



Waihe'e Elementary School Academic Plan SY 2025-2026

2125 Kahekili Hwy. Wailuku, Hawaii 96793
(808) 727-5300
<https://www.waihee.k12.hi.us>

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

Submitted by Principal Paula Inouye	
<i>Paula Inouye</i>	03/31/25

Approved by Complex Area Superintendent Lori Yatsushiro	
<i>[Signature]</i>	4/14/25

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	'23 Wonders ▾	Ready ▾		
	Select One ▾	Select One ▾		
	Select One ▾	Select One ▾		

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
Gr. 2-5	Phonics for Reading			
IDEA	Wonder Works			
Gr. 4-5	REWARDS			

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-5	I-Ready ▾	I-Ready ▾
K-5	DIBELS ▾	Select One ▾
Kindergarten	HI KRA ▾	HI KRA ▾
Grade 1	Select One ▾	Other: ▾ Kathy Richardson
Grade 2	Select One ▾	Other: ▾ Listening to Learn
Grades 3-5	IAB ▾	IAB ▾

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: [SY 2021-22]

Type of Last Visit: Full Self-Study -

Year of Next Action: [SY 2024-25]

Type of Next Action: Mid-Cycle Report (No Visit) -

Year of Next Self-Study:

[SY 2027-28]

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> Increase student achievement in English Language Arts, Math, and Science</p> <p><u>Root/Contributing cause(s):</u> 1A) Varying levels of implementation of ELA/Math/Science standards-based curriculum, instruction, assessment, and grading practices 1B) Varying skill level of implementation of managing instructional time to meet the needs of all students 1C) No system in place for academic vertical articulation 1D) Increase stakeholder involvement in school systems and reports</p>
2	<p><u>Student Need:</u> Increase student attendance rates by continuing to utilize established school-wide attendance systems.</p> <p><u>Root/Contributing cause(s):</u> 2A) Stakeholders do not understand the threshold for absenteeism 2B) Students' desire to attend school 2C) Increase in transient population</p>
3	<p><u>Student Need:</u> Develop coping strategies and skills to work through everyday situations.</p> <p><u>Root/Contributing cause(s):</u> 3A) Recovery from lost instructional/school days due to pandemic</p>

	3B) Trauma caused by circumstances
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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: High Needs Students

Identified Student Need(s): Increase student proficiency of high-need students (IDEA, ELL, Low SES) in English Language Arts (ELA), Math, and Science.

IDEA	2021-2022 IDEA	2022-2023 IDEA	2023-2024 IDEA
ELA Proficiency	0%	0%	0%
Math Proficiency	0%	10%	0%
Science Proficiency	0%	0%	0%

Source: Lei Kūlia Profile Report pulled 11/26/24

ELL	2021-2022 ELL	2022-2023 ELL	2023-2024 ELL
ELA Proficiency	14.29%	12.5%	21.74%
Math Proficiency	5%	29.17%	30.43%
Science Proficiency	0%	14.29%	0%

Source: Lei Kūlia Profile Report pulled 11/26/24

SES	2021-2022 SES	2022-2023 SES	2023-2024 SES
ELA Proficiency	29.34%	26.35%	28.93%

	Math Proficiency	26.51%	30.41%	32.70%
	Science Proficiency	20.63%	30.91%	18.18%
Source: Lei Kūlia Profile Report pulled 11/26/24				
2	Targeted Subgroup: Native Hawaiian Students			
	Identified Student Need(s): Increase student proficiency of Native Hawaiian students in English Language Arts (ELA), Math, and Science.			
	Native Hawaiian	2021-2022 Native Hawaiian	2022-2023 Native Hawaiian	2023-2024 Native Hawaiian
	ELA Proficiency	23.13%	29.13%	32.84%
	Math Proficiency	23.88%	29.13%	33.58%
	Science Proficiency	13.73%	31.82%	13.33%
Source: Lei Kūlia Profile Report pulled 11/26/24				



