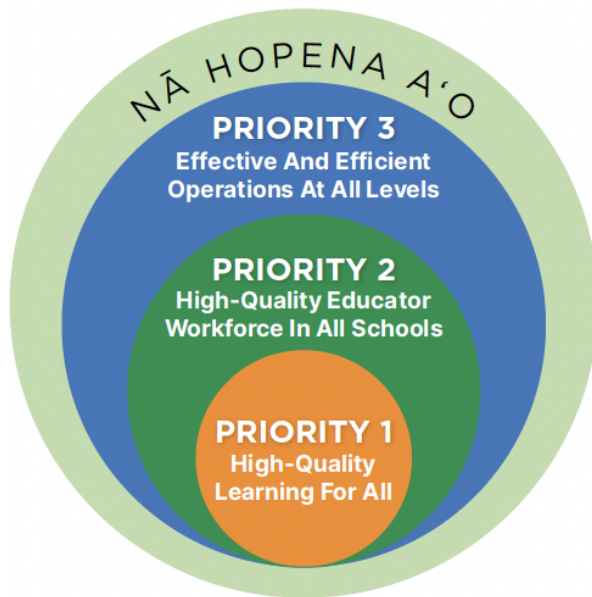
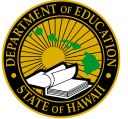




Waikoloa Elementary and Middle School Academic Plan SY 2026-2027

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)
 ☐ Comprehensive Support and Improvement School
 ☐ Targeted Support and Improvement School

Submitted by Principal Michelle Barber	
<i>Michelle Barber</i>	4/16/26

Approved by Complex Area Superintendent Janette Snelling	
<i>Janette Snelling</i>	4/16/26

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	Other: ▾ Amplify CKLA 3rd Ed.	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-Heggerty iReady	iReady	Scholastic magazines Generation Genius	Scholastic magazines
3-5	iReady	IXL iReady	Scholastic magazines Generation Genius	Scholastic magazines
6-8	Read 180 iReady	IXL iReady	Generation Genius Gizmo Simulations	
K-8	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: WEMS Behavior Intervention Landing Page

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 ▾	Other: ▾ Acadiance Computation and Reasoning
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: Spring 2025

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

Year of Next Action: Spring 2028

Type of Next Action: Full Self-Study ▾

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> Bridging the "Phonics to Comprehension" Gap in Upper Elementary:
Waikoloa Elementary and Middle School has a critical need to bridge the phonics to comprehension gap, as data indicate a slide in reading achievement in grades three through five. Students who fall in the Disadvantaged, Special Education, and Pacific Islander and Native Hawaiian racial populations have significant achievement gaps in English Language Arts.</p> <p><u>Root/Contributing Cause:</u></p> <ol style="list-style-type: none"> 1. Inconsistent practice and delivery of intervention strategies; limited progress monitoring of interventions and adjusting instruction based on the data; the slide occurs at the critical phonics to comprehension instructional transition which can indicate a need for stronger Tier 1 instruction. 2. Lack of consistent vocabulary instruction. Data suggests that even when students gain basic decoding skills, they struggle to connect background knowledge and vocabulary to broader reading applications. Waikoloa has an inconsistent way of teaching writing and inconsistent amounts of time students spend writing. Since writing and reading are cognitively linked, this likely contributes to the stagnation in Reading "Stretch Growth," where only 12% of students are on track to close their achievement gap. 3. Need for Advanced Multi-Tiered System of Support (MTSS) Refinement: While the school is implementing MTSS, the DIBELS data shows that the "Strategic" group often falls back into "Intensive". This suggests a root cause where the intensity or frequency of current interventions is not yet matched to the specific level of student deficit. Not having an advanced multi-tiered system of support for interventions is the root cause of why 44% of students are currently one grade level below in math and 30% of our students are one grade level below in reading. |
|---|--|

