



Waiākeawaena Elementary School

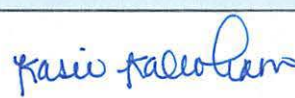
Academic Plan

SY 2026-2027

2420 Kilauea Avenue, Hilo, HI 96720
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- ☒ Title I School
☐ Non-Title 1 School

Submitted by Principal Suzanne M.I. Ochi	
	March 25, 2026

Approved by Complex Area Superintendent Kasie Kaleohano	
	04.13.26

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

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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 ▾	Gr K-5: NGSS aligned grade level developed units	Gr 4 K/1/2/3/5: HCSSS aligned pacing guides
Grade 3 Honors	'19 Amplify ELA ▾	ORIGO Stepping Stones 2.0 ▾		
Grade 4-5 Honors	'19 Amplify ELA ▾	i-Ready Classroom Mathematics ▾		Gr 4: Hawaiians of Old

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
Grades K-5	i-Ready IXL	i-Ready IXL	Mystery Science (K-4)	Brain Pop
Specific Grade Levels	Achieve 3000 (4-5)		Generation Genius (4-5)	Studies Weekly Scholastic News Story Works
SPED	UFLI Sound Partners Rewards TeachTown	TeachTown	TeachTown	TeachTown

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 ▾
SPED	DIBELS ▾	DIBELS ▾
EL	WIDA Screener ▾	Other: ▾ None

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: 2023-24

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

Year of Next Action: 2026-27

Type of Next Action: CNA

Year of Next Self-Study:

N/A

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: Students need to strengthen self-regulation and SEL skills to demonstrate safe, responsible behavior and engage effectively in learning across all school settings. Root/Contributing Cause #1: <u>WWES lacks a cohesive schoolwide MTSS/PBIS behavior framework</u>, resulting in inconsistent, non–data-driven behavioral practices.
2	Student Need: Students need to increase active engagement and strengthen executive functioning skills to sustain attention, participate consistently, and collaborate effectively during instruction. Root/Contributing Cause #2: <u>WWES lacks a system for professional development and monitoring</u>, resulting in an unevenly applied framework for engagement and limited teaching of executive functioning skills.

3

Student Need: Students need to develop strong literacy skills in reading and writing to effectively access, analyze, and respond to grade-level texts across content areas.

Root/Contributing Cause #2: WWES lacks a K–5 vertically aligned literacy framework and a system for professional development and monitoring, resulting in variable instruction and uneven student outcomes.

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 <u>Identified Student Need(s):</u> IDEA eligible students demonstrated the lowest academic growth rates of all subgroups. IDEA eligible students demonstrated the lowest average daily attendance rate of all subgroups. IDEA eligible students demonstrated the highest rate of discipline incidents of all subgroups.
2	<u>Targeted Subgroup:</u> English Learners <u>Identified Student Need(s):</u> English Learner (EL) identified students demonstrated a need for increased access to language development and grade-level academic instruction to support closing the achievement gap.
3	<u>Targeted Subgroup:</u> Disadvantaged <u>Identified Student Need(s):</u> Disadvantaged students demonstrated lower average daily attendance than Non-High Need students. Disadvantaged students demonstrated higher rates of discipline incidents than Non-High Need students.



