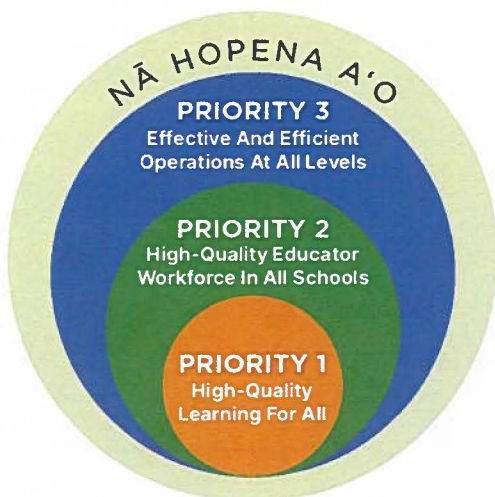




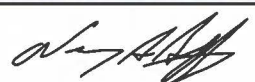
Wailuku Elementary School Academic Plan SY 2026-2027

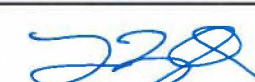
355 S High St, Wailuku, HI 96793

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- ☒ Title I School
☐ Non-Title 1 School

Submitted by Principal Dr. Nikan Arapoff	
	3/16/2026

Approved by Complex Area Superintendent Lori Yatsushiro	
	4/7/26

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	English Language Arts	Mathematics	Science	Social Studies
K-5	'23 Wonders ▾	Eureka Math2 ▾	Amplify Science	Teacher Created/Harcourt (grades 1-3 & 5). Grade 4: Bess Press
ELL	Other: ▾ National Geographics Our World	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
K-5	BrainPOP & Pebble Go (K-2)/Pebble Go Next (3-5)	Struggly.com Zearn	Mystery Science BrainPOP	BrainPOP Jr.
3-5	Achieve3000 & Mystery Writing			
K-5/ELL	BrainPOP EL			

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 ▾	`	
K	HI KRA ▾	HI KRA ▾	
ELL K-5	WIDA Screener ▾	Select One ▾	
K-5	Other: ▾ Wonders 23 Weekly Assessment	Other: ▾ Eureka 2 Topic Quizzes and/or Module Assessments	
3-5	IAB ▾ & FIAB	IAB ▾ & FIAB	IAB ▾ & FIAB (5th Grade)
K	Teacher Created ▾	Teacher Created ▾	
2-5	Select One ▾	Select One ▾	NWEA MAP ▾

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

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: [Insert year]

Type of Last Visit: Select One ▾

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	<u>Student Need:</u> Students need to solve problems, read, research, write, and apply their skills to real-life situations. <u>Root/Contributing Cause:</u> 1A) State Proficiency Gap: There is a significant achievement gap in core subjects, with student proficiency lagging behind the State average by 20% in ELA and 13% in Math. 1 B) Tier 1 instruction: Tier 1 core instruction is currently not meeting the needs of 80% of the student population as intended by the HMTSS framework. This indicates that the Tier 1 instruction is not yet robust enough to prevent widespread learning gaps. 1C) Classroom-Based Tier 2: While we have designated small-group blocks, they are not consistently differentiated based on real-time student needs. Too often, these blocks are used for general practice rather than targeted, data-mapped interventions. Embedded Tier 2 support throughout the instructional day is needed to master grade-level standards.
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2	<u>Student Need:</u> • Students need to improve written communication, content mastery application, and self-assess. <u>Root/Contributing Cause:</u> 2 A) Proficiency Data as an Indicator of Communication Gaps: Current SBA scores (ELA 33%, Math 29%, Science 35%) indicate that the majority of students are unable to meet the rigor of state standards. 2 B) Content Application: Instructional practices do not consistently include a systematic way to help students transfer foundational literacy skills into interdisciplinary contexts. Doing this will help students use objective evidence (data, facts, and quotes) to support their thinking in Science, Social Studies, or Math. 2 C) Discourse and Output: While students need to engage in verbal collaboration, they lack the ability to translate these conversations into organized, analytical writing. Students need to move from social understanding to formal, evidence-based communication. 2 D) Immediate Feedback: Feedback to students is not immediate, specific, and actionable. Timely feedback is critical because it allows students to self-correct in real-time and avoid misconceptions.
3	<u>Student Need:</u> • Students need to engage in challenging content within their zone of proximal development. ○ Students need to connect Social Emotional Learning to academics in order to obtain a Growth Mindset and engage in Emotional Regulation and develop Self-Efficacy. ○ Culturally Responsive PBL: Students need to engage in Project-Based Learning (PBL) to connect academic content to real-life experiences in order to make sense of their learning. <u>Root/Contributing Cause:</u> 3 A) Consistent increase in ELL and SPED populations: While the student population is rapidly diversifying (32% Native Hawaiian, 22% Filipino), Current instructional application methods are inconsistent, lacking the culturally responsive scaffolding and standardized Project-Based Learning (PBL) frameworks required to bridge language and learning deficits for ELL and SPED students. 3 B) SEL-Academic Integration: Significant declines in student Growth Mindset (10%), Self-Efficacy (6.2%), and Emotion Regulation (2.2%) indicate that SEL is being treated as a separate initiative rather than a foundational requirement for academic engagement. Without an Integrated SEL-Academic Framework, vulnerable students lack the self-regulatory tools necessary to navigate the "productive struggle" inherent in rigorous, grade-level coursework. 3 C) Systemic Gaps in Inclusive Delivery (The Specialized Support Need): Current inclusive practices are inconsistently applied, with specialized ELL and SPED supports often remaining isolated from the Tier 1 (General Education) environment. This lack of integrated scaffolding prevents diverse learners from maintaining sustained engagement with core instruction. Consequently, the reliance on externalized support rather than embedded, real-time classroom differentiation has resulted in stagnant academic growth for these vulnerable groups.

