



Waikoloa Elementary and Middle School Academic Plan SY 2025-2026

68-1730 Ho'oko St.
808-313-5700
waikoloaschool.org

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

Submitted by Principal Michelle Barber	
<i>Michelle Barber</i>	4/1/25

Approved by Complex Area Superintendent Janette Snelling	
<i>Janette Snelling</i>	4/11/25

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
K-5	'17 Wonders ▾	HMH Into Math ▾	Mystery Science	K-3 Teacher Created 4- Hawai'i the Pacific State 5- Teacher Created
6-8	'22 MyPerspectives ▾	HMH Into Math ▾	Amplify	Teacher Created

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
K-2	UFLI K-1 Heggerty 2- Mystery Writing iReady	RocketMath iReady	Scholastic magazines Generation Genius	Scholastic magazines
3-5	Sonday Essentials Mystery Writing iReady	IXL iReady	Scholastic magazines Generation Genius	Scholastic magazines
6-8	Read 180 iReady	IXL iReady		
K-8	BrainPop	BrainPop MagmaMath	BrainPop	BrainPop

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:

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-8	I-Ready ▾	I-Ready ▾
K-8	DIBELS ▾	Select One ▾
K	KEA ▾	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: [Insert text]
- ☐ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: Fall 2021

Type of Last Visit: Full Self-Study -

Year of Next Action: Spring 2025

Type of Next Action: Mid-Cycle Report & Visit -

Year of Next Self-Study:

Spring 2028

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> For the past three years, achievement and growth has been below the state average in ELA in all grade levels, with the largest gap being in 3rd, and 5th grades.</p> <p><u>Root/Contributing Cause:</u> Need for increased systems of support for teachers new to Waikoloa School; Inconsistent practice of intervention strategies and dedicated time for RTI; Continued need for progress monitoring of interventions, and adjusting instruction/strategies based on the data. The prioritization stems from the school's commitment to supporting students and addressing significant discrepancies between our performance and the state average. Identifying the grades with the largest gaps further focuses the need although this area continues to be a need area for the school as a whole.</p>
2	<p><u>Student Need:</u> For the past three years, achievement and growth has been more than 10 % below the state average in math in every grade level except 8th and 7th. Last year 8th was higher than the state average and 7th which was less than 8% below the state average.</p> <p><u>Root/Contributing Cause:</u> Need for increased systems of support for teachers new to Waikoloa School; Inconsistent practice of intervention strategies and dedicated time for RTI; Limited progress monitoring of interventions, and adjusting instruction/strategies based on the data. Significant progress has been made in this area in 2023-2024 and 2024-25 but will take time for the impact to show. To continue to improve tier 1 math instruction as well as improve tier 2 and 3 interventions.</p>
3	<p><u>Student Need:</u> Disadvantaged; Special Education; and Pacific Islander, and Native Hawaiian, racial populations have significant achievement gaps in both ELA and Math.</p>

Root/Contributing Cause: Developing system to track attendance concern reasons, Lower family engagement/connection to school in these subgroups, Inconsistent practice for intervention strategies and dedicated time for RTI; limited progress monitoring of interventions; Need for professional development on small group instruction, differentiation, evidence based instructional practices, the components of the PLC process, instructional materials, etc. Addressing achievement gaps in specific student subgroups is a priority to support student equity and ensure all students have the opportunity to succeed. The identified root causes highlight potential systemic issues and areas for targeted intervention to close these gaps.

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:** Special Education

Identified Student Need(s): Significant achievement gaps in both ELA and Math.
We have been identified as TSI (Elementary-SpEd for 2 of the last 4 years) - Lack of proficiency and growth in ELA and Math.

2 **Targeted Subgroup:** English Language Learners

Identified Student Need(s): [Significant achievement gaps in both ELA and Math.

3 **Targeted Subgroup:** Disadvantaged

Identified Student Need(s): Significant achievement gaps in both ELA and Math.



