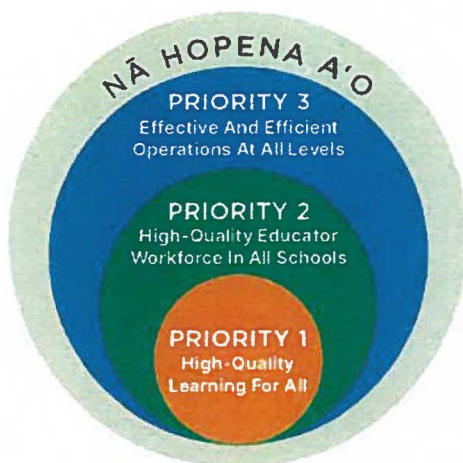




# Waihee School Academic Plan SY 2026-2027

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

- ☒ Title I School  
☐ Non-Title I School

|                                                                                     |                                             |
|-------------------------------------------------------------------------------------|---------------------------------------------|
| Submitted by Principal Paula Inouye                                                 |                                             |
|  | <input type="checkbox"/> Date<br>03/31/2026 |

|                                                                                       |        |
|---------------------------------------------------------------------------------------|--------|
| Approved by Complex Area Superintendent Lori Yatsushiro                               |        |
|  | 4/7/24 |

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

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## VIABLE QUALITY CURRICULUM

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

Please utilize the dropdown list to select the **comprehensive instructional program(s)** being used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the program. Schools may indicate specific demographic subgroup(s) as appropriate.

| Grade Level(s)/Course Name | <a href="#">English Language Arts</a> | <a href="#">Mathematics</a> | Science | Social Studies |
|----------------------------|---------------------------------------|-----------------------------|---------|----------------|
| K-5                        | '23 Wonders ▾                         | Ready ▾                     |         |                |
|                            | Select One ▾                          | Select One ▾                |         |                |
|                            | Select One ▾                          | Select One ▾                |         |                |

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

| Grade Level(s)/Course Name | English Language Arts | Mathematics | Science | Social Studies |
|----------------------------|-----------------------|-------------|---------|----------------|
| Gr. 2-5                    | Phonics for Reading   |             |         |                |
| IDEA                       | WonderWorks           |             |         |                |
| Gr. 4-5                    | REWARDS               |             |         |                |

## 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 ▾              |                             |
| Kindergarten               | HI KRA ▾              | HI KRA ▾                    |
| Grade 2                    |                       | Other: ▾ Listening to Learn |
| Grades 3-5                 | IAB ▾                 | IAB ▾                       |

## HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

The Department is committed to ensuring that every student receives the support necessary for success. This commitment includes providing personalized support to meet individual student needs, documenting student interventions and monitoring progress.

How does your school document **HMTSS student interventions**? Please select all that apply. If "Other" is selected, please explain.

☒ Panorama      ☐ School-created template      ☐ Other:



## IDENTIFIED SCHOOL NEEDS

Academic Plans require the identification of school needs based on data and other information analyzed as part of the school improvement process. The **Comprehensive Needs Assessment (CNA) Data Workbook** (linked [here](#)) and **Lei Kulia** (linked [here](#)) are data resources to help guide and support continuous school improvement.

This section highlights the critical student learning needs that require immediate attention for improvement, student subgroup(s) achievement gaps, and root/contributing cause for those needs and gaps, as identified in one or more of the following:

- ☒ Current CNA
- ☐ Other current assessment/self-study report: [Insert text]
- ☒ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: SY 2024-25

Type of Last Visit: Mid-Cycle Report (No Visit) ▾

Year of Next Action: [Insert year]

Type of Next Action: Select One ▾

Year of Next Self-Study:

[Insert year]

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><b><u>Student Need:</u></b> Increase student achievement in English Language Arts, Math, and Science</p> <p><b><u>Root/Contributing Cause:</u></b></p> <p>1A) Varying levels of implementation of ELA/Math/Science standards-based curriculum, instruction, assessment, and grading practices</p> <p>1B) Varying skill level of implementation of managing instructional time to meet the needs of all students</p> <p>1C) Beginning implementation in place for academic vertical articulation</p> <p>1D) Increase stakeholder involvement in school systems and reports</p> |
| 2 | <p><b><u>Student Need:</u></b> Increase student attendance rates by continuing to utilize established school wide attendance systems.</p> <p><b><u>Root/Contributing Cause:</u></b></p> <p>2A) Stakeholders do not understand the threshold for absenteeism</p> <p>2B) Students' desire to attend school</p> <p>2C) Increase in transient population</p>                                                                                                                                                                                                                         |
| 3 | <p><b><u>Student Need:</u></b> Develop coping strategies and skills to work through everyday situations.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

**Root/Contributing Cause:**

3A) Trauma caused by circumstances

3B) Disconnect Between Home and School

3C) Inconsistent school-wide implementation for Tier 1 conflict resolution and emotional regulation

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<br>IDEA | 2022-2023<br>IDEA | 2023-2024<br>IDEA | 2024-2025<br>IDEA |
|---------------------|-------------------|-------------------|-------------------|-------------------|
| ELA Proficiency     | 0%                | 0%                | 0%                | 0%                |
| Math Proficiency    | 0%                | 10%               | 0%                | 0%                |
| Science Proficiency | 0%                | 0%                | 0%                | 0%                |

