



# Wailuku Elementary School Academic Plan SY 2025-2026

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<https://www.wailuku.k12.hi.us/>

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

Submitted by Principal <b>Nikan Arapoff</b>	
<i>Nikan Arapoff</i>	<b>2/28/25</b>

Approved by Complex Area Superintendent <b>Lori Yatsushiro</b>	
	<b>4/14/25</b>

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	<a href="#">English Language Arts</a>	<a href="#">Mathematics</a>	Science	Social Studies
K-5	'23 Wonders ▾	Eureka Math2 ▾	Amplify Science	
4	Select One ▾	Select One ▾		Bess Press
K-3 & 5	Select One ▾	Select One ▾		Teacher Created/Harcourt
ELL	Other: ▾ National Geographics Our World	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
K-5	BrainPOP	Struggly.com	Mystery Science BrainPOP	
3-5	Achieve3000			
K-5/ELL	BrainPOP EL			

### 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: ELL & RTI Small Groups

### 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	Science
K-5	NWEA MAP ▾	NWEA MAP ▾	
K-2	DIBELS ▾	Select One ▾	
K	HI KRA ▾	Select One ▾	
ELL K-5	WIDA Screener ▾	Select One ▾	
K-5	Other: ▾ Wonders 23 Weekly Assessments	Other: ▾ Eureka 2 Topic Quizzes and/or Module Assessments	
K	Teacher Created ▾	Teacher Created ▾	
2-5	Select One ▾	Select One ▾	NWEA MAP ▾

## 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: [2022]

Type of Last Visit: Full Self-Study -

Year of Next Action: [Insert year]

Type of Next Action: Select One -

Year of Next Self-Study:

[2028]

**Please identify critical student learning needs and the root/contributing cause why these needs have been prioritized.**

*"What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?"*

Please number the student need and root/contributing cause for ease of cross-referencing.

1	<p><b><u>Student Need:</u></b> Address Academic Gaps and Improve Student Achievement.</p> <ul style="list-style-type: none"> <li>● <b>WASC 2022-23/Critical Area #2:</b> "Related to a prior recommendation from the last WASC visit in 2019, Wailuku Elementary should continue vertical articulation efforts in order to develop and implement long term curricular and pedagogical plans for student achievement. All articulation efforts should be inclusive of both student achievement and SEL data."</li> <li>● Focused interventions to address learning gaps. Strategies such as targeted intervention, small-group instruction, and differentiated instruction can be implemented to support struggling students. (CNA 2023-34 Data Analysis)</li> </ul> <p>(SW1) &amp; (SW2)</p> <p><b><u>Root/Contributing Cause:</u></b></p> <p>1A) Impact of the COVID-19 Pandemic  1B) Consistent decline in student performance across multiple subjects, particularly in reading, math and science.  1C) Increase student SBA achievement in English Language Arts (ELA), Math, and Science by 3% in 2025-26 in order to meet the 2029 School Target of 52.87% in ELA and 48.71% in Math. (Note: The recommended Average Annual % to Meet 2029 Target is 2.29% in ELA and 1.53% in Math).  (CNA 2023-24 Proficiency By Grade)  (SW1) &amp; (SW2)</p>
2	<p><b><u>Student Need:</u></b> Enhance Social-Emotional Learning.</p>