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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<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>In order to help teachers plan for the incoming kindergarteners, we need to have a baseline of where they stand in this critical transition.</p>	<p>Administer Kindergarten Entry Assessment to all Kindergarten students within 30 days of their enrollment.</p> <p>Assess the Social Emotional Learning skills using the Panorama SEL Teacher Survey.</p> <p>Using results of the KEA and other data, the kindergarten PLT will provide necessary and timely support to students who need it together with PSAP.</p> <p>Accountable lead(s): Mari Souza, Kindergarten Teachers</p>	<p>100% of kindergarten students will be assessed using the KEA within the first 30 days of enrollment. (KEA Portal)</p> <p>100% of kindergarten students who are enrolled during the fall and winter windows will be assessed using the Panorama SEL Teacher Survey</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> TACA Forms <input checked="" type="checkbox"/> PSAP Logs <input checked="" type="checkbox"/> Grade Level CFAs <input checked="" type="checkbox"/> Universal Screener Data 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input 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:__, \$
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<p>Reading Proficiency 1.1.2 All students read proficiently and those who do not receive necessary support to become proficient.</p> <p>☰ ELA expanded Ac...</p>	<p>Need for increased systems of support for teachers new to Waikoloa School; Inconsistent practice of intervention strategies and dedicated time for RTI; Continued need for progress monitoring of interventions, and adjusting instruction/strategies based on the data. The prioritization stems from the school's commitment to supporting students and addressing significant discrepancies between our performance and the state average. Identifying the grades with the largest gaps</p>	<ol style="list-style-type: none"> 1. Provide Professional Development Science of Reading including the other strands of the reading rope ie. language comprehension, vocabulary, writing 2. Create agreements on the pacing of writing, with rubrics and exemplars across our school 3. Continue to Implement evidence-based Practices backed by Science of Reading research used to increase student literacy achievement. Phonemic Awareness & Phonics - UFLI (30/day grades K-2nd) Phonics - Sonday Essentials (30 min/day grades 3rd-5th) 4. Use DIBELS data K-8 and progress monitor Tier 2 and Tier 3 students to support fluency (reds and yellows) 5. Ensure that all students are reading, writing, speaking and listening in every class, every day. <p>Intervention:</p> <ul style="list-style-type: none"> - Elementary intervention (WIN) to continue working on specific skills to help students meet proficiency. - Monitor progress with DIBELS to help target interventions - Middle School intervention to continue with Reading Workshop, one per grade level. Include teacher input into the student placement and recommendations for the next school year. - Continue with additional tutors for the intervention times in both elementary and middle school. 	<p>By the end of the school year, 80% of our 3rd grade students will be reading near, at, or above grade level as measured by SBA ELA assessments.</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> IReady <input checked="" type="checkbox"/> SBA <input checked="" type="checkbox"/> Grade Level CFAs <input checked="" type="checkbox"/> DIBELS <input checked="" type="checkbox"/> Walk-through data <p>By the end of the School year, 80% students will meet their typical growth goal and 40% of students will meet their stretch growth goal as measured by the iReady reading diagnostic.</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 type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input checked="" type="checkbox"/> Grant: CLSD II, \$ <input type="checkbox"/> Other:__, \$
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	<p>further focuses the need although this area continues to be a need area for the school as a whole.</p> <p>In 23-24 SY, 51 % met their typical reading growth goal on iReady Reading diagnostic.</p> <p>25% met their typical reading growth goal on iReady Reading diagnostic.</p>	<ul style="list-style-type: none"> - Waiver was requested for teacher grade level teams to be provided additional time in the beginning of the school to adjust pacing and learn new curriculum, programs, and expectations. - Utilize SBA Practice blocks IABs for grades 3-8 throughout semester 2. Review and go over the answers with students so it is a formative and helpful learning tool that guides instruction. <p>[Literacy Coaches - Maria Hector and Debra DiColli Nolen]</p>		
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<p>Mathematics Proficiency</p> <p>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>Extended Academic Plan document</p>	<p>Need for increased systems of support for teachers new to Waikoloa School; Inconsistent practice of intervention strategies and dedicated time for RTI; Limited progress monitoring of interventions, and adjusting instruction/strategies based on the data. Significant progress has been made in this area in 2023-2024 and 2024-25 but will take time for the impact to show. To continue to improve tier 1 math instruction as well as improve tier 2 and 3 interventions.</p>	<ul style="list-style-type: none"> - Implement high impact math strategies in Tier 1 instruction: <ul style="list-style-type: none"> - Continue our schoolwide K-8 math program (IntoMath) as the core curriculum resource to ensure the building the strategies and vocabulary builds on each other - Continue to utilize Thinking Classroom strategies and supporting programs like IXL, Waggle, Magma Math, Math Mats, Rocket Math, Flocabulary - Provide professional development through staff led PD, curriculum training, and additional sources to ensure that all teachers are comfortable with using the core curriculum and supporting resources. - Share strategies for using math vocabulary within the classroom and making math vocabulary more visible on campus. - Intervention: <ul style="list-style-type: none"> - Elementary intervention (WIN) to continue working on specific skills to help students meet proficiency. - Utilize manipulatives to help build fluency and understanding throughout all Tiers of instruction - Build a fluency framework grades K-8 - Assess math fluency using Math Running Records to help target interventions - Middle School intervention to continue with Math Workshop, one per grade level. Include teacher input into the student placement and recommendations for the next school year. - Continue with additional tutors for the intervention times in both elementary and middle school. 	<p>By the end of the school year, students will increase math proficiency to 39% as measured by SBA Math Assessment.</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> IReady <input checked="" type="checkbox"/> SBA <input checked="" type="checkbox"/> Grade Level CFAs <p>By the end of the School year, 80% students will meet their typical growth goal and 40% of students will meet their stretch growth goal as measured by the iReady math diagnostic</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 type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$
