. [Leads: Suzanne Ochi (Principal), Ruby Grace (Title/Engagement)] <ol style="list-style-type: none"> School Quality Survey School Family Interest Survey (Fall) and School Family Engagement Survey (Spring) 'Ohana Engagement Activity Feedback Surveys SCC Suggestion Form (school website) 	Measure: Participation rates: -Open House -Parent Teacher Conferences -Engagement activities SQS: -Return rate -Satisfaction dimension Evidence: School website , social media, and Parent Square	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input checked="" type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:____, \$ <input type="checkbox"/> Other:____, \$

		<p>EA 3.3.2 (3) Conduct family/community engagement activities that support student learning.</p> <ul style="list-style-type: none"> a. Quarterly 'ohana nights (<i>Lead: Committees</i>) b. PTA membership meetings/events (<i>Lead: PTA</i>) c. English learner 'ohana activities (<i>Lead: EL Coordinator</i>) d. Primary School Adjustment Program (PSAP) events (<i>Lead: PSAP EA</i>) <p>EA 3.3.2 (4) Provide opportunities for families to monitor student progress and work with educators to support student achievement.</p> <p>[Leads: Suzanne Ochi (Principal), Christy Masaoka (K-1 GLS), Erika Kaneo (2-3 GLS) Sandy Fujioka (4-5 GLS)]</p> <ul style="list-style-type: none"> a. Open house b. Report cards c. Progress reports, if applicable d. Universal screener family reports e. Student progressfolios f. Parent teacher conferences g. Student support process 		
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★ Other Systems of Support

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>
<p>3.3.3 All data systems are designed and data collected, monitored, and reported to align with the strategic plan goals and outcomes and state and federal requirements.</p> <p><i>School Targets:</i> 25-26 SBA Proficiency ELA: 59% Math: 54%</p> <p>25-26 SBA Growth ELA: 80% Math: 74%</p> <p>25-26 STRIVE HI Regular Attendance: 80%</p> <p>25-26- 75 "Total Offenses"</p>	<p>WWES lacks a clearly defined Multi-Tiered System of Support (MTSS).</p> <p>Title I Schoolwide Requirements: SW1 SW5 SW6</p>	<p>EA 3.3.3 (1) The school will engage in a data-driven school decision-making process [Lead: Suzanne Ochi (principal), Ruby Grace (data coordinator)]</p> <ol style="list-style-type: none"> Annual Comprehensive Needs Assessment Quarterly Academic Plan monitoring Quarterly data cycles Organizational structure: <ol style="list-style-type: none"> Academic Review Team (ART) Grade level articulation MTSS Committee <ol style="list-style-type: none"> MTSS-A MTSS-B School Community Council (SCC) 	<p>Measures: <i>i-Ready:</i> -All students will meet 80% Typical Growth progress</p> <p>-Monitor "at-risk" chronic (10% absenteeism rate)</p> <p>-Average daily attendance</p> <p>-BEISY universal screener</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input checked="" type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input checked="" type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: __, \$</p> <p><input type="checkbox"/> Other: __, \$</p>

APPENDIX A: SCHOOL BELL SCHEDULE

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

This section showcases Waiākeawaena Elementary School 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)

1080 Hours

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

SCC Waiver Request Form was submitted for the following:

1. Distribution of Report Cards on the last day of school.
2. Three additional Waiver Days for professional development.

Bell Schedule: [25-26 Waiākeawaena Bell Schedule](#)