Source: Lei Kūlia Profile Report pulled 1/23/26

| ELL                 | 2021-2022<br>ELL | 2022-2023<br>ELL | 2023-2024<br>ELL | 2024-2025<br>ELL |
|---------------------|------------------|------------------|------------------|------------------|
| ELA Proficiency     | 14.29%           | 12.5%            | 21.74%           | 6.25%            |
| Math Proficiency    | 5%               | 29.17%           | 30.43%           | 23.53%           |
| Science Proficiency | 0%               | 14.29%           | 0%               | 0%               |

Source: Lei Kūlia Profile Report pulled 1/23/26

| SES                 | 2021-2022<br>SES | 2022-2023<br>SES | 2023-2024<br>SES | 2024-2025<br>SES |
|---------------------|------------------|------------------|------------------|------------------|
| ELA Proficiency     | 29.34%           | 26.35%           | 28.93%           | 34.38%           |
| Math Proficiency    | 26.51%           | 30.41%           | 32.70%           | 27.95%           |
| Science Proficiency | 20.63%           | 30.91%           | 18.18%           | 24.53%           |

|   |                                                                                                                                                |                              |                              |                              |
|---|------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|------------------------------|------------------------------|
|   | Source: Lei Kūlia Profile Report pulled 1/23/26                                                                                                |                              |                              |                              |
| 2 | <b>Targeted Subgroup:</b> Native Hawaiian Students                                                                                             |                              |                              |                              |
|   | <b>Identified Student Need(s):</b> Increase student proficiency of Native Hawaiian students in English Language Arts (ELA), Math, and Science. |                              |                              |                              |
|   | <b>Native Hawaiian</b>                                                                                                                         | 2021-2022<br>Native Hawaiian | 2022-2023<br>Native Hawaiian | 2023-2024<br>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 1/23/26                                                                                                |                              |                              |                              |