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	<p>In 23-24 SY, 43% met their typical reading growth goal on iReady Math diagnostic.</p> <p>16% met their typical reading growth goal on iReady Math diagnostic.</p>	<ul style="list-style-type: none"> - Utilize iReady tools to support student learning (assessment and lessons). - Continue with after school office hours in Middle School, math component during Imagine Learning tutoring afterschool. - Teacher grade level teams will be provided additional time in the beginning of the school to adjust pacing and learn new curriculum, programs, and expectations. - Utilize SBA Practice blocks IABs for grades 3-8 throughout semester 2. Review and go over the answers with students so it is a formative and helpful learning tool that guides instruction. - Provide professional development and support for teachers to help students utilize a schoolwide Word Problems Attack Strategy UPS (Understand Plan Solve Check) to help guide students towards thinking through challenging word problems. <p>[Math Coordinator/Coach - Mari Souza]</p>		
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<p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p>	<p>Developing system to track attendance concern reasons, Lower family engagement/co nnection to school in these subgroups, Inconsistent practice for intervention strategies and dedicated time for RTI; limited progress monitoring of interventions; Need for professional development on small group instruction, differentiation, evidence based instructional practices, the components of the PLC process, instructional materials, etc. Addressing achievement gaps in specific student subgroups is a</p>	<p>Plan for Tier 1 & 2 Instruction and Interventions for literacy and math.</p> <ul style="list-style-type: none"> • Meet regularly in PLTs to plan instruction for all students based on data from Common Formative Assessments. • Create and implement instruction based around the 4 PLC Guiding Questions: <i>What do we want our students to know? How do we know our students are learning it? What will we do if they are not learning it? What will we do for students who already know it?</i> <p>Implement inclusive practices to support students in identified subgroups (ie. IDEA, EL, Disadvantaged)</p> <ul style="list-style-type: none"> • Sheltered instruction (ex. GLAD strategies) • Differentiated small group instruction • Scheduling for dedicated intervention time <p>Accountable lead(s): Mari Souza, Maria Hector, Jacque Barsetti, Kelly Iokepa</p>	<p>MoY Subgroup Data</p> <p>By the end of the School year, 80% of EL Reading students will meet their typical growth goal and 40% of students will meet their stretch growth goal as measured by the iReady reading diagnostic</p> <p>By the end of the School year, 80% of EL students will meet their typical growth goal and 40% of students will meet their stretch growth goal as measured by the iReady math diagnostic.</p> <p>By the end of the School year, 80% of SpEd students will meet their typical growth goal and 40%</p>	<ul style="list-style-type: none"> <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 checked="" type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$
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	<p>priority to support student equity and ensure all students have the opportunity to succeed. The identified root causes highlight potential systemic issues and areas for targeted intervention to close these gaps.</p> <p>23-24 SY 48.5% of EL students met their growth to target score on the WIDA Access test.</p>		<p>of students will meet their stretch growth goal as measured by the iReady reading diagnostic</p> <p>By the end of the School year, 80% of SpEd students will meet their typical growth goal and 40% of students will meet their stretch growth goal as measured by the iReady math diagnostic</p> <p>By the end of the 25-26 School year, 50% of EL students will meet their growth to target goal as measured by the 25-26 WIDA Access test.</p> <ul style="list-style-type: none"> • Universal Screener Data • TACA Forms • Grade Level CFAs • WIDA • SBA 	
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			<ul style="list-style-type: none"> • Intervention & Progress Monitoring data <p>Data Reports by Sub-Groups:</p> <ul style="list-style-type: none"> • Language arts proficiency • Mathematics proficiency • Science proficiency • Growth in academic proficiency • Regular attendance • Percent of English Learners who are meeting or on track to meet English language proficiency. 	
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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>In order to be proactive and help students to transition smoothly between critical points.</p>	<p><i>Kindergarten:</i> Kindergarten Summer-Start PSAP - support for students in Grades K-3 who are struggling with transitions. Preschool to Kindergarten transition meetings for SpEd students</p> <p><i>Elementary to Middle:</i> IDEA Transition Meetings Teacher Collaboration between grades 5 and Middle School Middle School students presenting/Q&A to 5th grade classrooms 5th Grade students participate in tour of middle school, led by middle school students</p> <p><i>Middle to High School:</i> Assembly presented by High School staff and students Kealakehe Academy Parent Night for 8th grade parents 8th Grade visit to Kealakehe High School Registration - KHS Staff and WEMS counselors supporting registration in class. Academy Ambassadors visit 8th Grade transition meetings for EL students 8th Grade transition meetings for SpEd students</p> <p>Summer Bridge Program</p> <p>Accountable lead: PCNC, Meredith Osborne, Haley Spencer, Diana Morales, Kelly Iokepa, Amy Carlson</p>	<p>In the 2025-2026 School year, opportunities for successful transitions from preschool to Kindergarten, Elementary to middle school, and middle school to high school will be offered to all students as measured by participation documentation, feedback surveys, logs of activities, and transition planning notes shared within Kealakehe Complex.</p>	<p><input checked="" type="checkbox"/> WSF, \$ <input 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 checked="" type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$</p>
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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>1.2.1. All students desire to and attend school regularly.</p> <p>Extended Academic Plan document</p>	<p>Newly developed systems to track attendance concern reasons has allowed for developing targeted responses to attendance but more time is needed for implementation.</p>	<p>Refine implementation of Character Strong Evidence Based Program schoolwide</p> <p>Refine implementation of Hui System in Middle School</p> <p>Enhance implementation of the Morning Broadcast by increasing student voice through student participation.</p> <p>Attendance focused Professional Learning Team continues to meet and creates a systematic response to attendance concerns.</p> <ul style="list-style-type: none"> • A targeted family engagement plan will be developed and implemented, focusing on subgroups with high absenteeism through regular two-way communication and provision of resources to address attendance barriers. • Tier 1 Attendance initiatives to celebrate and encourage attendance • Communication to parents via ParentSquare, letters, phone calls, home visits for students with attendance concerns 	<p>Decrease our percentage of chronically absent students to not more than 36%.</p> <p>Increase average daily attendance to 95%.</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 checked="" type="checkbox"/> Other:__, \$ </p>