2	<u>Student Need:</u> Accelerating Math Growth for "At-Risk" Subgroups: Waikoloa Elementary and Middle School has the critical need to accelerate math growth for our "at-risk" subgroups. This is a critical need because currently, 31% of the total student body is two or more grade levels below in Math. Students who fall in the Disadvantaged, Special Education, and Pacific Islander and Native Hawaiian racial populations have significant achievement gaps in Math. <u>Root/Contributing Cause:</u> 1. Inconsistent use of effective culturally responsive tier 1 strategies, for example: Concrete, Representational, and Abstract approach to teach math, direct instruction, and Building Thinking Classrooms strategies. 2. Lack of alignment of interventions and progress monitoring for tier 2 and tier 3 with the criteria. Students receive tier 2 when they show they need more instruction after taking a CFA, and exit criteria for the intervention.
3	<u>Student Need:</u> Strengthening Tier 1 Instruction to Reduce Intervention Heavy-Loading: Waikoloa School has a critical need to strengthen Tier 1 Instruction to reduce intervention-heavy loading. Our school's goal is for 75% of students to meet or exceed proficiency. However, currently, only 33% of students are at or above grade level in Math and 41% in Reading on SBA. The critical need is to improve "Core" classroom instruction so that the intervention system isn't overwhelmed by 60-75% of the student body. Moreover, based on the current i-Ready diagnostic data for the 2025-2026 academic year, 44% of students are one grade level below in math, and 30% are one grade level below in reading. Students who fall in the Disadvantaged, Special Education, and Pacific Islander and Native Hawaiian racial populations have significant achievement gaps in both Math and English Language Arts. <u>Root/Contributing Cause:</u> 1. Inconsistent practice for intervention strategies and dedicated times for tier 2 and tier 3 RTI; limited progress monitoring of interventions. 2. Lack of small group instruction, scaffolding, explicit instruction, student engagement, student discourse, differentiation, evidence-based instructional practices, and authentic learning experiences.

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	<u>Targeted Subgroup:</u> Special Education <u>Identified Student Need(s):</u> Significant achievement gaps in both ELA and Math. We have been identified as TSI (Elementary-SpEd for 3 of the last 4 years) - Lack of proficiency and growth in ELA and Math.
2	<u>Targeted Subgroup:</u> English Language Learners <u>Identified Student Need(s):</u> Significant achievement gaps in both ELA and Math. 26.1% achievement gap in ELA and 19.7% in Math for 2024-2025 school year.
3	<u>Targeted Subgroup:</u> Disadvantaged <u>Identified Student Need(s):</u> Significant achievement gaps in both ELA and Math. In the school year 2024-2025 the disadvantaged subgroup gap increased by 3.2%, moving from a gap of 7.8% in 2023-2024 to a gap of 11%.



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? 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>
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.	In order to help teachers plan for the incoming kindergarteners, we need to have a baseline of where they stand in this critical transition.	Administer the Kindergarten Entry Assessment to all Kindergarten students within 30 days of their enrollment. Assess the Social Emotional Learning skills using the Panorama SEL Teacher Survey. Using the results of the KEA and other data, the kindergarten PLT will provide necessary and timely support to students who need it, in collaboration with PSAP. Accountable lead(s): Curriculum coordinator, Kindergarten Teachers	100% of kindergarten students will be assessed using the KEA within the first 30 days of enrollment. (KEA Portal) 100% of kindergarten students who are enrolled during the fall and winter windows will be assessed using the Panorama SEL Teacher Survey ☒ TACA Forms ☒ PSAP Logs ☒ Grade Level CFAs ☒ Universal Screener Data	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