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>
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.	1 and State mandated	EA 1.1.1 (1) Provide a Kindergarten Summer Transition Program and a Kindergarten parent information session. SW6:(iii)(V) [Malia Draper - Curriculum Coordinator] EA 1.1.1 (2) Assess all entering kindergarten students SW5; SW6:(iii)(V) A. Professional training day(s) B. Provide materials and supplies for test administration [Melanie Teraoka - ECRI Coach/Reading RtI Coordinator, Malia Draper - Curriculum Coordinator]	Kindergarten Readiness Assessment (KRA) administered as students enter kindergarten; quarterly kindergarten assessments measure progress made over time	<input type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$2,700 <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>Reading Proficiency 1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently <u>receive necessary and timely support</u> to become proficient.</p>	<p>1 A-C</p>	<p>EA 1.1.2 (1) Continue implementation of Common Core ELA Standards through the Wonders Reading program, ECRI, and integrated PBL units in grades K-5 SW1; SW6:(i); SW6:(ii)</p> <ul style="list-style-type: none"> A. ELA will have a designated and uninterrupted block in grades K-5 B. ECRI (Enhanced Core Reading Instruction) to be used with the Wonders program to improve fluency in grades K-2 (to include PD, follow-up, and coaching), grades 2-5 to enhance instruction of vocabulary and fluency with multisyllabic words. Provide support to teachers in grades K-2 who are trained in ECRI Foundational Skills and K-5 Vocabulary and Comprehension <p>EA 1.1.2 (2) ELA will have a designated RtI block SW1, SW6:(i); SW6:(ii)</p> <ul style="list-style-type: none"> A. Implement 30 minutes of small group instruction according to student needs during the literacy block (all Tier 1 and Tier 2 students) B. PTTs will be used to address students' needs (push-in/pull-out, within or outside of ELA block as identified by each grade level team) C. Provide necessary tools and materials for PTT RtI groups <p>EA 1.1.2 (3) Teachers will be provided with professional development and time for planning and will incorporate evidence based practices to meet the needs of all students. (i.e. Foundational Writing Skills Training) SW1; SW6:(iii)(IV)</p>	<p>DIBELS Benchmark and Progress Monitoring (K-5)</p> <p>i-Ready Reading Diagnostic (K-5)</p> <p>Wonders Assessments (K-5)</p> <p>SBA IABs (3-5)</p> <p>ECRI Project Data (K-2)</p> <p>Implementation (Walkthrough) Data (K-5)</p> <p>SBA ELA (3-5)</p>	<p><input checked="" type="checkbox"/> WSF, \$36,340.</p> <p><input checked="" type="checkbox"/> Title I, \$55,472</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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		<p>EA 1.1.2 (4) MTSS-R team continues to implement schoolwide multi-tiered systems of support in reading SW1</p> <p>A. Administration and MTSS-R Team will conduct semesterly classroom walkthroughs.</p> <p>[Melanie Teraoka - ECRI Coach/Reading Rtl Coordinator]</p>		
<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>	1 A-C	<p>EA 1.1.3 (1) Continue implementation of Ready Classroom Mathematics with common summative assessments for all math Common Core State Standards SW3</p> <p>EA 1.1.3 (2) Teachers will be provided professional development and/or coaching for Common Core Math Standards and SMPs as identified to meet the needs of all students SW1; SW6:(iii)(IV)</p> <p>[Malia Draper - Curriculum Coordinator]</p>	<p>Ready Math Assessments (K-5)</p> <p>i-Ready Math Diagnostic (K-5)</p> <p>SBA IABs (3-5)</p> <p>SBA Math (3-5)</p>	<p><input type="checkbox"/> WSF, \$53,291.04</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>