		<p>Offer diverse and engaging clubs with clear start times and schedules for all grade levels.</p> <p>Utilizing buses to allow students to participate in extracurricular activities and after-school tutoring.</p> <p>Accountable lead(s): Meredith Osborne, Haley Spencer, new counselor, Arielle Sawyer</p>		
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<p>1.2.2. All students demonstrate positive behaviors at school.</p>	<p>Negative behaviors impede on the productivity of instructional time, student attendance, and overall school culture.</p> <p>24-25 Winter Panorama SEL survey results show the following favorable results based on student reporting of self management : 65% of students in grades 3-5. 74% of students in grades 6-8.</p>	<p>Behavior: All teachers will implement Tier 1 behavioral strategies:</p> <ul style="list-style-type: none"> • Implement Character Strong Evidence Based Program schoolwide • Implement PBIS Rewards Management System schoolwide • Implement Hui System in Middle School • Scaffold implementation of 17 Proactive Classroom Management strategies • Classroom management plans submitted by all teachers. <p>Schoolwide Strategies:</p> <ul style="list-style-type: none"> • Schoolwide expectations presentation for all students. • Location specific schoolwide expectations posted throughout school. • Schoolwide behavior flow chart is followed • Create positive and age appropriate recess/lunch activities with designated areas. • Structured recess activities • Peer conflict resolution strategies with Peer Mediators. • Quarterly Award Ceremonies in recognition of character trait, attendance, and academic achievements <p>Targeted Interventions Through Multi-Tiered System of Support</p> <p>Accountable lead(s): Meredith Osborne, Haley Spencer, new counselor, admin team</p>	<p>Student reporting of self management will increase to 75% as measured in the winter Panorama SEL survey.</p> <p>Decrease the number of A and B offenses by 5 %.</p> <ul style="list-style-type: none"> • Panorama School Survey • PBIS Rewards Data and Reports 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input 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:__, \$
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<p>1.2.3. All students experience a Nā Hopena A'o environment for learning.</p>	<p>Positive school environments, increase engagement in learning, attendance, overall school culture, and through implementation, students will achieve and feel successful.</p>	<p>All teachers will participate in Hā Orientation</p> <ul style="list-style-type: none"> • Implement Character Strong Evidence Based Program schoolwide to support the Na Hopena A'o framework. • Sustain Hale System in Middle School to support the Na Hopena A'o framework. • Middle School Service Project • Culture Fest • Students in grade K-5 participate in weekly Hawaiian Studies class. • Students in 7th grade engage in a yearlong Hawaiian Studies course. • Character Strong PDs <p>Accountable lead(s): Meredith Osborne , Haley Spencer, New Counselor, Michelle Barber, Sarah Uehara, Cassandra Lambert, new VP</p>	<p>Students will report an increased sense of belonging to 75% for elementary students and 65% for Middle School students as measured in the winter Panorama SEL survey.</p> <p>Waikoloa School Survey focused on Character Strong participation %.</p> <p>Attendance to Culture Fest.</p> <p>Character Strong 100% of teaching staff completes Character Strong PD</p> <p>By the end of the 2025-26 school year, 90% of teachers will complete a Hā orientation and/ training as measured by orientation/ training sign-in sheets.</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input 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><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>
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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>1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.</p>	<p>Providing students with experience in career, community, and civic opportunities will increase student graduation rates and probability of them entering the workforce.</p>	<p>Ridge to Reef Grant (5th and 7th) visiting and working with community partners (Malama Kai Foundation, Mauna Lani Auberge Resort, One Coral Reef, Big Island Invasive Species Committee, Waikoloa Dry Forest)</p> <p>STEM Night - bring in community science members to share activities</p> <p>Science Symposium - community sharing about stewardship projects</p> <p>Hawaii State Science Fair - mentoring and support of students in STEM Club (Gear-UP)</p> <p>Marine Science trips to Ke Kai Ola and use of curriculum to engage in cultural and science lessons</p> <p>Continue to host Amazing Shake competition to test students' poise under pressure, how they think on their feet, use etiquette, and show professional skills (Grades 4th-8th)</p> <p>After school clubs contain a career component.</p> <p>Elective and resource classes provide exposure to college, careers and pathways aligned to that elective class.</p> <p>After-School All-Stars provide academic, athletic, social and community service components for program participants.</p>	<p>Throughout the 2025-26 school year, all students will have opportunities to participate in civic learning and active civic engagement as measured by student participation records.</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input 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><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input checked="" type="checkbox"/> Grant: Ridge to Reef \$,</p> <p>21st Century Grant \$</p> <p><input type="checkbox"/> Other:__, \$</p>