	<ul style="list-style-type: none"> <li>● <b>WASC 2022-23/Critical Area #3:</b> “Wailuku leadership, staff, students, parents, and community stakeholders should collaborate to expand extracurricular activities and resources that can make Wailuku Elementary more engaging for all young people.”</li> <li>● <b>WASC 2022-23/Critical Area #1:</b> “Wailuku Elementary leadership, staff, students, parents, and community stakeholders should continue to support the development of culturally sustaining and collaborative instructional approaches to the incorporation of all cultures that are a part of the Wailuku community with a special focus on Hawaiian Culture.”</li> <li>● Significant decline in students' sense of belonging from Fall 2023 to Spring 2023. A decrease in students' sense of belonging negatively impacts their overall well-being and academic performance. (CNA 2023-24 SEL Data)</li> </ul> <p>(SW1) &amp; (SW2)</p> <p><b>Root/Contributing Cause:</b>  2A) The decline in student well-being and engagement highlights the importance of creating a positive and supportive school climate.  2B) Need to improve social-emotional skills, including self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.  2C) Improve the Incorporation of social-emotional learning into the curriculum, provide mental health support services, and promote a positive school climate.  2D) Need to support Diverse Learners by providing culturally responsive instruction and language support services; Implement differentiated instruction to meet the needs of all students; and offer enrichment opportunities to all learners.  (CNA 2023-24 Data Analysis)  (SW1) &amp; (SW2)</p>
3	<p><b>Student Need:</b> Supporting Teacher Retention and Professional Development.</p> <ul style="list-style-type: none"> <li>● <b>WASC 2022-23/Critical Area #4:</b> “Wailuku Elementary should seek to blend the unifying elements of Family in a way that can develop and sustain Wailuku's school-wide decision-making processes while making sure that they are always inclusive and respectful of students, staff, leadership, parents, and all community stakeholders.”</li> <li>● Investing in teacher professional development on effective instructional strategies, providing adequate support, and creating a positive work environment can help retain experienced teachers. (CNA 2023-34 Data Analysis)</li> </ul> <p>(SW1) &amp; (SW2)</p> <p><b>Root/Contributing Cause:</b>  3A) High teacher turnover and the reliance on emergency hires can negatively impact student learning.  3B) Need to implement data-driven instruction to inform teaching decisions.  3C) Need to foster a positive learning environment that promotes student engagement.  (CNA 2023-24 Data Analysis)  (SW1) &amp; (SW2)</p>

In order to address student subgroup(s) achievement gaps, please list the targeted subgroup(s) and their identified need(s). Enabling activities should address identified subgroup(s) and their needs.

1

**Targeted Subgroup:** Special Education (SPED)

**Identified Student Need(s):** Increase SPED student proficiency in English Language Arts (ELA), Mathematics, and Science.

	2023-2024 SPED
ELA Proficiency	10%
Math Proficiency	10%
Science Proficiency	12.5%

2

**Targeted Subgroup:** English Learner (EL)

**Identified Student Need(s):** Increase EL student proficiency in English Language Arts (ELA), Mathematics, and Science.

	2023-2024 EL + Exits
ELA Proficiency	31.3%
Math Proficiency	24.5%
Science Proficiency	26.3%

3

**Targeted Subgroup:** Disadvantaged

**Identified Student Need(s):** Increase disadvantaged student proficiency in English Language Arts (ELA), Mathematics, and Science.

	<b>2023-2024 Disadvantaged</b>
<b>ELA Proficiency</b>	24.4%
<b>Math Proficiency</b>	22.5%
<b>Science Proficiency</b>	21.5%





## 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>  <b>and Name of Accountable Lead(s)</b> <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.	1A 2C 2D 3B 3C	EA 1.1.1(1) Identify the developmental levels of every child entering kindergarten for the first time through gathering of information concerning their social-emotional, language and literacy, math, cognitive, and physical development.  a. All kindergarten teachers/ professional educators will be trained and have a certification to administer the KEA.  b. To ensure appropriate placement and support, all incoming kindergarten students will be assessed prior to the beginning of the school year to determine their academic readiness.  (SW5)  [Nassar-CC/Barona-AC/Kindergarten Teachers]  EA 1.1.1(2) Provide necessary and timely support to ensure each child's success in developing foundational skills for learning.	Kindergarten Entry Assessment (KEA)  Individual Student Reports Distributed to Parents  DIBELS Data  NWEA Data  Walkthroughs	<input type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$1,476 <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:__, \$