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 especially in English Language Arts (ELA) and Mathematics.

	2023-2024 SPED	2024-2025 SPED
ELA Proficiency	10%	4.3%
Math Proficiency	10%	0%
Science Proficiency	12.5%	25%

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	2024-2025 EL + Exits
ELA Proficiency	31.3%	28%
Math Proficiency	24.5%	18.2%
Science Proficiency	26.3%	6.6%

3

Targeted Subgroup: Disadvantaged

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

	2023-2024 Disadvantaged	2024-2025 Disadvantaged
ELA Proficiency	24.4%	28.8%
Math Proficiency	22.5%	22.7%
Science Proficiency	21.5%	26.6%



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>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</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.	1B 1C 2B 2C 2D 3A 3B 3C	EA 1.1.1(1) Identify the developmental levels of every child entering kindergarten for the first time through gathering 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. a. A Kindergarten registration checklist will be provided to parents, outlining key skills that will support their child's transition and success in Kindergarten.	Kindergarten Entry Assessment (KEA)-BOY Individual Student Reports Distributed to Parents - Quarterly DIBELS Data (BM/PM)-Monthly NWEA Data - 3 times/year Walkthroughs-Bi-Weekly	☐ WSF, \$ ☒ Title I, \$2,200 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

		b. Teachers will implement differentiated instruction to meet the diverse learning needs of all children. c. Teachers will use flexible grouping strategies to provide targeted instruction and support to small groups of children based on their needs. d. Teachers will regularly monitor children's progress and adjust instruction as needed. e. Teachers will use formative assessments to track growth and identify areas where additional support is needed. f. Teachers will regularly communicate with parents/guardians about their child's progress and involve them in the learning process. (SW6) [Admin/Nassar-CC/Barona-AC/Kindergarten Teachers]		
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Reading Proficiency 1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently <u>receive necessary and timely support</u> to become proficient. Annual Target: By June 2027 increase SBA scores by 3% in ELA	1A 1B 1C 2A 3A 3B 3C	EA 1.1.2 (1) Identify students who are not reading proficiently through ongoing assessment, universal screener 3 times/year, and monthly progress monitoring. (SW1, SW6) [Teachers, Nassar-CC/Barona-AC/Kim-Bautista-EL C] EA 1.1.2(2) 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/Admin] EA 1.1.2(3): Implement Quarterly Reading Data Team Cycles to address literacy gaps and ensure Tier 1 instructional effectiveness. This cycle requires grade-level teams to move through a structured 8-step protocol to bridge the proficiency gap for diverse learners: 1. Data Analysis: Review universal screeners (e.g., NWEA, DIBELS) and formative data to identify the highest-priority "Priority Reading Standard" (e.g., Phonics, Fluency, or Comprehension) where students struggled most. 2. Unwrap the Standard: Deconstruct the targeted reading standard to identify the specific phonemic, linguistic, or analytical skills and the level of text complexity required for mastery.	Interim Measures: Increase NWEA-ELA MOY RIT Growth by 10 points NWEA MAP (grades K-5)-3 times/year ELA Interim Assessment (IAB/FIAB) gr. 3-5 - Quarterly DIBELS BM/PM (grades K-2)- Monthly ELA Data Team Cycles-Quarterly PLC Agenda/Minutes-Monthly ELA Committee Meeting-Monthly ELA Pacing Guides:Teachers monitor progress-weekly Digital Reading Program (grades K-5)- 1hr./week	☐ WSF, \$ ☒ Title I, \$55,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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		3. Pre-Assessment: Design and administer a common pre-assessment (such as a cold read, phonics survey, short response, or Interim Assessments for grades 3-5) to establish a baseline. 