		Accountable lead(s): Mari Souza, Arielle Sawyer		
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.	Collective Teacher Efficacy has an effect size of 1.57	Provide structure for cross grade level teacher observations After school clubs contain a career component. Elective and resource classes provide exposure to college, careers and pathways aligned to that elective class. See Transition activities in section 1.1.5 Accountable lead(s): Michelle Barber, Cassandra Lambert, Sarah Uehara, new VP, Mari Souza, Maria Hector, Debra DiColli Nolen, Haley Spencer, Meredith Osborne, New Counselor	All classroom teachers participate in cross grade level teacher observations <input checked="" type="checkbox"/> Schedules <input checked="" type="checkbox"/> Reflections	<input type="checkbox"/> WSF, \$ <input 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:__, \$



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>2.1.2 All teachers are effective or receive the necessary support to become effective.</p> <p>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.</p>	<p>Effective teachers lead to increased student achievement.</p>	<p>All teachers will utilize the PLT process to implement best practice strategies to plan and modify instruction informed by formative assessment data.</p> <p>Michelle Barber, Mari Souza, Maria Hector, Debra DiColli Nolen, Cassandra Lambert, Sarah Uehara, new VP</p>	<p>By May 2026, each collaborative team at Waikoloa School will have identified their essential standards as areas of focus, delivered instruction on those essentials, measured student proficiency through common assessments, and provided interventions so that all students reach proficiency.</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>