<p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p> <p><i>Required for all schools.</i></p>	<p>1A-C</p>	<p>EA 1.1.4 (1) Continue systematic way of identifying students for the CSSS referral process through Rtl SW1</p> <p>EA 1.1.4 (2) Provide additional tools to support student achievement (i.e. technology programs and apps) SW2</p> <p>EA 1.1.4 (3) Use Action Plans from data teams to implement specific interventions based on student needs. (i.e. WonderWorks, Sondag System, REWARDS, Phonics for Reading, LTL-math, etc.) (K-5) SW1; SW6:(ii)</p> <ul style="list-style-type: none"> A. SPED and EL teachers – pull-out/push-in B. Provide teacher/PTT/EA coaching and/or PD as needed C. Warrior Review 3x/year <p>EA 1.1.4 (4) All grade levels will have common assessments that are aligned with the Common Core State Standards which will be used as data points during the data team process to drive instruction and provide access to all students. These assessments will include: SW1; SW2; SW6:(ii)</p> <ul style="list-style-type: none"> A. i-Ready Diagnostic Assessments (K-5) B. DIBELS Benchmark (K-5) and Progress Monitoring (K-5) C. Ready Math Assessments (K-5) D. Wonders Reading Assessments (K-5) E. Writing Assessments in Narrative, Information, and Opinion Writing F. Administration will conduct quarterly classroom walkthroughs. G. Vertical Articulation to align assessments <p>EA 1.1.4 (5) All teachers will work with students to create an academic goal. Students in grades 2-5 will utilize a goal-setting folder. Classes in grades K-1 will set quarterly class goals. SW6:(ii)</p>	<p>Data on Teacher Action Plans and Rtl Groups and Monitoring Tabs</p> <p>MTSS-R Team Meetings/Agendas</p> <p>DIBELS and i-Ready Diagnostic Assessments</p> <p>SY25/26ELCompPlan</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WSF, \$35,000. <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>a. Students will use i-Ready Reading for 45 minutes a week and i-Ready Math for 45 minutes a week</p> <p>b. Student growth and attainment of goals will be celebrated</p> <p>EA 1.1.4 (6) Provide before/after school enrichment and summer school (summer extended learning opportunity) to improve proficiency in ELA and math for targeted students SW1; SW5; SW6:(i)</p> <p>EA 1.1.4 (7) Provide ongoing professional development for the SPED team to ensure effective monitoring of student growth, appropriate placement, and consistent support. Supplement this development with necessary resources, including substitutes, stipends, and materials, to sustain and enhance student achievement. SW2; SW3; SW6:(iii)(III)</p> <p>EA 1.1.4 (8) Provide substitutes for peer/school visits</p> <p>EA 1.1.4(9) Provide support to teachers (materials/supplies/stipend/substitutes) who participate in directed State, Complex and outside services used to support improvements in student achievement SW6:(iii)(IV)p</p> <p>[Malia Draper - Curriculum Coordinator]</p> <p>EA 1.1.4 (10) Provide Sexual Prevention to students with State mandated curriculum. SW6:(iii)(I)</p> <p>A. Provide necessary curriculum and materials</p> <p>B. Provide necessary professional development</p>		
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		[Maile Viela - Counselor]		
<p>1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.</p> <p><i>Required for all schools.</i></p>	2B	<p>EA 1.1.5 (1) Transition Day to 'lao School Bus funding</p> <p>[Kristel Pigao, Grade 5 GLC, SY23-24]</p> <p>EA 1.1.5 (2) Transition/communication for students receiving supports (i.e. reading Rtl, math, EL, SPED, 504) SW6:(iii)(III)</p> <p>EA 1.1.5 (3) Provide Teacher Articulation Day with lao School</p> <p>[Malia Draper - Curriculum Coordinator]</p>	<p>Schedule/Agenda for the day</p> <p>Listed on school's Plan For Calendar</p> <p>Shared (Gr. 5) data with lao School</p>	<p><input 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>
<p>Science Proficiency</p> <p>1.1.6 All students are proficient in science by the end of fifth grade.</p>	1A-C	<p>EA 1.1.6 (1) Teachers will use NGSS to teach science and use various platforms to apply the Scientific and Engineering Design Processes. SW3; SW6:(iii)(I); SW6:(iii)(IV)</p> <p>A. Teachers will be provided with the essential materials to deliver meaningful NGSS and PBL-aligned lessons.</p> <p>EA 1.1.6 (2) Gardening program provided by a gardener SW6:(iii)(I)</p> <p>[Kariane Park-Toyama, Leimana Kane, PBL Coaches]</p>	NGSS State Assessment	<p><input 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>

★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.