## 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<br>"What do we plan to accomplish?"                                                                                                                                                | Root/<br>Contributing<br>Cause<br>"Why are we doing this?" | Enabling Activities<br>"How will we achieve the desired outcome?"<br><br>and Name of Accountable Lead(s)<br>"Who is responsible to oversee and monitor implementation and progress?"                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Monitoring of<br>Progress<br>"How will we know progress is being made?"                                                                                                                                                                                                                                                                          | Anticipated<br>Source of Funds<br>"What funding source(s) should be utilized?"<br>Estimate the additional amount needed for enabling activities.                                                                                                                                                                                                                                                                                                                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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                                       | <p>EA 1.1.1 (1): Implement a 3-week Kindergarten Social Bridge summer program focused on routine fluency (transitions, following multi-step directions) and SEL (Social Emotional Learning) foundations using the Choose Love/Second Step frameworks. <b>SW1; SW6:(iii)(V)</b></p> <p>[Malia Draper - Curriculum Coordinator; Maile Viela,/Taylissa Lehano - Counselors]</p> <p>EA 1.1.1 (2): Host a series of on-campus Kindergarten 'Ohana Sessions prioritized for EL and High-Needs families to co-create attendance goals and introduce Social-Emotional routines (Choose Love/SEAD) before the school year begins. <b>SW1; SW6:(ii); SW1; SW6:(iii)(V)</b></p> <p>[Jennifer Kaopua - EL Coordinator; Maile Viela/Taylissa Lehano - Counselors]</p> <p>EA 1.1.1 (3): Administer Kindergarten Readiness Assessment (KRA) and hold a Data Dive for K-teachers by the end of the first month of school to identify and plan for fluid, responsive interventions that bridge the</p> | <p>EA 1.1.1(1) Pre/Post-program <b>Social Foundation Rubric</b> (based on KEA domains) for all summer participants.</p> <p>EA 1.1.1 (2) Completion log of meetings <b>Attendance</b> for participating families</p> <p>EA 1.1.1 (3) Created Intervention Groups (Tier 2 rosters) documented in the school's data system.</p> <p>EA 1.1.1 (4)</p> | <p><input type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$20,762</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>gap between social-emotional wellness and literacy and numeracy skills. <b>SW1; SW6:(iii)(IV)</b></p> <p>[Malia Draper - Curriculum Coordinator; Melanie Teraoka - ECRI Coach/Reading Rtl Coordinator]</p> <p>EA 1.1.1 (4): Develop and distribute Kindergarten Success Kits for students scoring a 1 or 2 in English Language Proficiency on the WIDA screener (bilingual materials for EL families) containing manipulatives and visual schedules for home use to reinforce school routines and early numeracy. <b>SW1; SW6:(ii); SW1; SW6:(iii)(V)</b></p> <p>[Jennifer Kaopua - EL Coordinator]</p> | <p>Parent survey on kit usage and helpfulness during the first Open House.</p> |  |
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| <p><b>Reading Proficiency</b><br/>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 units in grades K-5 <b>SW1; SW6:(i); SW6:(ii)</b></p> <ul style="list-style-type: none"> <li>A. ELA will have a designated and uninterrupted block in grades K-5</li> <li>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.</li> <li>C. Teachers will integrate scaffolds to support EL and Tier 3 students within the core instruction.</li> </ul> <p>[Melanie Teraoka - ECRI Coach/Reading Rtl Coordinator]</p> <p>EA 1.1.2 (2) ELA will have a designated Rtl/Skills block <b>SW1, SW6:(i); SW6:(ii)</b></p> <ul style="list-style-type: none"> <li>A. Implement 30 minutes of small group instruction according to student needs during the literacy block (all Tier 1 and Tier 2 students), utilizing Teachers and PTTs</li> <li>B. Tier 3 students will receive intensive support, grouped strictly by identified skill need (Phonemic Awareness, Phonics, or Fluency) based on bi-weekly progress monitoring</li> <li>C. Provide necessary tools and materials for Teachers and PTTs for Rtl groups</li> </ul> <p>[Melanie Teraoka - ECRI Coach/Reading Rtl Coordinator]</p> | <p>DIBELS Benchmark and Progress Monitoring (K-5)</p> <p>i-Ready Reading Diagnostic (K-5)</p> <p>EA 1.1.2 (1) Wonders Assessments (K-5)</p> <p>SBA IABs (3-5)</p> <p>ECRI Project Data (K-2)</p> <p>EA 1.1.2 (1) A, (2) Implementation/ (Walkthrough) Data (K-5)</p> <p>SBA ELA (3-5)</p> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> WSF, \$36,340</li> <li><input checked="" type="checkbox"/> Title I, \$969</li> <li><input type="checkbox"/> Title II, \$</li> <li><input type="checkbox"/> Title III, \$</li> <li><input type="checkbox"/> Title IV-A, \$</li> <li><input type="checkbox"/> Title IV-B, \$</li> <li><input type="checkbox"/> IDEA, \$</li> <li><input type="checkbox"/> SPPA, \$</li> <li><input type="checkbox"/> Homeless, \$</li> <li><input type="checkbox"/> Grant:__, \$</li> <li><input type="checkbox"/> Other:__, \$</li> </ul> |
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|--|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
|  |  | <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)<br/><b>SW1; SW6:(iii)(IV)</b></p> <p>EA 1.1.2 (4) MTSS-R team continues to implement schoolwide multi-tiered systems of support in reading<br/><b>SW1; SW6:(i)(ii)(iii)(I, II,IV)</b></p> <ul style="list-style-type: none"> <li>A. Administration and MTSS-R Team will conduct semesterly classroom walkthroughs.</li> <li>B. The MTSS-R Team will conduct Monthly Data Sprints.</li> </ul> <p>[Melanie Teraoka - ECRI Coach/Reading Rtl Coordinator]</p> <p>EA 1.1.2 (5): Establish a Vertical Articulation Protocol where K-4 teachers transition Fluency Passports to the next grade level to ensure Tier 2 and 3 interventions begin with precision on the first week of school. (Template for Student Data Sheet with the “must-haves”; collect these in May by new HR teacher groups.) Also see EA 1.1.2 (6) <b>SW1; SW6:(i)(ii)(iii)(I, II,IV)</b></p> <p>[Malia Draper - Curriculum Coordinator]</p> <p>EA 1.1.2 (6): Implement a "Growth-First" Data Culture across all grade levels, utilizing visual growth trackers for students to monitor their own WCPM (Words Correct Per Minute) gains, directly supporting Student Need #3 (Coping/Self-Regulation). <b>SW1; SW6:(i)(ii)(iii)(I, II,IV)</b></p> <ul style="list-style-type: none"> <li>A. Implement Growth Celebrations</li> </ul> <p>[Malia Draper - Curriculum Coordinator]</p> |  |  |
