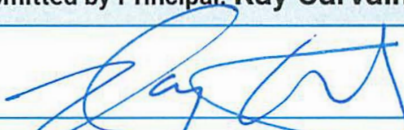


# Waimea Canyon Middle School Academic Plan SY 2025 -2026

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Waimea, Hawaii 96796  
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[waimeacanyonms.org](http://waimeacanyonms.org)

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

<b>Submitted by Principal: Ray Carvalho</b>	
	4/14/25

<b>Approved by Complex Area Superintendent: Daniel S. Hamada</b>	
	4/15/25

VIABLE QUALITY CURRICULUM   SCREENING ASSESSMENTS   IDENTIFIED SCHOOL NEEDS   PRIORITY 1   PRIORITY 2   PRIORITY 3   BELL SCHEDULE

## VIABLE QUALITY CURRICULUM

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

Please utilize the drop-down 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
Grades 6 through 8	'21 StudySync ELA ▾ Other: ▾ Language! Live (core replacement for select classes)	i-Ready Classroom Mathem... ▾	OpenSciEd	Gr. 6 McGraw-Hill: World History - Voices and Perspectives Gr. 7 Bess Press Hawaiian Studies - History of the Hawaiian Kingdom and Hawaiian Monarchs Gr. 8 McGraw-Hill: US History - Exploring Geography and Global Issues

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
Grades 6 through 8	i-Ready P.I. (workshop) Language! Live (intervention) Language (intervention)	i-Ready P.I. (workshop)		

## 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: RFA - Teachers complete a "Concern Form" for the counselors and their input gets logged in a spreadsheet. The Cadre team reviews the teacher concerns and then tracks interventions on a department-wide spreadsheet.

## 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
Grades 6 through 8	I-Ready ▾ (Diagnostic and Progress Monitoring)	I-Ready ▾ (Diagnostic and Progress Monitoring)
	Other: ▾ Language! Live! (intervention)	

## 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: N/A
- Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: Fall 2023

Type of Last Visit: Full Self-Study ▾

Year of Next Action: SY 2026-27

Type of Next Action:

Mid-Cycle Report & Visit ▾

Year of Next Self-Study:

SY 2029-30

**Identified critical student learning needs and the root/contributing cause(s) 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?”*

1

**LITERACY**

SBA ELA-Literacy											
Proficiency				High Needs Achievement Gap				Growth			
20-21	21-22	22-23	23-24	20-21	21-22	22-23	23-24	20-21	21-22	22-23	23-24
30%	30%	25%	29%	28%	24%	32%	36%	44%	47%	34%	50%
Goal >80%				Goal <10%				Goal >60%			

i-Ready Diagnostic Screener - Reading							
Growth - Fall to Spring 2023-24			Current Proficiency - Winter 2024-25				
Met Typical Growth	Met Stretch Growth	Median Progress to Annual Typical Growth	Mid or Above GL	Early On GL	One GL Below	Two GLs Below	Three or More GL Below
48%	21%	83%	14%	14%	19%	10%	42%
>80%	>30%	>100%					

**Student LEARNING Needs (What students need to learn regarding literacy.)**

- All students need to increase their understanding and application of literacy skills in reading, writing, listening/speaking, and research/inquiry.
  - Reading - All students need to increase their ability to apply skills related to foundational reading (i.e., phonics, fluency) and comprehension (i.e., text structures & features, language use, and reasoning & evidence).
  - Writing - All students need to increase their ability to edit their writing using the conventions of standard English (i.e., grammar, capitalization, punctuation, and spelling).
  - Listening/Speaking - All students need to increase their ability to comprehend and interpret complex auditory information and communicate effectively.
  - Research/Inquiry - All students need to increase their ability to interpret, analyze, integrate, and evaluate information and sources.

**Student LEARNER Needs (What students need us to provide so that they can strengthen their literacy.)**

- All students need instruction that scaffolds the teaching of literacy concepts and skills in the areas of reading, writing, listening/speaking, and research/inquiry; effectively engages all types and levels of learners; and is differentiated and targeted to address their needs.
  - All students need quality classroom instruction on grade-level ELA/literacy standards, incorporating the strategic use of schoolwide best practices and research-based/high-yield instructional strategies that effectively engage all types and levels of learners.
  - All students need quality instruction that is designed to strengthen their ability to read fluently and with comprehension; write with purpose, clarity, and voice; listen with understanding; speak effectively; and conduct research/inquiry.
  - Identified students need additional assistance to support their acquisition and development of literacy skills.

**Root/Contributing Causes:**

1A. There are varying degrees of understanding and implementation of the essential components that are embedded within the StudySync curriculum

(e.g., instructional strategies, assessments).

1B. Schoolwide instruction of academic vocabulary and literacy development has been inconsistent, as well as content-specific vocabulary in ELA.

4A. There are varying levels of understanding and implementation of RtI and targeted intervention practices, including the use of i-Ready data and lessons.

4B. There is a lack of implementation in our data team practices (i.e., error analysis, assessment feedback sessions, follow-up instruction to address learning gaps).

11A. There are varying degrees of understanding and implementation of high-yield instructional strategies and best practices.

