NĀ HOPENA A'O

PRIORITY 3
Effective And Efficient Operations At All Levels

PRIORITY 2
High-Quality Educator Workforce In All Schools

PRIORITY 1
High-Quality Learning For All

Waimea Elementary School Academic Plan SY 2025-2026

67-1225 Mamalahoa Highway, Kamuela, HI 96743
www.waimeael.k12.hi.us

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

Submitted by Principal Tammie Picklesimer		**Approved by Complex Area Superintendent** Janette Snelling	
[signature]	APR 15 2025	*[signature]*	APR 15 2025

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

VIABLE QUALITY CURRICULUM

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

Please utilize the dropdown list to select the <u>comprehensive instructional program(s)</u> 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 ˅	i-Ready Classroom Mathematics ˅	Mystery Science Generation Genius	Wonders
Grade 5	Magnetic Reading			

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

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
K-5	Step Up to Writing	iReady	Mystery Science	Studies Weekly
K-5	iReady	Reflex and Frax	Generation Genius	

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: Character Strong

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 ˅
Kinder	KEA ˅	

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 of <u>Last Visit</u>: 2025   Year of <u>Next Self-Study</u>:
Type of <u>Last Visit</u>: Full Self-Study ˅   Type of <u>Next Action</u>:

Please identify <u>critical student learning needs</u> and the <u>root/contributing cause</u> 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:** Ensuring high levels of learning for all students by implementing the Guaranteed and Viable Curriculum, Unit Plans, Teacher Clarity, Success Criteria, Data Teams, and Proficiency Mapping. **Root/Contributing Cause:** The need for professional development on Guaranteed and Viable Curriculum, Unit Planning, Teacher Clarity, Success Criteria, Data Teams, and Pacing of Priority Standards.
2	**Student Need:** Provide targeted intervention and support for all students to address social-emotional needs and well-being. This includes the need for differentiated instruction to address all students through a Multi-Tiered System of Support (MTSS) **Root/Contributing Cause:** The need to provide a safe, nurturing environment where students feel like they belong and want to come to school.
3	**Student Need:** Provide targeted intervention and support for struggling High Needs Students, Non-High Needs students, and continuously underperforming groups. This includes the need for differentiated instruction to address all students through the refinement of a Multi-Tiered System of Support (MTSS)/Response to Instruction (RTI) program for ELA and Mathematics. **Root/Contributing Cause:** The need for closing the gap between High Needs and Non-High Needs students along with raising proficiency levels for underperforming groups.

	In order to address student subgroup(s) achievement gaps, please list the <u>targeted subgroup(s)</u> and their <u>identified need(s)</u>. Enabling activities should address identified subgroup(s) and their needs.
1	**<u>Targeted Subgroup:</u>** High Needs **<u>Identified Student Need(s):</u>** High-needs students need instruction/remediation using strategies that yield high effect sizes for this group. Student proficiency levels should increase by approximately 2.3 percentile points per year (ELA) and 1.7 percentile points per year (math).
2	**<u>Targeted Subgroup:</u>** Non-High Needs **<u>Identified Student Need(s):</u>** Non-High needs students need instruction/remediation using strategies that yield high effect sizes for this group. Student proficiency levels should increase by more than 2.3 percentile points per year (ELA) and 1.7 percentile points per year (math).
3	**<u>Targeted Subgroup:</u>** ALL STUDENTS **<u>Identified Student Need(s):</u>** All students need to attain a minimum of one year's worth of growth per year.

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 *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?* *Reference the Identified School Needs section.*	**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 (Initial & Intermediate Outcomes)** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
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.	CNA Pages #14-19 Longitudinal data indicates that many students are not ready for kindergarten in post-pandemic times.	• Provide an opportunity for entering kindergarten students to attend a summer Kinder Camp. • Provide Orientation Night for parents and kindergarten students. • Administer the KEA and ESGI assessment to create a solid foundation for students. *Accountable Lead(s): Grade Level Counselor, Kindergarten Teacher(s),* Administration	• KEA • ESGI 100% of students receiving EOEL preschool are ready for kindergarten as measured by KEA Data.	☐ WSF, $ ☑ Title I, $26,000 ☐ 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. | CNA pgs. 14-18

Root causes:

pg. 19: 3, 5, 7 | • Implement rigorous, relevant, and standards driven curriculum - Complex Priority Standards/Guaranteed and Viable Curriculum.

• Implement differentiated instruction; explicit instruction; and small group instruction as appropriate to address their needs.

• Implement Multi-Tiered System of Support (MTSS)

• Implement high impact literacy strategies to improve reading, writing, listening, speaking, thinking, math, and science.