4. Student Grouping: Using common rubrics, analyze results to identify specific literacy intervention needs for every student, determining who requires Tier 1 Scaffolding (UDL-based) versus Tier 2 Targeted Reading Intervention. 5. SMART Goal Setting: Establish a grade-level SMART goal for the percentage of students expected to reach proficiency or meet growth targets by the end of the cycle. 6. Instructional Brainstorming: Select evidence-based literacy strategies, including Science of Reading components and HÃ-aligned culturally responsive texts, to address identified gaps. 7. Post-Assessment: Administer a common post-assessment to measure growth in the targeted reading skill against the SMART goal. 8. Reflection & Refinement: Conduct a post-cycle reflection to analyze the impact of specific reading strategies (e.g., process writing integration or note-taking) and refine Tier 1 delivery for future units. (SW1, SW6) [Teachers / Nassar-CC / Barona-AC / Admin] EA 1.1.2(4) Provide targeted intervention and support tailored to each student's specific needs, such as RTI, ELL services, differentiated small group instruction, or personalized learning plans. (SW1, SW6)	Wonders Adaptive Learning (grades K-2)- Weekly Current Students Work Displayed in Classroom Exemplars Posted in Classrooms using Common Rubrics Syllabus-Beginning of every quarter to be sent to parents or annually at the beginning of the year Report Cards - Quarterly Walkthroughs- Bi-weekly Admin to monitor Meeting Agendas & specific minutes - Monthly Admin to monitor Schoolwide Quarterly Expectations	
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		[Classroom/SPED Teachers, PPE/PPT, Teachers, Nassar-CC, Barona-AC, Kim-Bautista-El C, Admin] EA 1.1.2(5) Collaborate with teachers, counselors, parents, and community partners to coordinate support efforts and create a cohesive system of support for struggling readers. (SW5, SW6) [Classroom/SPED Teachers, SSC, PPE/PPT, CC, AC, Counselors,Admin] EA 1.1.2(6) Consistent implementation of ECRI and Heggerty in grades K-2, , along with ECRI professional development for new teachers and ongoing support for all teachersK-2 through quarterly observation, 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] EA 1.1.2(7) Allocate resources and funding to support the implementation of early literacy intervention programs such as Geodes, Achieve3000, and Phonics 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. (SW6) [Nassar-CC/Barona-AC/Dr. Arapoff-Admin]		
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		EA 1.1.2(8) Build school-home connection through establishing a consistent literacy homework via Daily Reading Logs to increase foundational literacy skills and build reading stamina outside of school hours. (SW2, SW6) [teachers]		
		EA 1.1.2(9) Build school-home connection through Book acquisition for families to increase literacy and enhance skills practiced in class. (SW6) [teachers/ Lori Davis-Librarian]		
		EA 1.1.2(10) Continue to provide professional development and training on effective reading instruction, intervention programs, differentiated instruction, and data analysis to enhance teachers' ability to meet the diverse learning needs and improve students' reading skills. (SW6) [District/Nassar-CC/Barona-AC]		
		EA 1.1.2(11) 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. (SW6) [Teachers/Nassar-CC/Barona-AC/Admin]		