Reading Proficiency 1.1.2 All students read proficiently and those who do not, receive necessary support to become proficient. ☰ ELA expande...	Inconsistent practice and delivery of intervention strategies; limited progress monitoring of interventions and adjusting instruction based on the data; the slide occurs at the critical phonics to comprehension instructional transition which indicates a need for stronger Tier 1 instruction. Lack of consistent vocabulary instruction. Data suggests that even when students gain basic decoding skills, they struggle to connect background knowledge and vocabulary to broader reading applications. Waikoloa has an inconsistent way of teaching writing and inconsistent amounts of time students spend writing. Since writing and reading are cognitively linked, this likely contributes to the	1. Create agreements on the pacing of writing, with rubrics and exemplars across our school. 2. Continue to Implement evidence-based Practices backed by Science of Reading research to increase student literacy achievement. Phonemic Awareness & Phonics - UFLI (30/day grades K-2nd); Evidence based vocabulary instruction for grades 3rd-5th 3. Use DIBELS data K-8 and progress monitor students who need Tier 2 and Tier 3 interventions to support fluency (reds and yellows) - Provide data-driven small group instruction 4. Ensure that all students are reading, writing, speaking and listening in every class, every day. Intervention: - Elementary intervention (WIN) to continue working on specific skills to help students meet proficiency on the priority standards. - Elementary creates time to intervene on both essential standards not mastered (tier 2/WIN) and remedial skills(tier 3) at least 3 days a week for math and ELA. - Monitor progress of Tier 2 with CFAs and Tier 3 with DIBELS to help target interventions. Provide a progress monitoring schedule for the whole school. - 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. - Utilize tutors to support intervention times in both elementary and middle school.	100% of ELA pacing guides include writing by the end of quarter 1. By the end of the school year, students will increase reading proficiency to 50% as measured by SBA ELA Assessment. 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. ☒ IReady ☒ SBA ☒ Grade Level CFAs ☒ DIBELS ☒ Walk- through data 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.	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☒ Grant: CLSD II, \$ ☐ Other:___, \$
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	stagnation in Reading "Stretch Growth," where only 12% of students are on track to close their achievement gap. Need for Advanced Multi-Tiered System of Support (MTSS) Refinement: While the school is implementing MTSS, the DIBELS data shows that the "Strategic" group often falls back into "Intensive". This suggests a root cause where the intensity or frequency of current interventions is not yet matched to the specific level of student deficit. Not having an advanced multi-tiered system of support for interventions is the root cause of why 44% of students are currently one grade level below in math and 30% of our students are one grade level below in reading.	- Utilize SBA IABs for grades 3-8 throughout semester 2. Review correct answers and guide students through misconceptions so it is a formative and helpful learning tool that guides instruction Accountable Lead: Literacy coaches		
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	In 24-25 SY, 54.5 % met their typical reading growth goal on iReady Reading diagnostic. 28.2% met their stretch reading growth goal on iReady Reading diagnostic.			
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Mathematics Proficiency 1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient. Extended Academic Plan document for this year (<i>will update based on feedback from committees for next year</i>)	Waikoloa School has a critical need to strengthen Tier 1 Instruction to reduce intervention- heavy loading; 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 2024-2025 and 2025-2026, 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.	1. Implement high impact math strategies in Tier 1 instruction: - 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 to promote collaborative problem solving, differentiation, and dialogue amongst students - Incorporate Concrete-Representational-Abstract models throughout instruction (Sources: KPTile manipulatives, Seeing the Math book) - Utilize supporting math programs like iReady, IXL, Waggle, Magma Math, Math Mats, Bridges Number Corner (Kinder) to provide practice with fluency and priority standards - Share strategies for using math vocabulary within the classroom and making math vocabulary more visible on campus (Shape of Month, Graph of Month), Fun Fraction Fridays 2. Intervention:	By the end of the school year, students will increase math proficiency to 45% as measured by SBA Math Assessment. ☒ IReady ☒ SBA ☒ Grade Level CFAs ☒ Acadience By the end of the School year, 80% of students will meet their typical growth goal and 40% of students will meet their stretch growth goal as measured by the iReady math diagnostic	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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	In 24-25 SY, 46.5% met their typical growth goal on iReady Math diagnostic. 