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. Kindergarten Readiness 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. <i>Required for all schools.</i>	WWES lacks a cohesive schoolwide MTSS/PBIS behavior framework WWES lacks a K–5 vertically aligned literacy framework SW #1 SW #6	Leads: Suzanne Ochi (Principal), Christy Masaoka (K-1 GLS), Lisa Yanagisawa (K-1 counselor) 1. Implement comprehensive Kindergarten Entry Assessment (within the first three weeks). 2. Conduct data analysis, activate tiered interventions, and monitor progress. 3. Provide family readiness support. 4. Collaborate with community partners to support school readiness programs and resources.	Measures: Kindergarten Assessment results: <i>-80% of students will rank as high average or above by EOY</i> <i>BEISY (flagged students will show improvement)</i>	☒ WSF, \$50,000 ☒ Title I, \$20,000 ☐ Title II, \$ ☒ Title III, \$5,000 ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☒ IDEA, \$20,000 ☐ 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. <i>Required for all schools.</i> SY 26-27 SBA Targets (ELA): -Proficiency: 61% *26-27 HDOE KPI -Growth: 75%	WWES lacks a system for professional development and monitoring WWES lacks a K–5 vertically aligned literacy framework SW #1 SW #6	<i>Leads: Christy Masaoka (K-1 GLS), Erika Kaneo (2-3 GLS), Sandy Fujioka (4-5 GLS), Daniel Slattery (SPED GLS)</i> 1. Implement a standards-aligned, evidence-based core reading program in grades K-3 with fidelity. 2. Conduct quarterly data cycles using universal screeners (i.e. i-Ready universal screeners) 3. Provide tiered interventions with ongoing progress monitoring 4. Establish dedicated intervention blocks within the school day to provide targeted support	<i>Measures:</i> -By end of school year 61% of students will be proficient on i-Ready (Level 5): Determine quarterly goals after baseline -By end of school year, 80% students will “meet” Typical Growth progress: Q1: 20%+ Q2: 40%+ Q3: 60%+ Q4: 80%+	☒ WSF, \$50,000 ☒ Title I, \$20,000 ☐ Title II, \$ ☒ Title III, \$5,000 ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☒ IDEA, \$20,000 ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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. <i>Required for all schools.</i> SY 26-27 SBA Targets (Math): -Proficiency: 56% *26-27 HDOE KPI -Growth: 75%	WWES lacks a system for professional development and monitoring SW #1 SW #6	<i>Leads: Christy Masaoka (K-1 GLS), Erika Kaneo (2-3 GLS), Sandy Fujioka (4-5 GLS), Daniel Slattery (SPED GLS)</i> 1. Implement a standards-aligned mathematics curriculum with consistent instructional practices across all grade levels 2. Conduct quarterly data reviews using universal screeners to identify students requiring additional math support. 3. Implement math intervention blocks within the school day.	<i>Measures:</i> -By end of school year 56% of students will be proficient on i-Ready (Level 5): Determine quarterly goals after baseline -By end of school year, 80% students will “meet” Typical Growth progress: Q1: 20%+ Q2: 40%+ Q3: 60%+ Q4: 80%+	☒ WSF, \$50,000 ☒ Title I, \$20,000 ☐ Title II, \$ ☒ Title III, \$5,000 ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☒ IDEA, \$20,000 ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

1.1.4. Equity & Engagement All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. <i>Required for all schools.</i> SY 26-27 SBA "Achievement Gap": -ELA: 30 -Math: 30	WWES lacks a cohesive schoolwide MTSS/PBIS behavior framework WWES lacks a system for professional development and monitoring WWES lacks a K–5 vertically aligned literacy framework SW #1 SW #5 SW #6	<i>Leads: Ruby Grace (Title I/Data Coordinator), Daniel Slattery (SPED GLS), Abel Maldonado (EL Coordinator), Caroline Goya (SCC)</i> - Disaggregate student achievement and growth data by student groups to identify gaps and set measurable targets. - Grade-level and SPED data teams monitor student group progress in articulation and adjust supports as needed. - ART monitors student group progress schoolwide to evaluate the effectiveness of school programs in supporting growth for all students. - Implement culturally responsive teaching. - Ensure equitable access to rigorous coursework.	<i>i-Ready Growth Progress</i> <i>IDEA-DIBELS Benchmark</i> <i>EL- Growth to Target (GTT)</i>	☒ WSF, \$50,000 ☒ Title I, \$20,000 ☐ Title II, \$ ☒ Title III, \$5,000 ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☒ IDEA, \$20,000 ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
1.1.5. Transition All students transition successfully at critical points, from elementary to middle school and from middle to high school. <i>Required for all schools.</i> SY 26-27 Panorama SPS Targets: -Valuing School: 78%	WWES lacks a cohesive schoolwide MTSS/PBIS behavior framework SW #1 SW #6	<i>Leads: Lisa Yanagisawa (K-2 counselor), Jessica Cheng (3-5 counselor)</i> - Develop structured transition programs for new students, between grade levels, and for elementary to middle. - Implement a summer transition program for entering kindergarteners. - Provide targeted transition support for vulnerable students (SPED, EL, at-risk)	<i>-School/Grade level transition documentation</i> <i>-Student surveys</i>	☒ WSF, \$50,000 ☒ Title I, \$20,000 ☐ Title II, \$ ☒ Title III, \$5,000 ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☒ IDEA, \$20,000 ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