		<ul style="list-style-type: none"> <li>a. A Kindergarten registration checklist will be provided to parents, outlining key skills that will support their child's transition and success in Kindergarten.</li> <li>b. Teachers will implement differentiated instruction to meet the diverse learning needs of all children.</li> <li>c. Teachers will use flexible grouping strategies to provide targeted instruction and support to small groups of children based on their needs.</li> <li>d. Teachers will regularly monitor children's progress and adjust instruction as needed.</li> <li>e. Teachers will use formative assessments to track growth and identify areas where additional support is needed.</li> <li>f. Teachers will regularly communicate with parents/guardians about their child's progress and involve them in the learning process.</li> </ul> <p>(SW6)</p> <p>[Admin/Nassar-CC/Barona-AC/Kindergarten Teachers]</p>		
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<b>Reading Proficiency</b> 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.	1A	EA 1.1.2 (1) Identify students who are not reading proficiently through ongoing assessment, universal screener 3 times/year, and monthly progress monitoring. (SW6) [Teachers, Nassar-CC/Barona-AC/Kim-Bautista-EL C]	NWEA MAP (grades K-5)	<input checked="" type="checkbox"/> WSF, \$85,000
	1B		DIBELS (grades K-2)	<input checked="" type="checkbox"/> Title I, \$76,000
	1C		Data Team Cycles	<input type="checkbox"/> Title II, \$
	3A		PLC	<input type="checkbox"/> Title III, \$
	3B	EA 1.1.2(2) Provide targeted intervention and support tailored to each student's specific needs, such as tutoring/RTI, differentiated small group instruction, or personalized learning plans. (SW6) [Classroom/SPED Teachers, PPE/PPT, Teachers, Nassar-CC, Barona-AC, Kim-Bautista-El C, Admin]	Achieve3000 (grades 3-5)	<input type="checkbox"/> Title IV-A, \$
	3C	EA 1.1.2(3) Collaborate with teachers, counselors, parents, and community partners to coordinate support efforts and create a cohesive system of support for struggling readers. (SW6) [Classroom/SPED Teachers, SSC, PPE/PPT, CC, AC, Counselors,Admin]	Wonders Adaptive Learning (grades K-2)	<input type="checkbox"/> Title IV-B, \$
		EA 1.1.2(4) Consistent implementation of ECRI and Heggerty in grades K-2, , along with ECRI professional development for new teachers, will support and enhance reading instruction. This will help create a strong foundation for reading success in the early grades. (SW6) [District/Nassar-CC/Barona-AC/Teachers ]	Book Trust	<input type="checkbox"/> IDEA, \$
			Walkthroughs	<input type="checkbox"/> SPPA, \$
			Syllabus	<input type="checkbox"/> Homeless, \$
			Report Cards	<input type="checkbox"/> Grant:__, \$
				<input type="checkbox"/> Other:__, \$