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| <p><b>Mathematics Proficiency</b></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>1 A-C</p> | <p>EA 1.1.3 (1): Data-Driven Core Instruction (Ready Math) (SW3) Continue implementation of <i>Ready Classroom Mathematics</i> with a focus on Prerequisite Scaffolding and common summative assessments for all Math Common Core State Standards <b>SW1; SW6:(i)(ii)(iii)(I, II,IV)</b></p> <p>[Malia Draper - Curriculum Coordinator]</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 <b>SW1; SW6:(iii)(IV)</b></p> <ul style="list-style-type: none"> <li>A. Coaching for Mathematical Discourse &amp; SMPs (SW1, SW6:iii, iv) Provide targeted coaching on SMP 3 (Construct viable arguments and critique the reasoning of others).</li> <li>B. Conduct Discourse walkthroughs to ensure students are explaining their thinking (Number Routines)</li> </ul> <p>[Malia Draper - Curriculum Coordinator]</p> <p>EA 1.1.3 (3) MTSS-M team to implement schoolwide multi-tiered systems of support in math <b>SW1; SW6:(i)(ii)(iii)(I, II,IV)</b></p> <ul style="list-style-type: none"> <li>A. Establish the "Universal" Core (Tier 1) <ul style="list-style-type: none"> <li>a. Define High-Quality Tier 1 Math Instruction at Waihe'e School</li> </ul> </li> <li>B. Analyze universal screening data <ul style="list-style-type: none"> <li>a. Identify gaps using disaggregated data</li> </ul> </li> <li>C. Identify schoolwide next steps: Tiered Interventions</li> <li>D. Administration and the MTSS-M Team will conduct classroom walkthroughs</li> </ul> <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> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> WSF, \$56,000</li> <li><input checked="" type="checkbox"/> Title I, \$7,847</li> <li><input type="checkbox"/> Title II, \$</li> <li><input type="checkbox"/> Title III, \$</li> <li><input type="checkbox"/> Title IV-A, \$</li> <li><input type="checkbox"/> Title IV-B, \$</li> <li><input type="checkbox"/> IDEA, \$</li> <li><input type="checkbox"/> SPPA, \$</li> <li><input type="checkbox"/> Homeless, \$</li> <li><input type="checkbox"/> Grant:__, \$</li> <li><input type="checkbox"/> Other:__, \$</li> </ul> |
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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><i>Required for all schools.</i></p> | <p>1 A-C</p> | <p>EA 1.1.4 (1) Continue systematic way of identifying students for the CSSS referral process through RtI <b>SW1</b>; <b>SW6:(iii)(III)</b></p> <p>[Shari Inouye - SSC]</p> <p>EA 1.1.4 (2) Provide additional tools to support student achievement (i.e. technology programs and apps) <b>SW1</b>; <b>SW6:(ii)</b></p> <p>A. Conduct Monthly High-Yield Tool Audit on App Usage and Programs Usage in Technology Committee</p> <p>[Gregg Mukai - Tech Coordinator]</p> <p>EA 1.1.4 (3) Optimize Tier 1 core instruction through the delivery of integrated units, such as PBL, UDL, IDL; specifically focusing on evidence-based engagement strategies that bridge achievement gaps and ensure equitable access to rigorous, standards-aligned content. <b>SW1</b>; <b>SW6:(ii)</b></p> <p>[Kariane Park-Toyama, Leimana Kane - PBL Coaches]</p> <p>EA 1.1.4 (4) 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) <b>SW1</b>; <b>SW6:(iii)(III)(IV)</b></p> <p>A. SPED and EL teachers – pull-out/push-in<br/>B. Provide teacher/PTT/EA coaching and/or PD as needed<br/>C. Warrior Review 3x/year</p> <p>[Melanie Teraoka - ECRI Coach/Reading RtI Coordinator]</p> | <p>Data on Teacher Action Plans, RtI Groups and Monitoring Tabs</p> <p>MTSS-R Team Meetings/Agendas</p> <p>DIBELS and i-Ready Diagnostic Assessments</p> <p><a href="#">SY26/27ELCompPlan</a></p> | <p><input checked="" type="checkbox"/> WSF, \$35,000<br/> <input checked="" type="checkbox"/> Title I, \$3,703<br/> <input type="checkbox"/> Title II, \$<br/> <input type="checkbox"/> Title III, \$<br/> <input type="checkbox"/> Title IV-A, \$<br/> <input type="checkbox"/> Title IV-B, \$<br/> <input type="checkbox"/> IDEA, \$<br/> <input type="checkbox"/> SPPA, \$<br/> <input type="checkbox"/> Homeless, \$<br/> <input type="checkbox"/> Grant:__, \$<br/> <input type="checkbox"/> Other:__, \$</p> |
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|  |  | <p>EA 1.1.4 (5) 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:<br/><b>SW1; SW6:(ii)</b></p> <ul style="list-style-type: none"> <li>A. i-Ready Diagnostic Assessments (K-5)</li> <li>B. DIBELS Benchmark (K-5) and Progress Monitoring (K-5)</li> <li>C. Ready Math Assessments (K-5)</li> <li>D. Wonders Reading Assessments (K-5)</li> <li>E. Writing Assessments in Narrative, Information, and Opinion Writing</li> <li>F. Administration will conduct quarterly classroom walkthroughs.</li> <li>G. Vertical Articulation to align assessments</li> </ul> <p>[Malia Draper - Curriculum Coordinator]</p> <p>EA 1.1.4 (6) 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. <b>SW6:(ii)</b></p> <ul style="list-style-type: none"> <li>a. Students will use i-Ready Reading for 45 minutes a week and i-Ready Math for 45 minutes a week</li> <li>b. Student growth and attainment of goals will be celebrated</li> </ul> <p>[Malia Draper - Curriculum Coordinator; Melanie Teraoka - ECRI Coach/Reading Rtl Coordinator]</p> |  |  |
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|  |  | <p>EA 1.1.4 (7) Provide before/after school enrichment and summer school (summer extended learning opportunity) to improve proficiency in ELA and math for targeted students. <b>SW1; SW5; SW6:(i)</b></p> <p>[Malia Draper - Curriculum Coordinator]</p> <p>EA 1.1.4 (8) 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. <b>SW2; SW6:(iii)(III)</b></p> <p>A. Enhance the At A Glance document to serve as a roadmap for the Student Support Team (Gen Ed. Teacher, EA, Counselor, PTT, etc.) which outlines the specific IEP accommodations and instructional/behavioral strategies necessary for all team members to foster success and maintain the student's access to the Least Restrictive Environment (LRE).</p> <p>[Sharon Inouye - Student Services Coordinator; Malia Draper - Curriculum Coordinator]</p> <p>EA 1.1.4 (9) Coordinate peer/school visits (stipends/substitutes) <b>SW2; SW6:(iii)(IV)</b></p> <p>[Malia Draper - Curriculum Coordinator]</p> |  |  |
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|                                                                                                                                                                                 |    | <p>EA 1.1.4 (10) Provide support to teachers (materials/supplies/stipend/substitutes) who participate in directed State, Complex and outside services used to support improvements in student achievement <b>SW2; SW6:(iii)(IV)</b></p> <p>[Malia Draper - Curriculum Coordinator]</p> <p>EA 1.1.4 (11) Provide Sexual Violence Prevention to students with State mandated curriculum. <b>SW5</b></p> <p>A. Provide necessary curriculum and materials<br/>B. Provide necessary professional development</p> <p>[Maile Viela - Counselor]</p> |                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <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 'Iao School <b>SW5</b></p> <p>[Grade 5 GLC]</p> <p>EA 1.1.5 (2) Transition/communication for students receiving supports (i.e. reading RtI, math, EL, SPED, 504) <b>SW5; SW6:(iii)(III)</b></p> <p>[Malia Draper - Curriculum Coordinator; Melanie Teraoka - ECRI Coach/Reading RtI Coordinator]</p>                                                                                                                                                                                                        | <p>Schedule/Agenda for the day</p> <p>Listed on school's Plan For Calendar</p> <p>Shared (Gr. 5) data with Iao 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> |