19% met their stretch growth goal on iReady Math diagnostic.	- K-8 adopts Acadience CBMs to progress monitor students who are in need of tier 2 and tier 3 interventions. Access research based intervention from Bridges Intervention resources to target the skills identified. - Elementary intervention (WIN) to continue working on specific skills to help students meet proficiency and regularly adjust groups based on common assessments. - Utilize manipulatives to help build mathematical understanding throughout all Tiers of instruction - Build a fluency framework of strategies, games, and assessments that can be used K-8 - Assess math fluency (addition and multiplication) using Math Running Records to help target interventions, teach fluency strategies, and ensure math fact fluency before entering middle school - Middle School intervention to continue with Math Workshop for tier 3. 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.		
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		- Utilize iReady tools to support student learning (assessment and lessons). - Continue with after school office hours in Middle School and math component during Imagine Learning tutoring after school. 3. Utilize SBA Practice blocks IABs for grades 3-8 throughout the year. Review and go over the answers with students so it is a formative and helpful learning tool that guides instruction. Math IAB Process and Visual Guide Accountable Lead: Math Coordinator/Coach		
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1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.	Waikoloa School has a critical need to strengthen Tier 1 Instruction to reduce intervention-heavy loading. 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	Plan for Tier 1, 2, 3, and 4 Instruction and interventions for literacy and math. • 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> • Utilize small group instructional strategies: ◦ Core explicit instruction ◦ Priority standard intervention ◦ Remedial skill intervention • Facilitate student academic discourse and collaborative talk strategies. ◦ Turn and talk, think-pair-share ◦ Numbered heads ◦ Expert groups ◦ Socratic seminar, philosophical circles ◦ The Instructional Trio ◦ Chalk Talk ◦ World Cafe Implement culturally-inclusive practices to support students in identified subgroups (ie. IDEA, EL, Disadvantaged) • Sheltered instruction (ex. GLAD strategies)	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 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. By the end of the School year, 80% of students with IEPs will meet their typical growth goal and 40% of students will meet their stretch growth goal as measured by the iReady reading diagnostic. By the end of the School year, 80% of students with IEPs will meet their typical growth goal and 40% of students will meet their stretch growth goal as measured by the iReady math diagnostic.	☒ W/SF, \$ ☒ Title I, \$ ☐ Title II, \$ ☒ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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	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. 24-25 SY 45.59% of EL students met their growth to target score on the WIDA Access test.	• Student engagement and student discourse strategies • Differentiated small group instruction • Utilize intervention time to address targeted student needs based on common formative assessments and student data. Accountable lead(s): coaches, curriculum coordinator, interventionist, EL/Migrant Ed coordinator	By the end of the 26-27 School year, 50% of students who are in the EL category will meet their growth to target goal as measured by the 26-27 WIDA Access test. • Universal Screener Data • TACA Forms • Grade Level CFAs • WIDA • SBA • Intervention & Progress Monitoring data Data Reports by Sub-Groups: • 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 on WIDA Access	
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1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.	In order to be proactive and help students to transition smoothly between critical points.	<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 students with IEPs. <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 <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, WEMS counselors, and registrar supporting registration in class. Academy Ambassadors visit 8th Grade transition meetings for EL students 8th Grade transition meetings for students with IEPs	In the 2026-2027 School year, opportunities for successful transitions from preschool to Kindergarten(focus on students without PreK experience), Elementary to middle school, and middle school to high school will be offered to all students as measured by invitations/flyers, participation documentation, feedback surveys, logs of activities, and transition planning notes shared within Kealakehe Complex.	☒ W/SF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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		8th Grade students will be assigned to a Preparing for High School course in the first semester focused on Interests, Careers, Kealakehe High School Pathways, post secondary plans and employability skills to prepare them for high school registration and pathway selection. High School Summer Bridge Program Accountable lead: PCNC, counselors, Registrar, EL/Migrant Ed. Coordinator, SSC		
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★ GOAL 1.2