		<p>EA 1.1.2(5) Allocate resources and funding to support the implementation of early literacy intervention programs such as Geodes, Achieve3000, and Phonic For Reading to reinforce students' phonetic skills, build strong content knowledge, and acquire robust vocabulary skills. This will allow for differentiated practice and targeted skill development.</p> <p>(SW6)</p> <p>[Nassar-CC/Barona-AC/Dr. Arapoff-Admin]</p> <p>EA 1.1.2(6) Build school-home connection through Book Trust to increase literacy and enhance skills practiced in class.</p> <p>(SW6)</p> <p>[teachers/ Lori Davis-Librarian]</p> <p>EA 1.1.2(7) Provide professional development and training on effective reading instruction, intervention programs, differentiated instruction, and data analysis, equipping them to effectively support all learners to enhance teachers' ability to meet the diverse learning needs and improve students' reading skills.</p> <p>(SW6)</p> <p>[District/Nassar-CC/Barona-AC]</p> <p>EA 1.1.2(8) Dedicated time for collaboration, including during PLCs, Data Teams, Grade Level meetings, and Planning and Collaboration days, will enable teachers to share best practices and discuss individual student progress to better support struggling readers.</p> <p>(SW6)</p> <p>[Teachers/Nassar-CC/Barona-AC]</p>		
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<b>Mathematics Proficiency</b> 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.	1A	EA 1.1.3(1) Continue implementation of Eureka Squared school-wide and regular cross-articulation in committee meetings to ensure vertical alignment. (SW6) [Teachers, Nassar-CC/Barona-AC/Dr. Arapoff-Admin]	Walkthroughs	<input checked="" type="checkbox"/> WSF, \$3,900
	1B		NWEA MAP (grades K-5)	<input checked="" type="checkbox"/> Title I, \$39,000
	1C		Data Team Cycles	<input type="checkbox"/> Title II, \$
	2C		Pacing Guides	<input type="checkbox"/> Title III, \$
	2D	EA 1.1.3(2) Professional development in Math Talks will be provided for fourth-grade teachers to support them in facilitating rich mathematical discussions that elicit diverse strategies, promote reasoning, and build conceptual understanding. (SW6) [District/Nassar-CC/Barona-AC/Teachers ]	Syllabus	<input type="checkbox"/> Title IV-A, \$
	3B		Report Cards	<input type="checkbox"/> Title IV-B, \$
	3C		Committee Agenda	<input type="checkbox"/> IDEA, \$
			Math Talks Data	<input type="checkbox"/> SPPA, \$
		EA 1.1.3(3) Establish regular data review meetings to monitor students' progress, analyze assessment results, and make data-driven decisions about intervention strategies in PLCs, Data Teams, and Grade Level meetings. (SW6) [Teachers/Nassar-CC/Barona-AC]		<input type="checkbox"/> Homeless, \$
		EA 1.1.3(4) Utilize evidence-based instructional strategies and interventions to provide targeted intervention and support, such as differentiated small group instructions, the use of manipulatives, and math games to differentiate learning experiences and develop number sense. (SW6) [Teachers/Nassar-CC/Barona-AC/Dr. Arapoff-Admin]		<input type="checkbox"/> Grant: __, \$
				<input type="checkbox"/> Other: __, \$

		<p>EA 1.1.3(6) Engage parents and guardians by providing resources that would enable them to support mathematical learning at home, such as homework with guided instructions and strategies available in the Eureka Squared Apply and/or Learn workbook.</p> <p>(SW6)</p> <p>[Teachers]</p> <p>EA 1.1.3(7) Host an annual Math Family Night to foster a love of math by engaging students and their families in fun, hands-on activities that promote exploration, discovery, and collaborative learning.</p> <p>(SW6)</p> <p>[Nassar-CC/Barona-AC]</p>		
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<p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p> <p><i>Required for all schools.</i></p>	1B	EA 1.1.4(1) Continue implementing Project-Based Learning and Student Voice to create engaging learning experiences where students are empowered to deepen their understanding, take ownership of their learning, and apply their knowledge to real-world contexts, making their learning more meaningful.	PLCs Agenda	<input type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$7095 <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:__, \$
	1C		Data Team Cycles	
	2A		Walkthroughs	
	2B	(SW6)	Dedicated	
	2C	[District resource teachers, Nassar-CC, Barona-AC, Teachers ]	Differentiated	
	2D		Homogenous Tier	
	3B	EA 1.1.4(2) Continue providing educators with ELL professional development and resources focused on culturally responsive teaching practices. This will ensure all students, regardless of background, are engaged, empowered, and experience academic growth through teaching strategies that integrate diverse perspectives, experiences, and cultural references.	Small Group Instruction	
	3C	(SW6) [District resource teachers, Nassar-CC ]	Pacing Guides	
		EA 1.1.4(3) Continue and improve differentiated instruction through data-driven decision-making to meet the diverse learning needs of all students. This includes refining targeted classroom interventions (homogeneous grouping), accommodations, optimizing SPED inclusion ratios, and expanding enrichment opportunities.	Implementation of Amplify Science/Pacing Guide	
		(SW6) [Classroom Teachers/SPED Teachers]	Mystery Science	
			BrainPOP	
			Implementation of National Geographics Our World	
			Syllabus	
			Students Writing Showcase	
			Project Based Learning Showcase	
			SQS	