Mathematics Proficiency 1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient. Annual Target: By June 2027 increase SBA scores by 3% in Math	1A	EA 1.1.3(1) Continue implementation of Eureka Squared school-wide and regular cross-articulation in committee meetings to ensure vertical alignment.	Interim Measures: Increase NWEA Math MOY RIT Growth by 10 points	☐ WSF, \$
	1B			☒ Title I, \$50,000
	1C	(SW6) [Teachers, Nassar-CC/Barona-AC/Dr. Arapoff-Admin]		☐ Title II, \$
	2A		NWEA MAP (grades K-5) - 3 times/year	☐ Title III, \$
	2B	EA 1.1.3(2) Professional development in Number Talks will be provided for all fifth-grade teachers and any new teachers in third and fourth grades to support them in facilitating rich mathematical discussions that elicit diverse strategies, promote reasoning, and build conceptual understanding. Teachers previously trained in Number Talks in third and fourth grades will be supported in Number Talks through quarterly observations.	Math Interim Assessment (IAB/FIAB) gr. 3-5 - Quarterly	☐ Title IV-A, \$
	2C			☐ Title IV-B, \$
	2D			☐ IDEA, \$
	3A		Math Data Team Cycles-Quarterly	☐ SPPA, \$
	3B	(SW6) [District/Nassar-CC/Barona-AC/Teachers]	PLC Agenda/Minutes-Monthly	☐ Homeless, \$
	3C	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/Admin]	Math Committee Meeting-Monthly	☐ Grant:__, \$
		EA 1.1.3(4): Implement Quarterly Math Data Team Cycles to systematically address learning gaps and ensure Tier 1 instructional effectiveness. This cycle requires grade-level teams to move through a structured 8-step protocol:	Math Pacing Guides:Teachers monitor progress-weekly	☐ Other:__, \$
		1. Data Analysis: Review universal screening and formative data to identify the highest-priority "priority standard" where students struggled most.	Syllabus-Beginning of every quarter to be sent to parents or annually at the beginning of the year	

		2. Unwrap the Standard: Deconstruct the targeted standard to identify the specific knowledge, skills, and level of rigor required for mastery. 3. Pre-Assessment: Design and administer a common pre-assessment to establish a baseline for the targeted standard. Grades 3-5 may use Interim Assessments. 4. Student Grouping: Using common rubrics, analyze results to identify specific intervention needs for every student (Tier 1 differentiation vs. Tier 2 intervention). 5. SMART Goal Setting: Establish a grade-level SMART goal for the percentage of students expected to reach proficiency by the end of the cycle. 6. Instructional Brainstorming: Select evidence-based strategies that may include culturally responsive materials (PBL-aligned) to address identified gaps. 7. Post-Assessment: Administer a common post-assessment to measure growth against the SMART goal. 8. Reflection & Refinement: Conduct a post-cycle reflection to analyze the impact of teaching practices and refine instructional delivery for future units. (SW1, SW6) [Teachers/Nassar-CC/Barona-AC/Admin] EA 1.1.3(5): Implement a daily "Math Problem of the Day" (MPOD) routine across all grade levels to build problem-solving stamina and provide real-time formative data.	Report Cards - Quarterly Walkthroughs- Bi-weekly Admin to monitor Meeting Agendas & specific minutes - Monthly Admin to monitor Schoolwide Quarterly Expectations	
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		● Immediate Feedback: Teachers will provide immediate feedback (i.e., at-the-desk feedback as students work/whiteboards). This ensures misconceptions are corrected in the moment rather than after a task is completed. ● Targeted Scaffolding: Problems will be aligned with the "unwrapped" priority standards identified in Data Teams, specifically utilizing culturally relevant word problems and scaffolds for ELL and SPED students to ensure 100% participation. ● Data Integration: Trends observed during the MPOD will serve as the "real-time" evidence used during weekly PLC/Grade Level meetings to adjust Tier 1 instruction and identify students for immediate in-class Tier 2 support. (SW1, SW6) [Teachers/Nassar-CC/Barona-AC/Admin] EA 1.1.3(6) 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]		
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		EA 1.1.3(7) 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. (SW6) [Teachers]		
		EA 1.1.3(8) 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. (SW6) [Nassar-CC/Barona-AC]		