• Use data disaggregation to identify groups of students who may be disproportionately affected.

• Integrate supplemental reading curriculum that is culturally relevant.

Accountable Lead(s): Classroom Teachers, RTI Coordinator | Tier 3 Data - Reducing the amount of students requiring RTI services.

iReady - On track to reach 100% typical growth for reading.

SBA - On track to reach State level proficiency projections for SY 2029. | ☐ WSF, $20,000
☐ Title I, $70,000
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ 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.	CNA pgs. 14-18 Root causes pg. 19: 3, 5, 6, 7,	• Implement rigorous, relevant, and standards driven curriculum - Complex Priority Standards/Guaranteed and Viable Curriculum. • Implement differentiated instruction; explicit instruction; and small group instruction as appropriate to address their needs. • Implement Multi-Tiered System of Support (MTSS)/Response to Instruction (RTI) • Implement High-Impact literacy strategies to improve reading, writing, listening, speaking, thinking, math, and science. *Accountable Lead(s): Classroom Teachers, RTI Coordinator*	iReady SBA Tier 3 Data iReady - On track to reach 100% typical growth for math. SBA - On track to reach State level proficiency projections for SY 2029.	☑ WSF, $20,000 ☑ Title I, $10,000 ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.	CNA pg. 4, 14-19 Root Cause 3, 5, 6, 7	• Implement rigorous, relevant, and standards driven curriculum - Complex Priority Standards/Guaranteed and Viable Curriculum. • Implement differentiated instruction; explicit instruction; and small group instruction as appropriate to address their needs. • Implement Multi-Tired System of Support (MTSS) • Implement high-impact literacy strategies to improve reading, writing, listening, speaking, thinking, math, and science. • Use data disaggregation to identify groups of students who may be disproportionately affected. *Accountable Lead(s): Classroom Teachers, RTI Coordinator, Administration(s)*	iReady - On track to reach 100% typical growth for reading and math. SBA - On track to reach State level proficiency projections for SY 2029. WIDA - On target to meet state projections. Improve NGSS scores from 31% to 45%.	☑ WSF, $40,000 ☑ Title I, $10,000 ☐ 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.	Root Cause (2)	• Work with Waimea Middle School to support an Orientation Session where students have the opportunity to learn about the layout of the school, class schedules, extracurricular opportunities, and support services available. They will have the opportunity to ask questions and address any concerns they may have about the transition. *Accountable Lead(s): Grade Level Counselor, Student Service Coordinator*	Attendance Discipline Data	☐ WSF, $ ☑ Title I, $1,000 ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

★ 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?"* *Reference the Identified School Needs section.*	**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** **(Initial & Intermediate Outcomes)** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
1.2.1. All students desire to attend school regularly.	CNA page 6-7 Root Cause 2 & 4	**Attendance Awards** **Support school activities that promote students wanting to come to school (e.g. Drama Club, Place-Based, ELL** Tutoring**)** **Data Collection and Analysis**: ● Establish a system for accurately tracking student attendance daily. ● Analyze attendance data to identify patterns and trends related to chronic absenteeism. ● Use data disaggregation to identify groups of students who may be disproportionately affected. **Early Identification and Intervention:** ● Implement an early warning system to identify students at risk of chronic absenteeism. ● Intervene promptly with targeted support for students who exhibit signs of frequent absences. ● Engage in proactive outreach to families to address barriers to attendance.	Attendance - Progressive increase in the percentage of students receiving perfect attendance. Decrease Chronic Absenteeism to 15% Panorama - Increase students reporting a sense of belonging from 76% to 80% Panorama- Increase the number of students feeling safe on campus to 80%	☑ WSF, $5,000 ☑ Title I, $5,000 ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

		Family and Community Engagement: ● Foster positive relationships with families through regular communication and outreach efforts. ● Educate parents/guardians about the importance of regular school attendance and the impact of chronic absenteeism on academic achievement. ● Collaborate with community organizations to provide resources and support services for families facing attendance challenges. **Positive School Climate and Culture:** ● Create a welcoming and supportive school environment where students feel safe and valued. ● Implement strategies to promote positive peer relationships and reduce bullying or social exclusion, which can contribute to absenteeism. ● Recognize and celebrate students who demonstrate improved attendance and engagement. **Individualized Support Plans:** ● Develop individualized attendance improvement plans for students identified as chronically absent. ● Collaborate with school counselors, social workers, and support staff to address underlying issues contributing to absenteeism. ● Involve students and families in the development and implementation of support plans. *Accountable Lead(s): School Community Coordinator, Counselors, Classroom Teachers, Administration*		

| 1.2.2. All students demonstrate positive behaviors at school. | WASC CNA pgs. 8-10

Root Cause: 2, 4 | 1. Development and implementation of a Multi-Tiered System of Support (MTSS) for Behavior.