		<p>EA 1.1.4(4) To support English language acquisition and boost academic performance for all ELL students, regardless of background, students will engage with motivating content through National Geographic's Our World. The rich content, including captivating photography, meaningful narratives, immersive videos, and stories of National Geographic Explorers, will support the development of key language skills, such as vocabulary, comprehension, and fluency.</p> <p>(SW6)</p> <p>[Kim-Bautista - EL Coordinator]</p>		
		<p>EA 1.1.4(5) Empower teachers to work collaboratively in Professional Learning Communities to regularly monitor the Academic Plan and ensure equitable outcomes for all students. By analyzing student data, developing targeted interventions, sharing best practices, and creating aligned pacing guides and syllabi, teachers can provide the individualized support necessary for all students to reach their full potential.</p> <p>(SW3) &amp; (SW6)</p> <p>[Teachers/Nassar-CC/Barona-AC]</p>		
		<p>EA 1.1.4(6) Teachers engage in a school-wide initiative to implement process writing, which includes explicitly teaching the stages of the writing process (pre-writing, drafting, revising, editing, publishing) and using common grade-level writing rubrics for assessment. Teachers will actively participate in cross-grade articulation, share student samples, and engage in collaborative discussions on enhancing student writing skills as well as the integration of writing across all subject areas.</p>		



		<p>(SW6) [Teachers/Nassar-CC/Barona-AC]</p> <p>EA 1.1.4(7) Continue to strengthen partnerships with families and community stakeholders to maximize student learning and success. This includes creating and disseminating resources for parents on supporting their children's academic growth, and actively engaging community organizations to provide a range of enriching opportunities such as creative movement, art, Hawaiian Studies, gardening, music, Math and Science Family Nights, project expositions at Family Nights, and Wildcat recognition events.</p> <p>(SW6) [Teachers/Nassar-CC/Barona -AC/Dr. Arapoff-Adim]</p> <p>EA 1.1.4(8) Integrate social-emotional learning (SEL) into the curriculum to support students' holistic development and well-being. This includes the use of the Second Step curriculum/pacing guide to teach skills such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, which are essential for academic success and lifelong learning.</p> <p>(SW6) [Teachers/counselors]</p> <p>EA 1.1.4(9) Partnership with EOEL program to support district and school.</p> <p>(SW5) [EOEL teacher, Dr, Arapoff-Admin]</p>		
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		<p>EA 1.1.4(10) Continue to equip students with 1:1 technology, and develop audio visual interactive capacity via classroom Smart TVs and equipment upgrades to support student achievement and the implementation of computer science.</p> <p>(SW6)</p> <p>[Tech Coordinator, teachers, Admin]</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>		<p>EA 1.1.5(1) At the end of each school year the 5th grade class walks to the intermediate school for a transition activity while the K-4 students have opportunities to visit their future teacher's classrooms for an introduction and short activity.</p> <p>(SW6)</p> <p>[Teachers, Counselors]</p> <p>EA 1.1.5(2) Student Services Coordinators maintain regular communication with Iao and Maui Waena Intermediate Schools regarding fifth-grade students who will be transitioning to ensure seamless transitions. Meetings are also scheduled as necessary to address students' specific needs.</p> <p>(SW6)</p> <p>[SSC]</p>	SQS	<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>	1A 1B 1C 2A 2B 2C 2D 3B 3C	EA 1.2.1(1) Monitor and analyze attendance data regularly to identify trends, patterns, and areas for improvement, and use this information to develop targeted interventions and support strategies. (SW6) [Counselors]  EA 1.2.1(2) Teachers will engage students in instruction that includes Project-Based Learning and differentiated instruction, providing opportunities for constructive student voice and choice as well as making learning more relevant and meaningful. This personalized and engaging approach aims to foster a stronger connection to learning and increase students' desire to attend school regularly, which will encourage regular school attendance. (SW6) [Teachers]  EA 1.2.1(3) Develop strong relationships between students, families, and school staff to promote attendance and address barriers to attendance through meaningful engagement and support. This includes Homework	Attendance Data  Students Project Based Learning Showcase  SQS	<input type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$6,000 <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: __, \$