1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. <i>Required for all schools.</i> Annual Target: By June 2027 increase SBA scores by 3% in Science	1A 1B 1C 2A 2B 2C 2D 3A 3B 3C	EA 1.1.4(1): Deepen the implementation of Project-Based Learning (PBL) and Student Voice through the HĀ Framework. By anchoring projects in a sense of <i>Belonging</i> and <i>Hawai‘i</i>, students are empowered to take <i>Responsibility</i> for their learning, achieve <i>Excellence</i> in real-world contexts, and cultivate <i>Aloha</i> and <i>Total Well-being</i> through meaningful community contributions. (SW1, SW6) [District resource teachers, Nassar-CC, Barona-AC, Teachers] 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. Teacher will incorporate these strategies into daily classroom practice, ensuring that diverse perspectives and linguistic scaffolds are embedded across the MTSS framework: ● In Tier 1 (Core Instruction): Teachers will utilize Universal Design for Learning (UDL) and the HĀ Framework to design lessons that integrate the diverse cultural references, which each of our stakeholders bring, to engage all students. This includes the use of "front-loading" vocabulary, visual anchor charts, and sentence frames as standard practice for the entire class to ensure 100% access to grade-level content.	Interim Measures: Increase NWEA Science (2-5) MOY RIT Growth by 10 points NWEA MAP (grades K-5) - 3 times/year Science Interim Assessment (IAB/FIAB) gr. 5 - Quarterly Dedicated Differentiated Homogenous Tier 2 Small Group Instruction - Daily Implementation of National Geographics Our World - Daily in ELL Students Writing Showcase - Annually Project Based Learning Showcase - Annually PBL - Quarterly	☐ WSF, \$ ☒ Title I, \$8,500 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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		● In Tier 2 (Targeted Intervention): Teachers will provide <u>classroom-based, specialized support</u> using high-leverage ELL strategies (e.g., <u>GLAD</u> strategies or <u>SIOP model</u>) in fluid, small-group settings. These "pushed-in" interventions will focus on bridging language gaps and foundational skills identified during the Math Data Team cycles, ensuring students receive a "double dose" of support without losing access to the core classroom community. (SW1 & SW6) [District resource teachers, Nassar-CC, Barona-AC, Batista-ELL Coordinator, Teachers] 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, and expanding enrichment opportunities. (SW1 & SW6) [Classroom Teachers/SPED Teachers] 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.	PLC Agenda/Minutes- Monthly PBL/SS Committee Meeting-Monthly Science Pacing Guides:Teachers monitor progress- weekly Mystery Science - As needed BrainPOP - Weekly Syllabus-Beginning of every quarter to be sent to parents or annually at the beginning of the year Report Cards - Quarterly Walkthroughs- Bi-weekly Admin to monitor Meeting Agendas & specific minutes - Monthly	
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		(SW1 & SW6) [Kim-Bautista - EL Coordinator] 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. (SW3 & SW6) [Teachers/Nassar-CC/Barona-AC] EA 1.1.4(6): Implement a school-wide initiative focused on the Writing Process and Integrated Literacy to standardize writing instruction and foster a culture of feedback and academic discourse across all content areas. • Teachers will explicitly teach the five stages of writing—pre-writing, drafting, revising, editing, and publishing. This will be expanded to include daily writing habits, such as structured note-taking to organize thoughts, academic journaling to build stamina, and reflective writing to deepen conceptual understanding. • Grade levels will utilize common writing rubrics and collaborative conversations to provide students with consistent, transparent expectations. • Teachers will provide ongoing, actionable feedback and facilitate student-led feedback sessions to build Self-Efficacy and a Growth Mindset.	Admin to monitor Schoolwide Quarterly Expectations SQS - Annually	
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		● Writing will be integrated across content. For example: ○ In Math: Students use journals to explain their "Math Problem of the Day" reasoning or reflect on their learning. ○ In PBL: Students use note-taking strategies (e.g., Cornell notes or graphic organizers) to conduct research and use the writing process to write essays such as opinion/argumentative, information, or narrative. (as appropriate to grade level standards) ○ In SEL: Students use reflections to connect their learning to the HĀ Framework and personal growth. ● Teachers will engage in quarterly cross-grade articulation sessions to share student work samples to calibrate scoring, identify vertical gaps, and refine instructional practices for diverse learners. (SW1 & SW6) [Teachers/Nassar-CC/Barona-AC/Admin] 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. (SW6)		
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		[Teachers/Nassar-CC/Barona -AC/Dr. Arapoff-Adim] EA 1.1.4(8) Fully 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. (SW1, SW6) [Teachers/counselors] EA1.1.4(9) Partnership with EOEL program to support district and school. (SW5) [EOEL teacher, Dr, Arapoff-Admin] EA1.1.4(10) Continue to equip students with 1:1 technology, and develop audio visual interactive capacity via classroom Interactive Smartboards and equipment upgrades to support student achievement and the implementation of computer science. (SW6) [Tech Coordinator, teachers, Admin]		
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1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school. <i>Required for all schools.</i>		EA 1.1.5(1) At the end of each school year the 5th grade class walks to the intermediate school for a campus orientation and transition activity. For grades K-4, students visit their next grade level on Promotion Day Walkthrough. (SW6) [Teachers, Counselors] 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. (SW6) [SSC]	SQS - Annually	☐ WSF, \$ ☒ Title I, \$23,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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★ 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?"	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 "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed for enabling activities.
1.2.1. All students desire to and attend school regularly. <i>Required for all schools.</i>	1A 1B 1C 2A 2B 2C 2D 3A 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 Policy, Quarterly Syllabus, Family Nights such Wildcat	Attendance Data - Weekly Students Project Based Learning Community Showcase - Annually Students Art/Writing Caf. Showcase - Annually Data Team Cycle - Quarterly Homework Policy - Daily Syllabus - Quarterly SQS - Annually	☐ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☒ Other:__, \$