Science Proficiency 1.1.6 All students will engage in NGSS aligned STEM learning opportunities. SY 26-27 HSA Science Target: 50%	WWES lacks a system for professional development and monitoring WWES lacks a K–5 vertically aligned literacy framework SW #1 SW #6	Leads: Christy Masaoka (K-1 GLS), Erika Kaneo (2-3 GLS), Sandy Fujioka (4-5 GLS) 1. Implement grade-level developed NGSS units. 2. Provide real-world application opportunities (hands-on projects, KIDS Day, field trips, guest speakers). Note: Viable science curriculum list pending release by HIDOE.	Implementation of quarterly NGSS units Participation in STEM projects (at least 3/year) Participation in KIDS Day projects (one/year)	☒ WSF, \$50,000 ☒ Title I, \$20,000 ☐ Title II, \$ ☒ Title III, \$5,000 ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☒ IDEA, \$20,000 ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
Effective Users of Technology 1.1.7 All students will engage in computer science education.	WWES lacks a K–5 vertically aligned literacy framework SW #1 SW #6	Lead: Jodi Kalawe (Tech Coordinator) 1. Implement Computer Science curriculum using code.org and CSTA K-12 standards. 2. Maintain 1:1 Student Device Access: Ensure all students have access to individual devices to support daily technology skills development and computer science instruction.	Code.org lesson progress CSTA K-12 Standards	☒ WSF, \$50,000 ☒ Title I, \$20,000 ☐ Title II, \$ ☒ Title III, \$5,000 ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☒ IDEA, \$20,000 ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

Enrichment Learning 1.1.8 All students will have the opportunity to engage in enrichment learning through in school and/or after-school classes.	<i>WWES lacks a cohesive schoolwide MTSS/PBIS behavior framework</i> <i>WWES lacks a system for professional development and monitoring</i> <i>WWES lacks a K–5 vertically aligned literacy framework</i> SW #1 SW #6	<i>Articulation Lead: Suzanne Ochi (Principal)</i> <i>After-school Lead: Ruby Grace (Title I/Data Coordinator)</i> <i>Summer Lead: Jodi Kalawe (Tech Coordinator)</i> 1. In-school enrichment classes (articulation block) include; computer science, drama, art, and team building. 2. In-school resources classes include; library, PE, and Hawaiian Studies. 3. After-school enrichment classes to be offered (if funds available). 4. Summer STEAM classes to be offered (if funds available).	<i>Articulation:</i> <i>Student self-reflection forms</i> <i>After-school/ Summer:</i> <i>-Pre/post skills assessments</i>	☒ WSF, \$50,000 ☒ Title I, \$20,000 ☐ Title II, \$ ☒ Title III, \$5,000 ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☒ IDEA, \$20,000 ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ 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>	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>
1.2.1. Attendance All students desire to and attend school regularly. <i>Required for all schools.</i> <i>SY 26-27</i> Regular Attendance: 85%	<i>WWES lacks a cohesive schoolwide MTSS/PBIS behavior framework</i> <i>SW #1</i> <i>SW #5</i> <i>SW #6</i>	<i>Leads: Lisa Yanagisawa (K-2 counselor), Jessica Cheng (3-5 counselor)</i> 1. Implement a system to identify attendance concerns and provide immediate interventions. 2. High risk chronically absent students will be discussed at Peer Review. 3. Establish positive attendance incentives. 4. Develop personalized outreach strategies for chronically absent students and their families.	<i>Attendance team minutes</i> <i>Daily average attendance</i> <i>At-risk chronic absenteeism rate</i> <i>% students identified as at-risk receiving targeted support</i>	☒ WSF, \$10,000 ☒ Title I, \$10,000 ☐ Title II, \$ ☒ Title III, \$5,000 ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☒ IDEA, \$10,000 ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