		<p>Policy, Family Nights such Wildcat Scholar/Citizenship celebrations, Science/STEM, Literacy, Math Nights, Book Fair, Literacy/Book Trust, and Movie Nights.</p> <p>(SW6)</p> <p>[Teachers, counselors, Admin]</p> <p>EA 1.2.1(4) To establish clear expectations for attendance, tardiness, and absences, Wailuku Elementary General School Expectations will be communicated to students and families at the start of the school year through school packets <i>and included in student planners</i>. Teachers and counselors will then regularly reinforce these expectations through classroom reviews, newsletters/emails, and school website updates, ensuring consistent understanding and promoting regular attendance.</p> <p>(SW6)</p> <p>[Teachers, counselors, Admin]</p> <p>EA 1.2.1(5) Establish and maintain top-tier security and threat response protocols that will help improve students attendance and school's perceptual data.</p> <p>(SW6)</p> <p>[Dr. Arapoff-Admin]</p> <p>EA 1.2.1(6) Complete infrastructure upgrades; A/C parking, and general facilities that will help improve students attendance and school's perceptual data.</p> <p>(SW6)</p> <p>[Dr. Arapoff-Admin]</p>		
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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>1A</p> <p>2A</p> <p>2B</p> <p>2C</p>	<p>EA 1.2.2(1) Teachers will follow the Second Step pacing guide provided by counselors to teach SEL weekly. (SW6) [Teachers, counselors]</p> <p>EA 1.2.2(2) Reinforce established school-wide positive behavior support systems (such as the 4Bs and the GLO that define clear expectations for behavior and provide consistent reinforcement of positive behaviors through recognition and rewards such as the Wildcat Citizenship Award. (SW6) [Teachers, counselors, Admin]</p> <p>EA 1.2.2(3) Staff proactively supervise, monitor, and instruct students across campus to foster positive behavior and a safe learning environment. (SW6) [Teachers, Educational Assistant Staff, counselors, Admin]</p>	<p>Panorama Survey</p> <p>SQS</p> <p>Wildcat Night</p> <p>Referral Data</p> <p>Walkthroughs</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$8200</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>1.2.3. All students experience a Nā Hopena A'o environment for learning.</p> <p><i>Required for all schools.</i></p>	<p>2B</p> <p>2D</p> <p>3C</p>	<p>EA 1.2.3(1) Nā Hopena A'o (HĀ) is a framework of learning outcomes based on Hawaiian values and cultural practices. <u>HĀ: BREATH</u> We will immerse all students in a HĀ learning environment by integrating these values and practices into the curriculum and learning experiences across all subject areas, including culturally relevant Project-Based Learning and community-based field trips, creating more meaningful learning experiences. (SW6) [Teachers, Admin]</p>	<p>Walkthroughs</p> <p>Project Based Learning Showcase</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>

★ 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>	1B 1C 2A 2C 2D 3C	EA 1.3.1(1) Offer a wide variety of extracurricular activities, clubs, and student organizations designed to meet the diverse needs and interests of <i>all</i> students, including Gifted and Talented pupils. From career-focused clubs like broadcasting, astronomy, student council, library aids, recycling/gardening, and 3D planning to other interest-based groups, these activities will help students discover their passions, develop leadership skills, and build connections with peers.  (SW6) [Teachers, counselors, Admin]	SQS	<input checked="" type="checkbox"/> WSF, \$58,000 <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: __, \$

<b>K-12 Alignment</b> 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.	1B	EA 1.3.2(2) Implement a standards-aligned curriculum, with teachers intentionally focusing on the grade-level standards, that provides students with a strong foundation in core academic subjects, including English language arts, mathematics, science, and social studies, to equip students with the necessary knowledge and skills for success in elementary school and beyond.  (SW6) [Teachers, CC, AC]	Walkthroughs	<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: __, \$
	1C		Data Teams Cycles	
	2A		NWEA	
	2B		DIBELS	
	2D			
	3C			
		EA 1.3.2(3) Implement student-centered differentiated instruction that fosters student interaction and incorporates student voice, choice, and collaborative learning through peer discussion to meet the diverse learning needs of all students—including advanced learners, English learners, students with disabilities, and students from diverse cultural backgrounds—ensuring every student is challenged and supported to reach their full potential.  (SW6) [Teachers, CC, AC]		