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| <p><b>Science Proficiency</b></p> <p>1.1.6 All students are proficient in science by the end of fifth grade.</p> | <p>1 A-C</p> | <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. <b>SW1; SW6:(iii)(IV)</b></p> <p>A. Teachers will be provided with the essential materials to deliver meaningful NGSS instruction</p> <p>[Malia Draper - Curriculum Coordinator; Kariane Park-Toyama - PBL Coach]</p> <p>EA 1.1.6 (2) Literacy-Science Integration: PD on teaching technical vocabulary that supports the ELA goal of reading complex texts. <b>SW1; SW6:(iii)(IV)</b></p> <p>[Jennifer Kaopua - EL Coordinator; Malia Draper - Curriculum Coordinator]</p> <p>EA 1.1.6 (3) Gardening program provided by a gardener<br/>SW6:(iii)(I) <b>SW5</b></p> <p>[Kariane Park-Toyama, Leimana Kane - PBL Coaches]</p> | <p>NGSS State Assessment</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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★ **GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.**

| <b>Desired Outcome</b><br><i>"What do we plan to accomplish?"</i>                                         | <b>Root/<br/>Contributing<br/>Cause</b><br><i>"Why are we doing this?"</i> | <b>Enabling Activities</b><br><i>"How will we achieve the desired outcome?"</i><br><br><b>and Name of Accountable Lead(s)</b><br><i>"Who is responsible to oversee and monitor implementation and progress?"</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Monitoring of<br/>Progress</b><br><i>"How will we know progress is being made?"</i>                     | <b>Anticipated<br/>Source of Funds</b><br><i>"What funding source(s) should be utilized?"</i><br><i>Estimate the additional amount needed for enabling activities.</i>                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <p>1.2.1. All students desire to and attend school regularly.</p> <p><i>Required for all schools.</i></p> | <p>2A and 2B</p>                                                           | <p>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.<br/><b>SW6:(iii)(I)</b></p> <p>[Maile Viela - Counselor]</p> <p>EA 1.2.1 (2) Inform families of the importance and benefits of attending school daily <b>SW2</b></p> <ul style="list-style-type: none"> <li>A. Provide strategies to support and motivate attendance</li> <li>B. Materials and supplies to promote/improve student attendance</li> <li>C. Utilize DOE Attendance Resource Toolkit</li> <li>D. Help families understand how absences put a student at risk</li> <li>E. Provide community connections as needed</li> </ul> <p>[Maile Viela - Counselor]</p> | <p>Attendance Referrals (beginning at 5) and follow ups</p> <p>Chronic Absenteeism on Strive HI Report</p> | <ul style="list-style-type: none"> <li><input type="checkbox"/> WSF, \$</li> <li><input type="checkbox"/> Title I, \$</li> <li><input type="checkbox"/> Title II, \$</li> <li><input type="checkbox"/> Title III, \$</li> <li><input type="checkbox"/> Title IV-A, \$</li> <li><input type="checkbox"/> Title IV-B, \$</li> <li><input type="checkbox"/> IDEA, \$</li> <li><input type="checkbox"/> SPPA, \$</li> <li><input type="checkbox"/> Homeless, \$</li> <li><input type="checkbox"/> Grant: __, \$</li> <li><input type="checkbox"/> Other: __, \$</li> </ul> |



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| <p>1.2.2. All students demonstrate positive behaviors at school.</p> <p><i>Required for all schools.</i></p> | <p>3A-B</p> | <p>EA 1.2.2 (1) MTSS for behavior strategies and interventions including maintaining and refining our Positive Behavior Support system <b>SW6:(iii)(I)(III)(IV)</b></p> <ul style="list-style-type: none"> <li>A. Provide annual training and support to the staff on the referral process</li> <li>B. Quarterly Peer Review Meetings and weekly MTSS meetings to address high-need behavior students</li> </ul> <p>[Maile Viela - Counselor]</p> <p>EA 1.2.2 (2) Create Warrior Buddy Pairings and CARE Buddies <b>SW6:(iii)(I)</b></p> <p>[Maile Viela - Counselor]</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. <b>SW5; SW6:(iii)(I)</b></p> <p>[Maile Viela - Counselor]</p> <p>1.2.2 (4) Cultivate a culture of positive behavior through the implementation of schoolwide PBIS practices. <b>SW6:(iii)(I)</b></p> <ul style="list-style-type: none"> <li>A. Teach, model, and practice strategies to support and motivate positive behavior.</li> <li>B. Use materials and supplies to promote/improve student behavior</li> </ul> | <p>Student Conduct Report (Discipline tab of CNA)</p> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> WSF, \$6,000</li> <li><input type="checkbox"/> Title I, \$</li> <li><input checked="" type="checkbox"/> Title II, \$1,646</li> <li><input type="checkbox"/> Title III, \$</li> <li><input type="checkbox"/> Title IV-A, \$</li> <li><input type="checkbox"/> Title IV-B, \$</li> <li><input type="checkbox"/> IDEA, \$</li> <li><input type="checkbox"/> SPPA, \$</li> <li><input type="checkbox"/> Homeless, \$</li> <li><input type="checkbox"/> Grant:__, \$</li> <li><input type="checkbox"/> Other:__, \$</li> </ul> |
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|                                                                                                                                           |      | [Maile Viela, Counselor]                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p>1.2.3. All students experience a Nā Hopena A'o environment for learning.</p> <p><i>Required for all schools.</i></p>                   | 1A-C | <p>EA 1.2.3 (1) 'Āina Aloha/Hawaiian Studies: Grades Pre-K-5 and Skills-based classrooms are rooted in Hawaiian Culture through the OHE 'Āina Aloha Pathways Program <b>SW5</b></p> <p>[ Leimana Kane - PBL Coach]</p> <p>EA 1.2.3 (2) Schoolwide implementation of Second Step SEL program along with GLOs and HĀ. <b>SW5; SW6:(iii)(l)</b></p> <p>A. Monitor the progress of:</p> <ol style="list-style-type: none"> <li>GLOs on the Warrior of the Month criteria</li> <li>Post GLOs and HĀ along with learning targets</li> <li>GLO rubric/checklist of reflections (One per quarter)</li> <li>Use GLO and HĀ vocabulary on morning broadcast</li> </ol> <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>WOTM</p> | <p><input type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$4,656</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><b>Community Partnerships</b></p> <p>1.2.4. Students are provided additional educational opportunities via community partnerships.</p> | 3B   | <p>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.) <b>SW5</b></p> <p>[Malia Draper, Curriculum Coordinator; Kariane Park-Toyama, PBL Coach; Maile Viela, Counselor]</p>                                                                                                                                                                                                                                                                                                                                                                                                            | <p>Student Conduct Report (Discipline tab of CNA)</p>                                                                                                                                                             | <p><input type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$2,000</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> |