   ○ Provide all students Social-Emotional Instruction (Tier 1).

   ○ Implement a universal screening (Panorama) tool to identify students who need supplemental intensive support/intervention.

   ○ Provide Tier 2 and Tier 3 support for students identified.

2. Develop incentives and awards for students demonstrating positive school behaviors (e.g Bronco of the month)

3. Developing consistency in grading of GLOs needs to be reviewed and discussed along with the vertical alignment of the GLOs by grade level.

Accountable Lead(s): Grade Level Counselors, Classroom Teachers, Administration | Panorama- Increase the number of students feeling safe on campus to 80% and parents positively responding to safety, 86% to 95%

Reduce behavior referrals from previous years.

Reduce Chapter 19 offenses from previous years. | ☑ WSF, $2,000
☑ Title I, $8,000
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |

| 1.2.3. All students experience a Nā Hopena Aʻo environment for learning. | CNA 11-13

Root Cause: #5 | Creating Place-Based grounding and learning activities.

Use Na Hopena Aʻo principles to strengthen classrooms, grade levels, and the whole school with a sense of belonging for all.

Incorporate SEL lesson (Character Strong) with Na Hopena Aʻo

Belonging - Participation in a variety of school and community groups, activities and competitions:
• Spirit Weeks
• School Community Council (SCC)
• Student Government
• Song Fest
• Fall Festivities
• School Assemblies
• Open House
• Grade K Parent Orientation
• Assemblies
• Dare Day (5th Grade)
• Parent-Involvement Activities
Responsibility
• Implementation and practice of the 6 GLOs and Na Hopena Aʻo
• Bronco of the Month program
• Quarterly Recognition awards
   • Perfect Attendance
   • Principal's List
   • iReady achievement
• JPO
• Peer Mediators
Excellence
• GLOs & Na Hopena Aʻo
• Enrichment/GT opportunities | Attendance - Progressive increase in the percentage of students receiving perfect attendance.

Decrease Chronic Absenteeism to 15%

Panorama - Increase students reporting a sense of belonging from 76% to 80% | ☐ WSF, $
☑ Title I, $2,000
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |

		- School Garden - Quarterly Recognition awards Aloha - Student, Teacher, Parents and Community Collaboration - Practice of GLOs and Na Hopena A'o - May Day and Makahiki - Hawaiian Studies Program Total Well-Being - Safety practices & drills "Well rounded" curriculum - Support System that address the "Whole Child" - School Counseling and SBBH services Hawaii - Hawaiian Studies Program		
Students will have access to 1:1 devices to develop necessary computer science skills and become ethical digital citizens	CNA 8-13 Root Cause: 1-5	- Students will have access to 1:1 Technology at school. - Students will receive instruction on digital citizenship and the responsible use guidelines for using technology and the internet at school. - Families will be oriented to the responsible use guidelines and how to keep their students safe online. *Accountable Lead(s): Grade Level Counselors, Classroom Teachers, Administration*	Computer Science Grades Lesson Plans	☐ WSF, $ ☑ Title I, $10,000 ☐ 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 *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?"* *Reference the Identified School Needs section.*	**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 (Initial & Intermediate Outcomes)** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.	CNA pg. 7, 11-13 Root Cause: Pg. 7: 3-4 Pg. 13: 1-4	Engaging students in service-learning projects to address community needs, instilling a sense of social responsibility as they actively contribute to the betterment of society, while simultaneously developing practical skills and enhancing their awareness of civic issues. - Career Day - Participate in DARE - After School Programs - Establish a Student Council/Bronco Ambassadors - Provide students the opportunity to access real world applications and experiences that will support career and educational opportunities. *Accountable Lead(s): Complex Leads, Administration and Teachers*	Panorama Document service learning projects throughout the year and showcase them in the school yearbook.	☑ WSF, $12,000 ☑ Title I, $ 5,000 ☐ 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. | CNA pgs. 13-19 Root Cause: Pg. 13: 3, 4 Pg. 19: 3, 5, 6 | • Implement rigorous, relevant, and standards driven curriculum - Complex Priority Standards/Guaranteed and Viable Curriculum. • Implement differentiated instruction; explicit instruction; and small group instruction as appropriate to address their needs. • Implement Multi-Tiered System of Support (MTSS) • Implement high-impact literacy strategies to improve reading, writing, listening, speaking, thinking, math, and science. • Use data disaggregation to identify groups of students who may be disproportionately affected. | PLC Agendas Unit Plans Walk Throughs Grades Lesson Plans SBA scores i-Ready Diagnostics | ☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ 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?"* *Reference the Identified School Needs section.*	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 to execute the enabling activity.*
2.1.1 All staff will engage in the PLC process to ensure high-quality instruction using the four critical questions as the road map for student success.	WASC Self Study Pgs. 53-59 Criterion C CNA pg. 13, 14-19 Root Cause: Pg. 13: 2, 4, 5 Pg. 19: 3, 5, 6, 7	Academic: All teacher teams will develop: • Quarterly Unit plans, • Identifying and agreements of priority standards • Proficiency scales • Pacing of Priority Standards • Success criteria • Learning targets *Accountable Lead(s): Administration and Teachers*	PLC Agendas Unit Plans Walkthroughs 100% of teachers will have learning targets posted and lessons aligned as reported on the Complex Walkthrough	☑ WSF, $5,000 ☑ Title I, $5,000 ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $
2.1.2 All teachers are effective or receive the necessary support to become effective.	WASC Self Study Pgs. 15-19 Ch. 1 Priority 2 Pgs. 44-46	All staff will participate in professional development provided through the CLSD grant • All teachers: Science of Reading	Walkthroughs PLC Observations	☑ WSF, $45,000 ☐ Title I, $ ☐ Title II, $