Desired Outcome "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?" Reference the Identified School Needs section.	Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress (Initial & Intermediate Outcomes) "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed to execute the enabling activity.
1.2.1. All students desire to and attend school regularly. <i>Required for all schools.</i>	2B	EA 1.2.1 (1) Monitor student attendance - protocol to be revised as needed and included in the Staff Google Classroom for teachers to reference. Teachers collaborate together to share attendance strategies. SW6:(iii)(I) EA 1.2.1 (2) Inform families of the importance and benefits of attending school daily SW5 <ul style="list-style-type: none"> • Provide strategies to support and motivate • Materials and supplies to promote/improve student attendance • Utilize DOE Attendance Resource Toolkit [Maile Viela - Counselor]	Attendance Referrals (beginning at 5) and follow ups Chronic Absenteeism on Strive HI Report	<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: __, \$

<p>1.2.2. All students demonstrate positive behaviors at school.</p> <p><i>Required for all schools.</i></p>	3A-B	<p>EA 1.2.2 (1) MTSS for behavior strategies and interventions including maintaining and refining our Positive Behavior Support system SW6:(iii)(I)</p> <p>A. Provide annual training and support to the staff on the referral process</p> <p>B. Quarterly Peer Review Meetings and weekly MTSS meetings to address high-need behavior students</p> <p>EA 1.2.2 (2) Create Warrior Buddy Pairings and CARE Buddies SW6:(iii)(I)</p> <p>EA. 1.2.2 (3) Cultivate a culture of restorative justice by empowering students to become effective peer mediators, support the implementation of classroom circle time, and provide staff training on restorative conversations and restorative agreements. Educate parents about restorative justice and its benefits. Encourage parents to use restorative approaches at home. SW6:(iii)(I)</p> <p>[Maile Viela, Counselor]</p>	<p>Student Conduct Report (Discipline tab of CNA)</p>	<p><input 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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<p>1.2.3. All students experience a Nā Hopena A'o environment for learning.</p> <p><i>Required for all schools.</i></p>	<p>1A-C</p>	<p>EA 1.2.3 (1) 'Āina Aloha/Hawaiian Studies: Grades Pre-K-5 and Skills-based classrooms - PBL projects are rooted in Hawaiian Culture through the OHE 'Āina Aloha Pathways Program SW6:(iii)(IV)</p> <p>A. Create and fund a PBL rollout plan which includes community involvement (school level, greater community) and Project Based Learning Professional Development for admin and teachers using the coaching model</p> <p>[Kariane Park-Toyama, Leimana Kane, PBL Coaches]</p> <p>EA 1.2.3 (2) Schoolwide implementation of Second Step SEL program along with GLOs and HĀ. SW5; SW6:(iii)(I)</p> <p>A. Monitor the progress of:</p> <ol style="list-style-type: none"> GLOs on the Warrior of the Month criteria Post GLOs and HĀ along with learning targets GLO rubric/checklist of reflections (One per quarter) Use GLO and HĀ vocabulary on morning broadcast <p>[Maile Viela, Counselor]</p>	<p>Increased proficiency levels as measured by disaggregated data from the SBA</p> <p>GLO School Report</p> <p>WOTM listing on monthly school newsletter</p> <p>Second Step program usage reports</p>	<p><input 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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Community Partnerships 1.2.4. Students are provided additional educational opportunities via community partnerships.	3B	EA 1.2.4. (1) Community partnerships will provide additional educational opportunities. (ie.MPD LEAD Program Gr. 4 and 5, Puberty Ed (Gr. 5), HILT, Etc.) SW5 [Malia Draper, Curriculum Coordinator]	Student Conduct Report (Discipline tab of CNA)	<input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$1,500 <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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★ GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.				
Desired Outcome "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?" Reference the Identified School Needs section.	Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress (Initial & Intermediate Outcomes) "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed to execute the enabling activity.
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. <i>Required for all schools.</i>	1A-C 2B	EA 1.3.1 (1) Provide before/after school enrichment and summer school (summer extended learning opportunity) to provide a variety of opportunities for students (band, robotics, Student Council, Na Keiki Broadcast, JPO...) SW1 [Malia Draper, Curriculum Coordinator]	Increased proficiency levels on SBA Chronic Absenteeism Report Student Conduct Report (Discipline tab of CNA)	<input checked="" type="checkbox"/> WSF, \$79,249 <input checked="" type="checkbox"/> Title I, \$24,209 <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: Summer School \$39,561