★ **GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.**

| <b>Desired Outcome</b><br><i>"What do we plan to accomplish?"</i>                                                                                                 | <b>Root/<br/>Contributing<br/>Cause</b><br><i>"Why are we doing this?"</i> | <b>Enabling Activities</b><br><i>"How will we achieve the desired outcome?"</i><br><br><b>and Name of Accountable Lead(s)</b><br><i>"Who is responsible to oversee and monitor implementation and progress?"</i>                                                                                             | <b>Monitoring of<br/>Progress</b><br><i>"How will we know progress is being made?"</i>                                      | <b>Anticipated<br/>Source of Funds</b><br><i>"What funding source(s) should be utilized?"</i><br><i>Estimate the additional amount needed for enabling activities.</i>                                                                                                                                                                                                                                                                                                                   |
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| 1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.<br><br><i>Required for all schools.</i> | 1A-C<br>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...)<br><b>SW1; SW6: (i)(iii)(II)</b><br><br>[Malia Draper, Curriculum Coordinator] | Increased proficiency levels on SBA<br><br>Chronic Absenteeism Report<br><br>Student Conduct Report (Discipline tab of CNA) | <input checked="" type="checkbox"/> WSF, \$79,249<br><input checked="" type="checkbox"/> Title I, \$28,328<br><input type="checkbox"/> Title II, \$<br><input type="checkbox"/> Title III, \$<br><input type="checkbox"/> Title IV-A, \$<br><input type="checkbox"/> Title IV-B, \$<br><input type="checkbox"/> IDEA, \$<br><input type="checkbox"/> SPPA, \$<br><input type="checkbox"/> Homeless, \$<br><input type="checkbox"/> Grant:__, \$<br><input type="checkbox"/> Other:__, \$ |

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| <p><b>K-12 Alignment</b></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. <b>SW6:(iii)(II)</b></p> <p>[Gregg Mukai - Tech Coordinator]</p> <p>EA 1.3.2 (2) From Hardware to Digital Citizenship: Digital Literacy initiative. Students will move from consuming tech to creating (e.g., coding, digital storytelling) aligned with Computer Science Standards. <b>SW5</b></p> <p>[Gregg Mukai - Tech Coordinator; Kariane Park-Toyama, Leimana Kane - PBL Coaches]</p> <p>EA 1.3.2 (3) Materials, supplies, PD, and coaching in 21st-century learning environments will be provided to teachers and staff. Create opportunities to integrate Computer Science. <b>SW6:(iii)(IV)</b></p> <p>[Gregg Mukai - Tech Coordinator; 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, \$<br/> <input checked="" type="checkbox"/> Title I, \$33,107<br/> <input type="checkbox"/> Title II, \$<br/> <input type="checkbox"/> Title III, \$<br/> <input type="checkbox"/> Title IV-A, \$<br/> <input type="checkbox"/> Title IV-B, \$<br/> <input type="checkbox"/> IDEA, \$<br/> <input type="checkbox"/> SPPA, \$<br/> <input type="checkbox"/> Homeless, \$<br/> <input type="checkbox"/> Grant:__, \$<br/> <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, including initial and intermediate outcomes, that will be used to monitor progress.]</p> | <p> <input type="checkbox"/> WSF, \$<br/> <input type="checkbox"/> Title I, \$<br/> <input type="checkbox"/> Title II, \$<br/> <input type="checkbox"/> Title III, \$<br/> <input type="checkbox"/> Title IV-A, \$<br/> <input type="checkbox"/> Title IV-B, \$<br/> <input type="checkbox"/> IDEA, \$<br/> <input type="checkbox"/> SPPA, \$<br/> <input type="checkbox"/> Homeless, \$<br/> <input type="checkbox"/> Grant:__, \$<br/> <input type="checkbox"/> Other:__, \$ </p>                  |