1.2.2. Positive Behavior All students demonstrate positive behaviors at school. <i>Required for all schools.</i> SY 26-27 Panorama SPS "School Safety" Dimension: 65% Discipline "Class A" Offenses: <30	WWES lacks a cohesive schoolwide MTSS/PBIS behavior framework SW #1 SW #6	<i>Leads: Suzanne Ochi (Principal), Lisa Yanagisawa (K-2 counselor), Jessica Cheng (3-5 counselor), Caroline Goya (SSC)</i> 1. Create an MTSS-B team to develop and oversee implementation plans. 2. Implement a schoolwide PBIS framework: a. System to <u>teach</u> expected behaviors b. System to <u>reinforce</u> expected behaviors c. System to <u>address</u> problem behaviors 3. Implement a schoolwide SEL program. 4. Use universal behavior screener to identify students for targeted support. 5. Regular progress monitoring: a. Tier 1 & 2: Grade-level data teams + counselor b. Tier 2 (as needed) & Tier 3: Weekly Peer Review	PBIS incentive participation rate SEL program implementation quarterly check-in % students identified on BEISY receiving targeted intervention Monthly discipline data Grade level team minutes RTI-B & Peer Review schedule/minutes	☒ WSF, \$50,000 ☒ Title I, \$20,000 ☐ Title II, \$ ☒ Title III, \$5,000 ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☒ IDEA, \$20,000 ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
1.2.3. All students experience a Nā Hopena A'o environment for learning. <i>Required for all schools.</i>	WWES lacks a cohesive schoolwide MTSS/PBIS behavior framework WWES lacks a system for professional development and monitoring SW #1 SW #6	<i>Leads: Suzanne Ochi (Principal), Lisa Yanagisawa (K-2 counselor), Jessica Cheng (3-5 counselor)</i> 1. Integrate the Nā Hopena A'o (HĀ) framework across all classrooms and school activities through school Kāko'o Values. 2. Establish community partnerships to support authentic cultural learning experiences.	Monthly Kako'o Value videos Community partner matrix	☒ WSF, \$10,000 ☒ Title I, \$10,000 ☐ Title II, \$ ☒ Title III, \$5,000 ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☒ IDEA, \$10,000 ☐ 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. Career, Community, and Civic Readiness (CCCR) All students, throughout their K-12 experience, engage in a variety of CCCR opportunities. <i>Required for all schools.</i>	WWES lacks a cohesive schoolwide MTSS/PBIS behavior framework WWES lacks a system for professional development and monitoring SW #1 SW #5 SW #6	<i>Leads: Suzanne Ochi (Principal), Jodi Kalawe (Tech Coordinator)</i> 1. Implement annual career exploration events (Career Week) 2. Opportunities for students to engage in community and/or school service projects (Veterans Day, K-Kids, Student Council, JPO) 3. Integrate project based learning tied to real-world/community issues (KIDS Day/STEM projects) 4. Establish partnerships with community organizations to provide learning experiences for students (excursions, guest speakers) 5. Student Ambassadors participate in HWCA Ulu Ka `Āina training.	<i>Student career reflection</i> <i>#students participated in service projects</i> <i>#PBL units/grade</i> <i>Community partner matrix</i> <i>Excursion matrix</i>	☒ WSF, \$10,000 ☒ Title I, \$10,000 ☐ Title II, \$ ☒ Title III, \$5,000 ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☒ IDEA, \$10,000 ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$



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 "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.
2.1 Professional Development System WWES will develop a clearly defined system to develop, implement, and monitor professional development.	WWES lacks a system for professional development and monitoring SW #1 SW #6	Leads: Suzanne Ochi (Principal) 1. Leadership will develop a professional development plan to: - Develop/deliver PD based on student learning needs - Define implementation expectations following PD - Determine effectiveness of PD - Obtain input/feedback from teachers	PD plan Panorama (teacher) Walkthrough data Implementation Reflection	☒ WSF, \$50,000 ☒ Title I, \$20,000 ☐ Title II, \$ ☒ Title III, \$5,000 ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☒ IDEA, \$20,000 ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
2.2 Reading Proficiency All teachers will receive PD and resources to support literacy instruction. SY 26-27	WWES lacks a system for professional development and monitoring WWES lacks a K-5 vertically aligned literacy framework	Leads: Suzanne Ochi (Principal), Christy Masaoka (K-1 GLS), Erika Kaneo (2-3 GLS), Sandy Fujioka (4-5 GLS), Daniel Slattery (SPED GLS) 1. Provide sustained professional development and coaching in explicit, evidence-based reading instruction. 2. Vertical articulation of priority ELA standards	Priority standards matrix Writing rubrics & anchor pieces Implementation Reflection	☒ WSF, \$50,000 ☒ Title I, \$20,000 ☐ Title II, \$ ☒ Title III, \$5,000 ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☒ IDEA, \$20,000