		Scholar/Citizenship celebrations, Science/STEM, Literacy, Math Nights, Book Fair, and Movie Nights. (SW6) [Teachers, CC, AC, counselors, Admin] EA 1.2.1(4) To maintain 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, absentee letters, newsletters/emails, and school website updates, ensuring consistent understanding and promoting regular attendance. (SW6) [Teachers, counselors, Admin] EA 1.2.1(5) Maintain and improve top-tier security and threat response protocols that will help improve students attendance and school's perceptual data. (SW6) [Dr. Arapoff-Admin] 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. (SW6) [Dr. Arapoff-Admin]		
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1.2.2. All students demonstrate positive behaviors at school. <i>Required for all schools.</i>	3B	EA 1.2.2(1) Teachers will follow the Second Step pacing guide provided by counselors to teach SEL weekly. (SW6) [Teachers, counselors] 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] 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]	Panorama Survey - Annually SQS - Annually Wildcat Night - Every other Month Referral Data - Ongoing Walkthroughs - Bi-weekly	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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1.2.3. All students experience a Nā Hopena A'o environment for learning. <i>Required for all schools.</i>	1A 1B 1C 2A 2B 2C 2D 3A 3B 3C	EA 1.2.3(1): Immerse all students in a Nā Hopena A'o (HĀ) learning environment by systematically integrating the HĀ: BREATH outcomes (Belonging, Responsibility, Excellence, Aloha, Total Well-being, and Hawai'i) into the curriculum and instruction across all subject areas, including ELA, Math, Science, and Social Studies. • Culturally Responsive PBL: Grade levels will design and implement quarterly interdisciplinary, Project-Based Learning experiences that use the HĀ framework to ground academic standards in culture-related values. These projects will empower students to take ownership of their learning and apply knowledge to real-world challenges. • Community-Based Field Trips: Teachers will seek opportunities for place-based field trips to bridge the gap between classroom theory and real-life experiences. These excursions will serve as "outdoor classrooms" where students practice <i>Kuleana</i> (Responsibility) and deepen their connection to <i>Hawai'i</i>. • Evidence of Learning: Student growth in the BREATH outcomes will be showcased through reflections, journals, and PBL Showcases, where students demonstrate how their academic Excellence contributes to the Total Well-being of their community. (SW6) [Teachers, Admin]	Walkthroughs - Bi-weekly Project Based Learning Community Showcase - Annually	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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★ GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. <i>Required for all schools.</i>	1A 2A 3A 3B	EA 1.3.1(1): Establish extracurricular activities, Clubs, and Student Organizations designed to meet the diverse needs of all learners, including Gifted and Talented (GT) pupils: ● Career-Linked Organizations: Offer specialized clubs—such as Broadcasting, Astronomy, 3D Planning, and Library Aids—where students explore and discover personal passions while connecting with mentors from the local community. ● Civic & Environmental Leadership: Facilitate student-led groups like Student Council and Recycling/Gardening Clubs. Students will identify school-wide needs, propose solutions to administration, and take informed action to improve their campus environment (HÃ Responsibility). ● Gifted, Talented & Diverse Interests: Ensure equitable access to high-interest groups that challenge GT students through complex problem-solving while providing ELL and SPED students with inclusive spaces to build peer connections and Self-Efficacy outside of traditional core instruction.	SQS - Annually	☒ WSF, \$70,000 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

		(SW6) [Teachers, counselors, Admin]		
K-12 Alignment 1.3.2. All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.	1A 1B 1C 2A 2B 2C 3C	EA 1.3.2(2) Strengthen core instruction through a targeted focus on standards-based delivery and implementing 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, Admin] 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]	Walkthroughs - Bi-weekly Data Teams Cycles - Quarterly NWEA - 3 timer/year DIBELS BM/PM (K-2) - Monthly	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