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| <p>[Insert school specific desired outcome / student learning target]</p> <p><i>(To add additional desired outcomes, duplicate this row)</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, including initial and intermediate outcomes, that will be used to monitor progress.]</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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## 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<br><i>"What do we plan to accomplish?"</i> | Root/<br>Contributing<br>Cause<br><i>"Why are we doing this?"</i> | Enabling Activities<br><i>"How will we achieve the desired outcome?"</i><br><br><b>and Name of Accountable Lead(s)</b><br><i>"Who is responsible to oversee and monitor implementation and progress?"</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Monitoring of<br>Progress<br><i>"How will we know progress is being made?"</i> | Anticipated<br>Source of Funds<br><i>"What funding source(s) should be utilized?"</i><br><i>Estimate the additional amount needed for enabling activities.</i>                                                                                                                                                                                                                                                                                                         |
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| 2.1 All students are taught by effective teachers          | 1A-C                                                              | <p>EA 2.1.1 (1) Support all teachers (classroom and non-classroom) with EES. <b>SW6:(iii)(IV)</b></p> <p>[Paula Inouye, Principal]</p> <p>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. <b>SW6:(iii)(IV)</b></p> <p>A. Provide new teacher training.</p> <p>[Paula Inouye, Principal]</p> <p>2.1.1 (3) All teachers apply effective instructional practices to engage students in relevant learning tasks aligned to state standards. <b>SW6:(ii)</b></p> <p>A. Ensure all teachers and students have access to online programs, equipment, supplies, and other resources needed to provide relevant and engaging instruction that supports all students</p> | KIANO Reports                                                                  | <input type="checkbox"/> WSF, \$<br><input checked="" type="checkbox"/> Title I, \$2,263<br><input type="checkbox"/> Title II, \$<br><input type="checkbox"/> Title III, \$<br><input type="checkbox"/> Title IV-A, \$<br><input type="checkbox"/> Title IV-B, \$<br><input type="checkbox"/> IDEA, \$<br><input type="checkbox"/> SPPA, \$<br><input type="checkbox"/> Homeless, \$<br><input type="checkbox"/> Grant:__, \$<br><input type="checkbox"/> Other:__, \$ |





## PRIORITY 2: High-Quality Educator Workforce In All Schools

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|  |  | <p>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<br><i>"What do we plan to accomplish?"</i>                                                                                                                        | Root/<br>Contributing<br>Cause<br><i>"Why are we doing this?"</i> | Enabling Activities<br><i>"How will we achieve the desired outcome?"</i><br><br><b>and Name of Accountable Lead(s)</b><br><i>"Who is responsible to oversee and monitor implementation and progress?"</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Monitoring of<br>Progress<br><i>"How will we know progress is being made?"</i> | Anticipated<br>Source of Funds<br><i>"What funding source(s) should be utilized?"</i><br><i>Estimate the additional amount needed for enabling activities.</i>                                                                                                                                                                                                                                                                                                                                        |
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| <p>3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.</p> <p><i>Required for all schools.</i></p> | 1D                                                                | <p>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. <b>SW3, SW4</b></p> <p>[Malia Draper, Curriculum Coordinator; VP]</p> <p>EA 3.3.1 (2): Empowering Internal Decision-Making (ART &amp; Committees) <b>SW2; SW3</b></p> <p>A. Committees critically analyze assigned collected data to evaluate the impact of Academic Plan initiatives, using these reflections to guide future decision-making on a monthly basis.</p> <p>B. Committee Leads (ART Team members) will convene monthly to triangulate data and identify school-wide patterns to ensure the Academic Plan remains a living document that responds to real-time student needs.</p> <p>[Malia Draper, Curriculum Coordinator; VP]</p> | <p>Increased proficiency levels on SBA</p> <p>SQS Survey Participation</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> |

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

| Desired Outcome<br><i>"What do we plan to accomplish?"</i>                                                                                     | Root/<br>Contributing<br>Cause<br><i>"Why are we doing this?"</i> | Enabling Activities<br><i>"How will we achieve the desired outcome?"</i><br><br>and Name of Accountable Lead(s)<br><i>"Who is responsible to oversee and monitor implementation and progress?"</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Monitoring of<br>Progress<br><i>"How will we know progress is being made?"</i> | Anticipated<br>Source of Funds<br><i>"What funding source(s) should be utilized?"</i><br><i>Estimate the additional amount needed for enabling activities.</i>                                                                                                                                                                                                                                                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Parent and Community Partnerships</b><br><br>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. <b>SW4</b><br><br>[Paula Inouye, Principal]<br><br>EA 3.3.2 (2) Provide weekly staff bulletins, monthly parent newsletters, monthly School Messenger call-outs to families and staff, Talking Points app, social media (Instagram) [PCNC, PBL Coach, TC, Counselor] school website [TC, SASA]. Include PTA and SCC meeting dates and virtual meet links. <b>SW4</b><br><br>[Paula Inouye, Principal]<br><br>EA 3.3.2 (3) Continue to provide communication with families (parent/student planners. Gr. 3-5) <b>SW4</b><br><br>[Paula Inouye, Principal] | Remind App Usage Reports<br><br>Monthly School Newsletters                     | <input type="checkbox"/> WSF, \$<br><input checked="" type="checkbox"/> Title I, \$7,800<br><input type="checkbox"/> Title II, \$<br><input type="checkbox"/> Title III, \$<br><input type="checkbox"/> Title IV-A, \$<br><input type="checkbox"/> Title IV-B, \$<br><input type="checkbox"/> IDEA, \$<br><input type="checkbox"/> SPPA, \$<br><input type="checkbox"/> Homeless, \$<br><input type="checkbox"/> Grant:__, \$<br><input type="checkbox"/> Other:__, \$ |