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>
1.2.1. All students desire to and attend school regularly. Extended Academic Plan document	Newly developed systems to track attendance concern reasons have allowed for developing targeted responses to attendance but more time is needed for implementation.	A system to celebrate great attendance by grade level and in each middle school Hui system. - Award PBIS points to the weekly grade/Hui winners. - Announce the PBIS point leaders for middle Hui's during lunch or in some other way on a regular basis. Refine implementation of Hui System in Middle School Enhance implementation of the Morning Broadcast by increasing student voice through student participation. Attendance focused Professional Learning Team continues to meet and creates a systematic response to attendance concerns. - 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	Decrease our percentage of chronically absent students to not more than 30%. Increase average daily attendance to 95%.	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☒ Other: __, \$

		• Communication to parents via ParentSquare, letters, phone calls, home visits for students with attendance concerns in coordination with Everyday Labs automated nudges and letters. Offer diverse and engaging clubs with clear start times and schedules for all grade levels. Utilizing buses to allow students to participate in extracurricular activities and after-school tutoring. Accountable lead(s): School Counselors, Community School Coordinator, School Administration, Registrar		
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1.2.2. All students demonstrate positive behaviors at school. Deliverables Rough Draft	Negative behaviors impede the productivity of instructional time, student attendance, and overall school culture. 25-26 Winter Panorama SEL survey results show the following favorable results based on student reporting of self management : 69% of students in grades 3-5. 73% of students in grades 6-8.	Behavior: All teachers will implement Tier 1 behavioral strategies: • Sustain Character Strong Schoolwide and PBIS Rewards Management System schoolwide • Continue to Implement Hui System in Middle School • Train staff in 17 Proactive Classroom Management strategies. • Classroom management plans submitted by all teachers. Schoolwide Strategies: • 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 CharacterStrong/Hā trait, attendance, and academic achievements; add CS assembly slides, when time permits Targeted Interventions Through Multi-Tiered System of Support: clear roles & responsibilities for Peer Review; schoolwide data brought to meetings; coordinated efforts to support students with multiple referrals with counselors following up with skill-building or performance-based interventions Accountable lead(s): Counselors, Admin	Student reporting of self management will increase to 75% as measured in the winter Panorama SEL survey. Decrease the number of A and B offenses by 5 %. • Panorama School Survey • PBIS Rewards Data and Reports	☒ W/SF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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1.2.3. All students experience a Nā Hopena A'o environment for learning.	Positive school environments, increase engagement in learning, attendance, overall school culture, and through implementation, students will achieve and feel successful.	• All teachers will participate in HĀ PD to follow up on HĀ Orientation • Implement Character Strong schoolwide to support the Na Hopena A'o framework. • Sustain Hui 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 lessons. • Students in 7th grade engage in a yearlong Hawaiian Studies course. • Character Strong PD Leadership students will host various recess activities for middle and elementary Accountable lead(s): Counselors, Admin, Hawaiian Studies Teachers	Students will report an increased sense of belonging to 75% (4/13/26: 62%) for 3-5 students and 75% (4/13/26: 62%) for Middle School students as measured in the winter Panorama SEL survey in 2026-2027. Attendance at Culture Fest. Character Strong 100% of teaching staff completes Character Strong PD By the end of the 2026-27 school year, 90% of teachers will complete a Hā PD as measured by orientation/ training sign-in sheets.	☒ W/SF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☒ Other: __, \$
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★ **GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.**