<p>1.3.3. All students graduate high school with a personal plan for their future.</p>	<p>2A</p> <p>2B</p> <p>2C</p> <p>2D</p> <p>3C</p>	<p>EA 1.3.3(1) Teach and reinforce the General Learner Outcomes (GLOs) posted in every classroom—essential college and career readiness skills, including communication, collaboration, critical thinking, and problem-solving—to equip students for future success. (SW6) [Teachers/Counselors]</p> <p>EA 1.3.3(2) Incorporate social-emotional learning (SEL) into the curriculum to help students develop the self-awareness, self-management, social awareness, relationship skills, and responsible decision-making skills needed to navigate their future successfully. (SW6) [Teachers/Counselors]</p> <p>EA 1.3.3(3) Implement project-based learning opportunities that allow students to explore their interests, strengths, aspirations, and creative expression. (SW6) [Teachers]</p> <p>EA 1.3.3(4) Implement AVID strategies such as Note-taking, Goal-Setting based on the GLO Rubric, Organization, Collaborative Structures, SLANT. Students will use these strategies to track their progress, particularly in reading and math. Teaching the importance of setting goals and providing opportunities to set academic, personal, and career goals, and developing action plans for achieving them will help students prepare for their future. (SW6)</p>	<p>Walkthroughs</p> <p>Report Cards</p> <p>Second Step Pacing Guide Implementation</p> <p>SQS</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$5,100</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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		[Teachers, counselor]		
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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>  <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
2.1.1. All teachers positions are filled with qualified teachers.	3A	EA 2.1.1(1) Provide teachers with the professional development and support they need to drive student success. This will include mentorship programs, induction programs, and ongoing training opportunities focused on effective strategies such as ELL instruction, differentiated instruction, classroom management, culturally responsive teaching, technology integration, assessment best practices, and content-specific pedagogy, ensuring teachers are well-prepared to meet the diverse needs of their students.  (SW6) [School Mentors, District Resource Teachers]	Mentor Forums  Survey Data  Mentor Mondays  21 Extended Hours	<input type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$2198 <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: __, \$

		EA 2.1.1(2) New teachers are supported through weekly differentiated professional development/training, with additional support available as needed. (SW6) [District mentors, school mentors]		
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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. Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.				
<b>Desired Outcome</b> <i>"What do we plan to accomplish?"</i>	<b>Root/Contributing Cause</b> <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	<b>Enabling Activities</b> <i>"How will we achieve the desired outcome?"</i>  <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress</b> <i>"How will we know progress is being made?"</i>	<b>Anticipated Source of Funds</b> <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>	2C	EA 3.3.1(1) Develop strategies to recruit and engage members for School Community Councils and establish a regular meeting schedule with agendas that address key topics and priorities identified by council members. Strategies may include utilizing multiple communication channels (e.g., website, social media, flyers, phone calls) and flexible meeting times to reach diverse stakeholders (SW5) [Admin, counselors]  EA 3.3.1(2) Establish transparent communication with families and staff through school newsletters, website, social media, and email updates to disseminate information about feedback processes, decision-making	SCC Agenda  PTSA Agenda  SQS  Data Teams  PLC Agenda	<input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$6570 <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>opportunities, and how families and staff can participate in SCC, PTSA, and the annual School Quality Survey.  (SW4) &amp; (SW5)  [Admin, counselors, Tech Coordinator]</p> <p>EA 3.3.1(3) Continue and improve committee articulation and alignment for transparent leadership and decision processes.  (SW5)  [Teachers, CC, AC, ELL Coordinator, Admin]</p>		
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## 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 [Wailuku Elementary School](#) current bell schedule(s) and total student instructional hours per year. To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided [bell schedule tool](#).

**Total student instructional hours per year** (Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)

[\[1830 hours\]](#)

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

[\[Yes, we are awaiting response\]](#)

**Bell Schedule:** [Wailuku Elementary Bell Schedule](#)