1.3.3. All students graduate high school with a personal plan for their future.	2A 2B 2C 2D 3C	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] 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] EA 1.3.3(3) Implement project-based learning opportunities that allow students to explore their interests, strengths, aspirations, and creative expression. (SW6) [Teachers] EA 1.3.3(4) Implement AVID strategies such as Note-taking, Goal-Setting based on the GLO Rubric, Organization, Collaborative Structures, SLANT, and Writing across subjects. 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) [Teachers, counselor]	Walkthroughs - Bi-weekly Report Cards - Quarterly Second Step Pacing Guides: Teachers monitor progress-weekly SQS - Annually	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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PRIORITY 2: High-Quality Educator Workforce In All Schools

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

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
2.1.1. All teachers positions are filled with qualified teachers.	1A 1B 1C	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 Building Thinking Classroom, ELL instruction, differentiated instruction throughout Tier 1 and Tier 2, 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] EA 2.1.1(2) New teachers are supported through weekly differentiated professional development/training, with additional support available as needed.	Mentor Forums Monthly Survey Data - Annually Mentor Mondays - Bi-weekly 21 Extended Hours Walkthroughs - Bi-weekly PLCs - Monthly Data Teams - Monthly Grade Level Meetings - Monthly	☒ WSF, \$33,000 ☒ Title I, \$36,992 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$



PRIORITY 2: High-Quality Educator Workforce In All Schools

		(SW6) [District mentors, school mentors] EA 2.1.1(3) Enhance Collective Teacher Efficacy (John Hattie, Effective Size 1.57), which is the most powerful influence on student achievement. It is a shared belief among teachers that they can positively impact student outcomes. Teachers engage in the “Evidence-Based” Cycle during their PLCs, Data Teams, Grade Level Meetings: 1. Collaboration: Teachers plan together (i.e. using the Talk-to-Write cheat sheet). 2. Implementation: Teachers use effective strategies such as “Talk Moves” in class. 3. Observation: Teachers (or specialists) see students correctly using the specific targeted words in an evidence-based sentence. 4. Verification: Teachers meet and validate strategies that work and students’ growth. 5. Efficacy Boost: The belief that “we can do this” gets stronger, making future lessons more effective. (SW1, SW6) [Teachers, school mentors, Admin]	Committee Meetings - Monthly	
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PRIORITY 3: Effective and Efficient Operations At All Levels

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

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</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>		EA 3.3.1(1) Continue to 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). (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 opportunities, and how families and staff can participate in SCC, PTSA, and the annual School Quality Survey. (SW4, SW5) [Admin, counselors, Tech Coordinator]	SCC Agenda/Minutes PTSA Agenda/Minutes SQS - Annually Data Teams Agenda/Minutes- Monthly PLC Agenda/Minutes - Monthly 21 Extended Hours	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$



PRIORITY 3: Effective and Efficient Operations At All Levels

		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] EA 3.3.1(4) Regularly monitor and evaluate our Academic Plan throughout the school year to ensure implementation and revise as needed. (SW3) [Teachers, CC, AC, ELL Coordinator, Admin]		
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★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
3.3.2. Bridge the gap between classroom instruction and home.	1A 2A 3B	EA 3.3.2(1) Increase family participation in academic nights such as the Math Festival, STEM Night, Science Night, Literacy events, where educators and experts provide explicit modeling of evidence-based instructional strategies, ensuring parents understand the grade-level standards being taught. By equipping families with hands-on training and providing navigated access to classroom-aligned digital tools—including Wonders, BrainPop, and Achieve3000—parents will be empowered to support their child/children at home. (SW1) [Teachers, CC, AC, ELL Coordinator, Counselors, Admin]	SQS - Annually Attendance Sheets-Weekly	☐ WSF, \$ ☒ Title I, \$3,500 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

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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.