<p>K-12 Alignment</p> <p>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.</p>	<p>1A-C</p>	<p>EA 1.3.2 (1) Computers, digital equipment, software, and other technology will be purchased to support digital literacy. Usage reports will be gathered quarterly and be reviewed by GLCs. SW6:(iii)(II)</p> <p>[Gregg Mukai, Tech Coordinator]</p> <p>EA 1.3.2 (2) Materials, supplies, PD, and coaching in 21st-century learning environments will be provided to teachers and staff. Create opportunities to integrate CS in 'Āina-Based PBL. SW6:(iii)(IV)</p> <p>[Kariane Park-Toyama, Leimana Kane, PBL Coaches]</p>	<p>Usage Reports will be gathered quarterly and reviewed by GLCs</p> <p>Increased proficiency levels on SBA</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$24,000</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>
<p>1.3.3. All students graduate high school with a personal plan for their future.</p>	<p>[If applicable, reference the root/contributing cause from the Identified School Needs section]</p>	<p>[Include specific enabling activities or strategic actions being taken to achieve your desired outcome];</p> <p>[Reference name of accountable lead(s) here]</p>	<p>[List the measures and/or evidence that will be used to monitor progress here]</p>	<p><input 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>

<p>[Insert school specific desired outcome]</p> <p><i>(To add additional desired outcomes, duplicate this row, including source of funds checkboxes)</i></p>	<p>[If applicable, reference the root/contributing cause from the Identified School Needs section]</p>	<p>[Include specific enabling activities or strategic actions being taken to achieve your desired outcome];</p> <p>[Reference name of accountable lead(s) here]</p>	<p>[List the measures and/or evidence that will be used to monitor progress here]</p>	<p> <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:__, \$ </p>
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Priority 2 High-Quality Educator Workforce In All Schools

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

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
Effective Instruction 2.1 All students are taught by effective teachers	1A-C	EA 2.1.1 (1) Support all teachers (classroom and non-classroom) with EES. SW6:(iii)(IV) EA 2.1.1 (2) Provide school level and/or District mentors for all probationary teachers, tenured teachers that request for mentor support, and teachers identified as needing mentor support. SW6:(iii)(IV) A. Provide new teacher training 2.1.1 (2) All teachers apply effective instructional practices to engage students in relevant learning tasks aligned to state standards. SW6:(ii) A. Ensure all teachers and students have access to online programs, equipment, supplies, and other	KIANO Reports	<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:____, \$

		<p>resources needed to provide relevant and engaging instruction that supports all students in achieving grade-level standards and developing the skills needed to thrive in the 21st century.</p> <p>[Paula Inouye, Principal]</p>		
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Priority 3 Effective and Efficient Operations At All Levels

★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.				
Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. <i>Required for all schools.</i>	1D	EA 3.3.1 (1) All stakeholders will be invited to give feedback on the Academic Plan and School Design. Academic Plan to be revised as needs are justified via grade level chairs (GLC), School Community Council (SCC), ART, etc. SW3, SW4 [Malia Draper, Curriculum Coordinator]	Increased proficiency levels on SBA SQS Survey Participation	<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: __, \$

★ 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>
Parent and Community Partnerships 3.3.2 Expand outreach/communication within the school and to families and our school community	1D	EA 3.3.2 (1) Provide parents/community with information on family-school community partnerships, achieving academic standards, cultural diversity, support for transitions, community outreach, crisis prevention, and early intervention. SW4 (Book Trust Pre K-5) EA 3.3.2 (2) Provide weekly staff bulletins, monthly parent newsletters, monthly School Messenger call-outs to families and staff, Remind app, social media (Instagram) school website. Include PTA and SCC meeting dates and virtual meet links. SW4 EA 3.3.2 (3) Continue to provide communication with families (parent/student planners. Gr. 3-5) [Paula Inouye, Principal]	Remind App Usage Reports Monthly School Newsletters	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$7,000 <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:____, \$

★ 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>
[Insert school specific desired outcome] <i>(To add additional desired outcomes, duplicate this row, including source of funds checkboxes)</i>	[If applicable, reference the root/contributing cause from the Identified School Needs section]	[Include specific enabling activities or strategic actions being taken to achieve your desired outcome]; [Reference name of accountable lead(s) here]	[List the measures and/or evidence that will be used to monitor progress here]	<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: __, \$

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

Total student instructional 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)	1098
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Did your school submit a SCC Waiver Request Form? Please explain.	Yes,
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Bell Schedule: Waihe'e Elementary School's Bell Schedule