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.	Providing students with experience in career, community, and civic opportunities will increase student graduation rates and probability of them entering the workforce.	Develop a community partner plan to include a map of excursions and presentations involving community partners to connect content to career choices to show progression of opportunities from PreK-8. • Keck, Dry Forest, Fire Department, Police Dogs, Bee Science will come to Kindergarten • Ke Kai Ola visited 4th Grade • DARE lessons in Kinder • Tasting for Keiki (UH, CTAHR) - Kinder through 2nd • Dolphin Quest - 2nd Grade • Earth, Sea, and Sky Programs (Imiloa, Discovery Center, Hawaii Volcano National Park) - 3rd grade • Path Program - 4th Grade • Virtual Tours (museums, parks) • Students contribute to newsletter/broadcast • K: community guests (see above) • Prioritize "The Amazing Shake" competition as a tool for bridging the gap between social-emotional development and real-world professional skills and ensure that it is not a standalone event but a culmination of a curricular emphasis on personal and professional skills development.	Throughout the 2026-27 school year, all students will have opportunities to participate in civic learning and active civic engagement as measured by student participation records.	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☒ Grant: Ridge to Reef \$, 21st Century Grant \$ ☐ Other:___, \$

		• Integrate service learning into the core academic curriculum, such as the "Ridge to Reef" grant projects in the 7th grade. • Ridge to Reef Grant (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) • Marine Science trips to Ke Kai Ola and use of Nā Kōkua o ke Kai curriculum to engage in cultural and science lessons 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) STEM Night - bring in community science members to share activities Science Symposium - community sharing about stewardship projects Hawaii State Science Fair - mentoring and support of students in STEM Club (Gear-UP) After school clubs contain a career component. Elective and resource classes provide exposure to college, careers and pathways aligned to that elective class. Accountable lead(s): Coaches, Community School Coordinator, Admin Team		
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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.	Waikoloa School has a critical need to strengthen Tier 1 Instruction to reduce the need for remedial intervention and provide enrichment and extension opportunities.	Provide structure for cross-grade-level teacher observations. All students engage in reading, writing, speaking and listening across all content areas every day. After school clubs contain a career component. Elective and resource classes provide exposure to college, careers and pathways aligned to that elective class. Provide after-school EL programs such as: Imagine Learning, Flashlight, Lexia Learning. Provide opportunities for authentic learning experiences. See Transition activities in section 1.1.5 Accountable lead(s): Admin, Curriculum Coordinator, Coaches, Counselors	All classroom teachers participate in cross grade level teacher observations ☒ Schedules ☒ Reflections Afterschool club participation will increase measured by student participation records. ☒ Registration ☒ Attendance sheets for Afterschool Programs	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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Priority 2

High-Quality Educator Workforce In All Schools

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

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <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>
2.1.1 All teachers are effective or receive the necessary support to become effective. 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.	Effective teachers lead to increased student achievement. Waikoloa School has a critical need to strengthen Tier 1 Instruction to reduce intervention-heavy loading.	All teachers will utilize the PLT process to implement best practice strategies to plan and modify instruction informed by formative assessment data. Teachers will receive Professional Development(PD) on the Science of Reading including the other strands of the reading rope ie. language comprehension, vocabulary, writing. Teachers will receive small group PD at PLT time. Provide professional development through staff led PD, curriculum training, and quarterly coaching cohorts for support. In coaching cycles, utilize NCTM (National Council of Teachers of Mathematics) <u>mathematical teaching practices</u> to support planning	By May 2027, 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	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:____, \$ ☐ Other:____, \$