★ Other Systems of Support

| <b>Desired Outcome</b><br><i>"What do we plan to accomplish?"</i>                                               | <b>Root/<br/>Contributing<br/>Cause</b><br><i>"Why are we doing this?"</i>                             | <b>Enabling Activities</b><br><i>"How will we achieve the desired outcome?"</i><br><br><b>and Name of Accountable Lead(s)</b><br><i>"Who is responsible to oversee and monitor implementation and progress?"</i> | <b>Monitoring of<br/>Progress</b><br><i>"How will we know progress is being made?"</i> | <b>Anticipated<br/>Source of Funds</b><br><i>"What funding source(s) should be utilized?"</i><br><i>Estimate the additional amount needed for enabling activities.</i>                                                                                                                                                                                                                                                                                                                                |
|-----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>[Insert school specific desired outcome]</p> <p>(To add additional desired outcomes, duplicate this row)</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> |



## APPENDIX A: SCHOOL COMMUNITY COUNCIL ASSURANCES FORM

One of a School Community Council's (SCC) main functions is to review the school's Academic Plan and Financial Plan for the upcoming school year and either recommend revisions of the plans to the principal or recommend the plans for approval by completing the SCC Assurances Form.

The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name and signature of the SCC chairperson must be included on both pages of the form, regardless of revisions or comments added to the second page.

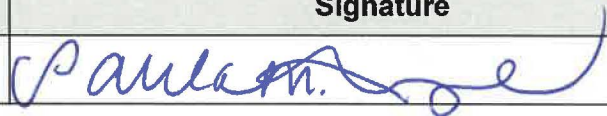


## Hawaii State Department of Education School Academic Plan and Financial Plan Annual Assurances and Recommendation for Approval

The **Waihee School** School Community Council (SCC) recommends the school plans to the Complex Area Superintendent for approval and assures the following:

1. The SCC is correctly constituted and was formed in accordance with the Board of Education policy, Department of Education procedures and state law.
2. The SCC reviewed its responsibilities under the Board of Education policy, Department of Education procedures and state law, including those related to the review of the Academic Plan and Financial Plan.
3. The SCC sought and considered all recommendations from the school community or committees before recommending the plans for approval. (Check all that apply)
  - ☒ A School Community Council Meeting was conducted on **Feb 24, 2026** to share the school data and gather input on student priorities.
  - ☒ A School Community Meeting was conducted on **Feb 24, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
  - ☒ Other (list): *School Leadership Team (Feb. 23, 2026 - ongoing); Faculty (Feb. 18, 2026)*
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: **Feb 24, 2026**

### Attested:

| Waihee School Principal | Signature                                                                            | Date         |
|-------------------------|--------------------------------------------------------------------------------------|--------------|
| Paula Inouye            |  | Feb 24, 2026 |
| SCC Chairperson         | Signature                                                                            | Date         |
| Miriam Cox              |  | Feb 24, 2026 |

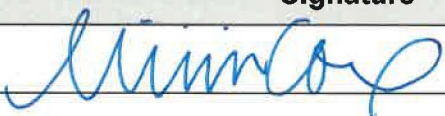
**SCC Recommendations to the Academic Plan and Financial Plan:**

The School Community Council, in review of the Academic and Financial Plans, has provided the principal with the following recommendations for consideration. These recommendations are included as a means to share these issues with the Complex Area Superintendent and to identify the action taken by the principal on the SCC recommendations. If no recommendations were made, please write "N/A." **SCC Chairperson signature is required on both pages.**

| SCC Recommendation: | Rationale for the SCC Recommendation: | Principal's Response to SCC Recommendation: |
|---------------------|---------------------------------------|---------------------------------------------|
| N/A                 | N/A                                   | N/A                                         |

| SCC Comments: Statement of Problem or Concerns regarding the Academic Plan and Financial Plan review process. |
|---------------------------------------------------------------------------------------------------------------|
| N/A                                                                                                           |

**Attested:**

| SCC Chairperson | Signature                                                                           | Date         |
|-----------------|-------------------------------------------------------------------------------------|--------------|
| Miriam Cox      |  | Feb 24, 2026 |

## APPENDIX B: BELL SCHEDULE

Pursuant to [Hawaii Revised Statutes Section \(HRS\) 302A-251](#), as well as the current Hawaii State Teachers Association collective bargaining agreement, all Hawaii public schools must establish school schedules (including teacher work year, teacher schedule, and bell schedules) that meet student instructional hours and school year requirements. **However, in certain circumstances, a preferred bell schedule may not comply with existing regulations and will therefore require a School Community Council (SCC) waiver, effective for up to one school year.**

To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided [bell schedule tool](#).

|                                                                                                                                                                                                                      |                                                                                                                           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| <b>Total student instructional hours per year</b> <i>(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)</i> | 1098                                                                                                                      |
| <b>Has an SCC Waiver Request Form been submitted to address bell schedule compliance?</b>                                                                                                                            | <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A, we meet the requirement |
| <b>Waihee School Bell Schedule:</b> <a href="#">Waihe'e Elementary School's Bell Schedule</a>                                                                                                                        |                                                                                                                           |