PRIORITY 2: High-Quality Educator Workforce In All Schools

SBA Targets (ELA): -Proficiency: 61% *26-27 HIOE KPI -Growth: 75%	SW #1 SW #6	3. Vertical articulation of writing standards/rubrics.		☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
2.3 Math Proficiency All teachers will receive PD and resources to support math instruction. <i>SY 26-27</i> SBA Targets (Math): -Proficiency: 56% *26-27 HIOE KPI -Growth: 75%	<i>WWES lacks a system for professional development and monitoring</i> SW #1 SW #6	<i>Leads: Suzanne Ochi (Principal), Christy Masaoka (K-1 GLS), Erika Kaneo (2-3 GLS), Sandy Fujioka (4-5 GLS), Daniel Slattery (SPED GLS)</i> 1. Strengthen teacher capacity through professional learning focused on: a. Mathematics content knowledge b. Effective instructional strategies	<i>Walkthrough data</i> <i>Implementation Reflection</i>	☒ WSF, \$50,000 ☒ Title I, \$20,000 ☐ Title II, \$ ☒ Title III, \$5,000 ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☒ IDEA, \$20,000 ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
2.4 Positive Behavior All teachers will receive PD and resources to support classroom management and SEL instruction. <i>SY 26-27</i> Panorama SPS "School Safety" Dimension: 65% Discipline "Class A" Offenses: <30	<i>WWES lacks a cohesive schoolwide MTSS/PBIS behavior framework</i> <i>WWES lacks a system for professional development and monitoring</i> SW #1 SW #6	<i>Leads: Suzanne Ochi (Principal), Lisa Yanagisawa (K-2 counselor), Jessica Cheng (3-5 counselor)</i> 1. Create an MTSS-B team to develop and oversee implementation plans. 2. Provide professional development on classroom management and de-escalation strategies.	<i>MTSS-B Implementation plan</i> <i>PD plan</i>	☒ WSF, \$50,000 ☒ Title I, \$20,000 ☐ Title II, \$ ☒ Title III, \$5,000 ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☒ IDEA, \$20,000 ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$



PRIORITY 2: High-Quality Educator Workforce In All Schools

2.5 Equity & Engagement All teachers will receive PD and resources to support equity and engagement strategies. <i>SY 26-27</i> <i>SBA "Achievement Gap":</i> <i>-ELA: 30</i> <i>-Math: 30</i>	<i>WWES lacks a cohesive schoolwide MTSS/PBIS behavior framework</i> <i>WWES lacks a system for professional development and monitoring</i> <i>SW #1</i> <i>SW #6</i>	<i>Leads: Suzanne Ochi (Principal), Ruby Grace (Title I), Abel Maldonado (EL)</i> 1. Provide professional development on culturally responsive practices and Hawaiian values (Required: Na Hopena A'o). 2. Provide professional development opportunities that support the Achievement Gap for our high need learners (Special Education, English Learners, Disadvantaged)	<i>Walkthrough data</i> <i>Implementation Reflection</i>	☒ WSF, \$10,000 ☒ Title I, \$10,000 ☐ Title II, \$ ☒ Title III, \$5,000 ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☒ IDEA, 10,000 ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
2.6 Technology All teachers will receive PD and resources to support the implementation of technology tools to support instruction.	<i>WWES lacks a system for professional development and monitoring</i> <i>SW #1</i> <i>SW #6</i>	<i>Leads: Suzanne Ochi (Principal), Jodi Kalawe (Tech Coordinator)</i> 1. Professional development: a. AI for Educators b. School programs & subscriptions 2. Provide teachers with technology devices	<i>Schools Program Teacher Survey</i> <i>Walkthrough data</i> <i>Implementation Reflection</i>	☒ WSF, \$10,000 ☒ Title I, \$10,000 ☐ Title II, \$ ☒ Title III, \$5,000 ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☒ IDEA, 10,000 ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$