			Throughout the entire 2025-2026 school year, all teachers will participate in a professional learning team focusing on the four critical areas of success as measured by: TACA Forms, Unit Plans, Pacing Guides, and meeting minutes.	
2.1.2 All teachers are effective or receive the necessary support to become effective.		<p>All staff will participate in professional development provided through the CLSD grant</p> <ul style="list-style-type: none"> • All teachers: Science of Reading • GC/Leadership: HMTSS-R • Literacy Coach: HDOE coaching sessions <p>Teachers in their first 2 years of their teaching career will receive induction and mentoring support from a trained mentor.</p> <p>Michelle Barber, Sarah Uehara, Cassandra Lambert, Tonya Duncan, Maria Hector, Debra DiColli Nolen, Mari Souza</p>	<p>Throughout the entire 2025-26 school year, all teachers will participate in a professional learning team and participate professional development that supports student learning as measured by the following:</p> <ul style="list-style-type: none"> • Feedback surveys • Sign-in/ Attendance Sheets • Kiano Reports 	<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 checked="" type="checkbox"/> Grant: CLSD, \$ <input type="checkbox"/> Other: __, \$

			<ul style="list-style-type: none">• Meeting Schedules	
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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>
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.	Research supports the importance of parental/ family involvement to increase student success.	Waikoloa SCC will have full membership, meet regularly, and are engaged with their school membership Accountable lead: Michelle Barber, Arielle Sawyer, Rebecca Bier	Throughout the 2025-26 school year, all School Community Council Meeting Agendas and Minutes will be posted on the school website. Throughout the 2025-2026 school year, SCC will have full membership The SCC will complete the SCC survey by the June 2025 deadline	<input checked="" type="checkbox"/> WSF, \$ <input 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:____, \$

★ 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> <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>3.3.2. 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.</p>	<p>Research consistently shows a strong positive correlation between family engagement and student achievement, with John Hattie's meta-analysis indicating an effect size of 0.50</p>	<p>Family Education nights will be held at least quarterly. Utilize parent engagement exit surveys to gather feedback from families.</p> <p>We will continue to have a Marshallese speaking Bilingual School Home Assistant to increase family engagement with this population.</p> <p>Utilize monthly parent surveys to gather feedback from parents.</p> <p>Accountable lead(s): PCNC, Community Coordinator, Mari Souza, Maria Hector</p>	<p>Throughout the 2025-26 school year, families will respond with at least 90% positive feedback in regards to desired event outcome, as measured by event feedback survey forms.</p> <p>Throughout the 2024/25 school year, at least 50% of families and 25% of families in our targeted</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>

★ 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>
Waikoloa will continue to offer extra-curricular and after school program offerings	There is a need for the school to evaluate pre-covid programs and develop a plan and appropriate phase in schedule to reinstate identified extra-curricular and after school programs as soon as feasible and permitted. (WASC Finding 2021)	<p>Elementary & Middle School Clubs available to students to include a variety of topics/activities, etc.</p> <p>Imagine Learning tutoring available to EL students</p> <p>After-School All-Stars activities available to all middle school students on a daily basis.</p> <p>Amazing Shake Competition available to all students in grades 4-8.</p> <p>Accountable lead(s): Kelly Iokepa, Student Leadership Advisor, Arielle Sawyer</p>	Throughout the 2025-26 school year, club attendance will increase as measured by student attendance reports.	<input checked="" type="checkbox"/> WSF, \$ <input 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 checked="" type="checkbox"/> Grant: 21st Century, \$ <input type="checkbox"/> 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 Waikoloa Elementary and Middle 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)

Elementary 1080
Middle School 1080

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

No, our elementary bell schedule appears to be over in the number of instructional minutes but because teachers are not teaching during resource time, they are actually teaching only 1375 minutes for elementary. And when you add in the lunch recess which is a continuation of the teacher's duty free lunch, they actually have 175 minutes of duty free lunch for elementary.

No, our middle school bell schedule is in compliance

Bell Schedule: [Link to bell schedules](#)