	Ch. 3 Criterion A-5, 6 CNA Pg. 19 Root Cause: 1, 5, 6, 7	• GC/Leadership: HMTSS-R • Literacy Coach: HIDOE coaching sessions *Accountable Lead(s): Administration, Cheryl Langevin, Harmony Seivert, Kelsey Rasmuson, Ashley Gomera, Lori Bergin*		☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ 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?* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* **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 to execute the enabling activity.*
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.	WASC Self Study Ch. 3 E1 Pgs. 70-74 CNA pgs. 5, 8-10 Root Cause: Pg. 7: 1, 2 Pg. 10: 1-4	• Train SCC members on their roles and key areas of interest (e.g., school budget, academic plan, school data). • Communicate about the role and functions of SCCs to promote purpose, membership and participation of stakeholders. *Accountable Lead(s): Administration and Community Schools Coordinator*	SCC Agenda SCC Minutes	☐ WSF, $ ☑ Title I, $2,000 ☐ 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 *"What do we plan to accomplish?"*	Root/ Contributing Cause *"Why are we doing this? Reference the Identified School Needs section.*	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 to execute the enabling activity.*
3.3.2. All families and staff can easily learn about and participate in feedback processes that inform decision making at the school.	WASC Self Study Ch. 3 Criterion E Pgs. 69-71 CNA Pg. 11: Organizational System/ Structures Root Cause: Pg. 13: 5	● Develop surveys to solicit feedback from families. ● Review the school website to ensure the information is user-friendly and up to date ● Provide training and resources to families so they can actively participate in the school level decision-making process. *Accountable Lead(s): Administration and Community Schools Coordinator*	SQS - Increase the number of families responding positively that they feel involved and engaged in the school community, 87% to 95%. Panorama	☐ WSF, $ ☑ Title I, $5,000 ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $
3.3.3 Coordinate critical support for families and students through the [Community School Model]	WASC Self Study Pg. 69 Ch. 3 E1 CNA Pages #10 Root Cause: # 2	● Coordinate support programs to address out-of-school barriers for students and families. ● Provide after-school, weekend, and summer programs that provide academic and individualized support. ● Establish Waimea Elementary School as a community hub and provide educational opportunities for adults and family members to share their stories and serve as	SQS - Increase the number of families responding positively that they feel involved and engaged in the school community, 87% to 95%.	☐ WSF, $ ☑ Title I, $2,000 ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $

		equal partners in promoting student success. ● Build a culture of professional learning, collective trust, and shared responsibility through site-based leadership teams and teacher-learning communities.		☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

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 Waimea Elementary School's current bell schedule(s) and total student instructional hours per year. To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided bell schedule tool.

Total student instructional <u>hours per year</u> *(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)*	1062
Did your school submit a SCC Waiver Request Form? Please explain.	SY 25-26 we requested 5 waiver days. Two days are for Parent-Teacher conferences and three days are for teacher professional development and work days to develop Unit Plans, Proficiency Mapping, and Collaboration.
Bell Schedule: Waimea Elementary Draft Schedule	