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 "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.
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 cohesive schoolwide MTSS/PBIS behavior framework WWES lacks a K-5 vertically aligned literacy framework SW #2 SW #4	Leads: Suzanne Ochi (Principal), Melanie Matsumura-Uyeda (SCC Chair) 1. Nominate and hold elections 2. Hold at least two community meetings annually 3. Review CNA/Academic Plan 4. Review Waiver Requests 5. Complete SCC Self Assessment & Principal Survey	SCC Minutes SCC Suggestion Form Responses SCC Self-Assessment	☒ WSF, \$5,000 ☒ Title I, \$5,000 ☐ 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 'Ohana Engagement All families will be provided with opportunities to participate in family engagement activities that support student achievement.	WWES lacks a cohesive schoolwide MTSS/PBIS behavior framework WWES lacks a K–5 vertically aligned literacy framework SW #4 SW #5	Leads: Suzanne Ochi (Principal), Ruby Grace (Title I/Data), Abel Maldonado (EL), Jodi Kalawe (Tech) 1. Open House 2. Quarterly 'ohana engagement activities 3. Targeted activities- PSAP, EL, Kindergarten 4. Engage families as partners in literacy development (Required: Title I) 5. Awards assemblies 6. Volunteer opportunities 7. PTA	'Ohana Activity Feedback Surveys Participation data	☒ WSF, \$10,000 ☒ Title I, \$10,000 ☐ Title II, \$ ☒ Title III, \$5,000 ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☒ IDEA, 10,000 ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
3.3.3 Communication Effective two-way communication with families.	WWES lacks a cohesive schoolwide MTSS/PBIS behavior framework WWES lacks a K–5 vertically aligned literacy framework SW #2 SW #4	Leads: Suzanne Ochi (Principal), Ruby Grace (Title I/Data), Abel Maldonado (EL), Jodi Kalawe (Tech) 1. Use a variety of methods to communicate information to parents 2. Provide families with opportunities to share feedback and request supports 3. Provide opportunities for families to monitor student achievement	Parent Survey Results	☒ WSF, \$10,000 ☒ Title I, \$10,000 ☐ Title II, \$ ☒ Title III, \$5,000 ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☒ IDEA, 10,000 ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

★ Other Systems of Support				
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.
3.3.4. Attendance WWES will develop school systems to provide outreach support to families.	WWES lacks a cohesive schoolwide MTSS/PBIS behavior framework SW #5 SW #6	Leads: Suzanne Ochi (Principal), Lisa Yanagisawa (K-2 counselor), Jessica Cheng (3-5 counselor) 1. Develop and communicate a clear school attendance policy. 2. Educate families on the impact of regular attendance on student learning. 3. Develop personalized outreach strategies for chronically absent students and their families.	Chronic absenteeism rate	☒ WSF, \$10,000 ☒ Title I, \$10,000 ☐ Title II, \$ ☒ Title III, \$5,000 ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☒ IDEA, 10,000 ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
3.3.5 Continuous School Improvement WWES will regularly monitor Academic Plan activities and progress and revise as necessary.	WWES lacks a system for professional development and monitoring SW #3	Leads: Suzanne Ochi (Principal), Ruby Grace (Title I/Data) 1. School teams will meet regularly (ART, Leadership, and Grade Level teams) to analyze data and evaluate the effectiveness of school programs 2. Academic Plan Progress Monitoring Tool will be developed and completed quarterly	Academic Plan Monitoring Tool Schoolwide data sheets	☒ WSF, \$50,000 ☒ Title I, \$20,000 ☐ Title II, \$ ☒ Title III, \$5,000 ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☒ IDEA, \$20,000 ☐ 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 **Waiākeawaena 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 **Mar 10, 2026** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Mar 10, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☒ Other (list): Academic Review Team, Leadership, Grade Level Teams
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 10, 2026**

Attested:

Waiākeawaena Elementary School Principal	Signature	Date
Suzanne M.I. Ochi		March 25, 2026

SCC Chairperson	Signature	Date
Melanie Matsumura-Uyeda		March 25, 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:
N/A		

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

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Attested:

SCC Chairperson	Signature	Date
Melanie Matsumura-Uyeda		March 25, 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>	1,095
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement
Waiākeawaena Elementary School Bell Schedule: 2026-27 Waiakeawaena Bell Schedule	