		and instruction on the following professional learning topics: - Thinking Classroom implementation - Fluency practice through real-world context and building number sense (Resource: Fact Fluency Kit) - Support students in solving word problems - Incorporating Concrete and Visual models to support understanding - Delivering Explicit Instruction for math, particularly highlighting the difference of discovering learning/constructivist approach and when to use such methods. - Using small group instruction as part of the math block. - Providing more frequent immediate feedback during math lessons. Summer school for math intervention/extension and preparation for Middle School transition Utilize requested waiver day at the beginning of the school year for teachers to adjust pacing and learn new curriculum, programs, and expectations. Teachers will participate in professional development on Wednesdays that is tailored to match their desired area of improvement, need or interest. This PD will be content relevant, on-going and job embedded. Provide structure for teacher observations of other teachers to improve their own practice. Accountable Leads: Admin, Literacy Coaches, STEM Coach	that all students reach proficiency. Throughout the entire 2026-2027 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, ☒ Meeting minutes, and ☒ Priority Standards Tracking Sheet ☒ Intervention data tracking sheets All classroom teachers participate in observations of other teachers ☒ Schedules ☒ Reflections	
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2.1.2 All teachers are effective or receive the necessary support to become effective.	Waikoloa School has a critical need to strengthen Tier 1 Instruction to reduce intervention-heavy loading.	All staff will participate in professional development provided through the CLSD grant • All teachers: Science of Reading • GC/Leadership: HMTSS-R • Literacy Coach: HIDOE coaching sessions Teachers in their first 2 years of their teaching career will receive induction and mentoring support from a trained mentor. Accountable Leads: Admin Team, Literacy Coaches. Curriculum Coordinator/Math Coach	Throughout the entire 2026-27 school year, all teachers will participate in a professional learning team and participate professional development that supports student learning as measured by the following: • Feedback surveys • Sign-in/Attendance Sheets • Kiano Reports • Meeting Minutes	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☒ Grant: CLSD, \$ ☐ Other:____, \$
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Priority 3

Effective and Efficient Operations At All Levels

★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <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 engage in school improvement action planning with the input of all stakeholders. Accountable Leads: Principal, Community School Coordinator, PCNC	Throughout the 2026-27 school year, all School Community Council Meeting Agendas and Minutes will be posted on the school website. Throughout the 2026-2027 school year, SCC will have full membership The SCC will complete the SCC survey by the June 2027 deadline	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:____, \$ ☒ Other:____, \$

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

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <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>
3.3.2. 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.	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	Family Education nights will be held at least quarterly. Utilize parent engagement exit surveys to gather feedback from families. We will continue to have a Marshallese speaking Bilingual School Home Assistant to increase family engagement with this population. Utilize monthly parent surveys to gather feedback from parents. Accountable lead(s): PCNC, Community School Coordinator, Curriculum Coordinator/Math Coach, Literacy Coach	Throughout the 2026-27 school year, families will respond with at least 90% positive feedback in regards to desired event outcome, as measured by event feedback survey forms. Throughout the 2026-27 school year, at least 50% of families and 25% of families in our targeted needs will participate in at least 1 school sponsored family engagement activity.	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:____, \$ ☐ Other:____, \$

★ Other Systems of Support

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities and Name of Accountable Lead(s) <i>"How will we achieve the desired outcome?"</i> <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)	Elementary & Middle School Clubs available to students to include a variety of topics/activities, etc. Imagine Learning tutoring available to EL students Waikoloa Elementary and Middle School will work on a plan to provide grant-based after school clubs and activities to our students. Amazing Shake Competition available to all students in grades 4-8. Accountable lead(s): EL/Migrant Ed Coordinator, Student Leadership Advisor, Community School Coordinator, Admin	Throughout the 2026-27 school year, club attendance will increase as measured by student attendance reports.	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☒ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☒ Grant: 21st Century, \$ ☐ 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](#)

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

The Waikoloa Elementary and Middle 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 Meeting was conducted to share the school data and gather input on student priorities.

Date of School Community Meeting: _____

☐ A School Community Meeting was conducted to share the draft Academic Plan and
☐ Financial Plan and gather feedback and recommendations.

Date of School Community Meeting: _____

☒ Other (list) Examples:

School Leadership Team, Curriculum Committee,
School Safety Committee, School CSSS Cadre

School Leadership Team Meeting Committee Meetings

SCC Meetings

PLT Meetings

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:
Date: April 13, 2026.

Attested:

Michelle Barber

Typed name of school principal

Michelle Barber 5/11/26
Signature Date

Arielle Sawyer

Typed name of SCC chairperson

Arielle Sawyer 5/11/26
Signature Date