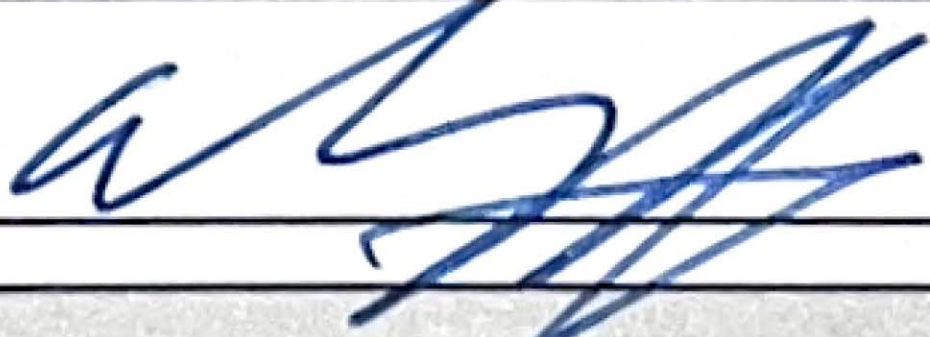
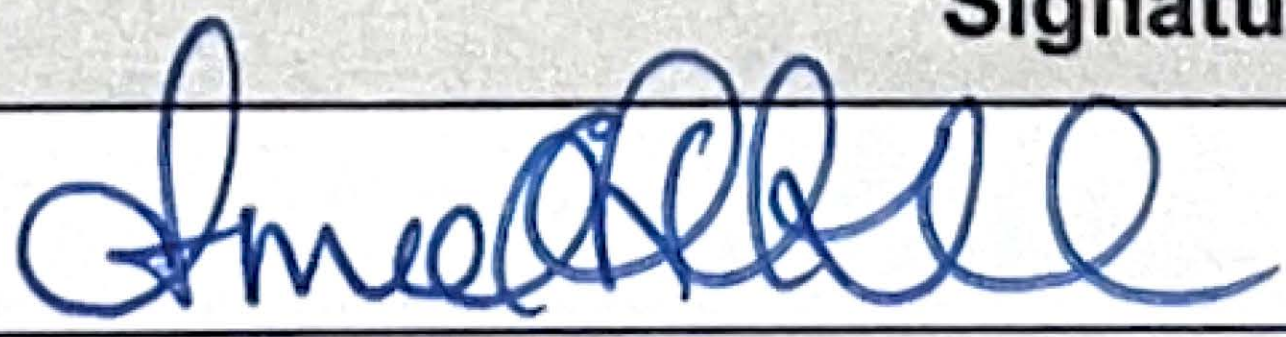
The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name 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 **Wailuku Elementary 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 **Oct 22, 2025** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Mar 11, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☐ Other (list): **[Insert text. Examples: School Leadership Team, Curriculum Committee, School Safety Committee]**
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: **Mar 11, 2026**

Attested:

Wailuku Elementary School Principal	Signature	Date
Dr. Nikan Arapoff		Mar 11, 2026
SCC Chairperson	Signature	Date
Amanda Kamali'i		Mar 11, 2026

SCC Recommendations to the Academic Plan and Financial Plan:

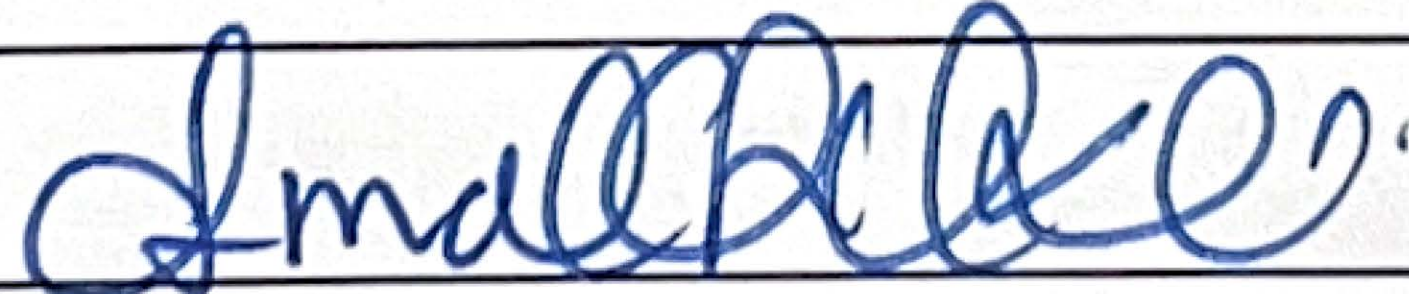
The School Community Council, in review of the Academic and Financial Plans, has provided the principal with the following recommendations for consideration. These recommendations are included as a means to share these issues with the Complex Area Superintendent and to identify the action taken by the 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:
Do paper SQ Survey	Increase return rate	OK
Incentivize Return Rate, Have laptops available	Increase return Rate	OK
NA	NA	NA

SCC Comments: Statement of Problem or Concerns regarding the Academic Plan and Financial Plan review process.

Teacher representative requests staff vote on 2 Vice principals
paid for with Weighted Student formula

Attested:

SCC Chairperson	Signature	Date
Amanda Kamali'i		Mar 11, 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](#).

Total student instructional hours per year <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>	[Insert value; refer to cell D58 in the bell schedule tool] 1098
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement
Wailuku Elementary School Bell Schedule: Wailuku Elementary Bell Schedule	