\*Additional contributing causes: [5B](#), [5C](#), [10B](#), [12A](#), [13A](#), [16A](#)

**2** **NUMERACY**

SBA Math											
Proficiency				High Needs Achievement Gap				Growth			
20-21	21-22	22-23	23-24	20-21	21-22	22-23	23-24	20-21	21-22	22-23	23-24
11%	16%	19%	21%	10%	16%	22%	25%	24%	60%	48%	57%
Goal >80%				Goal <10%				Goal >60%			

i-Ready Diagnostic Screener - Math							
Growth - Fall to Spring 2023-24			Current Proficiency - Winter 2024-25				
Met Typical Growth	Met Stretch Growth	Median Progress to Annual Typical Growth	Mid or Above GL	Early On GL	One GL Below	Two GLs Below	Three or More GL Below
37%	12%	60%	6%	14%	35%	17%	28%
Goal >80%	>30%	>100%					

**Student LEARNING Needs** (What students need to learn regarding numeracy.)

- All students need to increase their understanding and application of numeracy skills in mathematical concepts and procedures, math problem-solving, modeling & data analysis, and communicating reasoning.
  - Concepts and Procedures - All students need to increase their ability to apply mathematical concepts and procedures in such a way that they effectively manipulate numbers and symbols to come up with answers, and they understand how and why the math makes sense.
  - Problem-Solving - All students need to increase their ability to make sense of problems and persevere in solving them.
  - Modeling and Data Analysis - All students need to increase their ability to model with mathematics and interpret/analyze numerical information displayed in diagrams, charts, graphs, and tables.
  - Communicating Reasoning - All students need to increase their ability to reason abstractly and quantitatively and communicate their reasoning.

**Student LEARNER Needs** (What students need us to provide so that they can strengthen their numeracy.)

- All students need instruction that scaffolds the teaching of numeracy concepts and skills in the areas of mathematical concepts and procedures, math problem-solving, modeling & data analysis, and communicating reasoning, and is differentiated and targeted to address their needs.

- All students need quality classroom instruction on grade-level math standards, incorporating the strategic use of schoolwide best practices that effectively engage all types and levels of learners.
- All students need quality instruction that is designed to strengthen their ability to understand and apply mathematical concepts and procedures, problem-solve, create models, interpret/analyze data, and communicate their reasoning.
- Identified students need additional assistance to support their acquisition and development of numeracy skills.

**Root/Contributing Causes:**

2A. There are varying degrees of understanding and inconsistent implementation of the essential components embedded within our new i-Ready Classroom math curriculum (e.g., instructional strategies, mathematical practices, assessments) that align with NCTM’s 8 Essential Practices for Teaching Math.

2B. Instruction of content-specific math vocabulary has been inconsistent.

4A. There are varying levels of understanding and implementation of RtI and targeted intervention practices, including the use of i-Ready data and lessons.

4B. There is a lack of implementation in our data team practices (i.e., error analysis, assessment feedback sessions, follow-up instruction to address learning gaps).

11A. There are varying degrees of understanding and implementation of high-yield instructional strategies and best practices.

\*Additional contributing causes: [5B](#), [5C](#), [10B](#), [12A](#), [13A](#), [16A](#)

**3**

**SCIENCE**

NGSS-HSA Science							
Proficiency				High Needs Achievement Gap			
20-21	21-22	22-23	23-24	20-21	21-22	22-23	23-24
16%	21%	16%	13%	7%	29%	22%	11%
Goal >80%				Goal <10%			

**Student LEARNING Needs (What students need to learn regarding science.)**

- All students need to increase their understanding and application of the performance expectations as outlined within the Next Generation Science Standards (NGSS), including the science and engineering practices, crosscutting concepts, and disciplinary core ideas for their grade level.

**Student LEARNER Needs (What students need us to provide so that they can strengthen their understanding and application of science.)**

- All students need instruction based on a viable and quality curriculum that is vertically aligned and designed to strengthen their ability to meet the NGSS performance expectations by fully addressing the science and engineering practices, crosscutting concepts, and disciplinary core ideas.

**Root/Contributing Causes:**

3A. There are varying degrees of understanding and inconsistent implementation of the essential components embedded within our new Open Ed Science curriculum (e.g., instructional strategies, assessments).

3B. Instruction of the NGSS topics, science and engineering practices, crosscutting concepts, and disciplinary core ideas has been inconsistent.

11A. There are varying degrees of understanding and implementation of high-yield instructional strategies and best practices.  
 \*Additional contributing causes: [5B](#), [5C](#), [10B](#), [12A](#), [13A](#), [16A](#)

**4** **SOCIAL-EMOTIONAL LEARNING and ATTENDANCE**

Social-Emotional Learning Competencies						
Self Management	Social Awareness	Perseverance	Sense of Belonging	Growth Mindset	Emotion Regulation	Self-Efficacy
65%	48%	50%	47%	46%	40%	41%
Panorama Winter 2024-25						

Regular Attendance			
20-21	21-22	22-23	23-24
*87%	66%	65%	72%
Goal: >90%			

**Student LEARNING Needs (What students need to learn regarding SEL.)**

- All students need to increase their understanding and application of the social-emotional learning (SEL) competencies as outlined within the Panorama Student SEL Survey, especially regarding our schoolwide agreements: Mutual respect, Attentive listening, Appreciation, No Put-Downs, and Right to pass.
- **Student LEARNER Needs (What students need us to provide so that they can embody the SEL competencies and experience a positive learning environment.)**
- All students need explicit instruction and positive reinforcement in the SEL competencies, with an ongoing emphasis on developing attributes aligned with being safe, cooperative, respectful, and responsible.
- All students need a positive learning environment that embeds *Nā Hopena A'o* and fosters academic and social growth, resulting in a sense of belonging and regular attendance in school.

**Root/Contributing Causes:**

6A. There is a need to sustain and strengthen our activities that encourage student attendance.  
 6B. There is a need to sustain and strengthen our implementation of clear, proactive follow-up procedures when students are absent.  
 7A. There is a need to sustain and strengthen implementation of SEL and PBIS programs.  
 \*Additional contributing causes: [5A](#), [5B](#), [5C](#), [8A](#), [11A](#), [12A](#), [13A](#), [16A](#)

1

**Targeted Subgroup: *Economically Disadvantaged***

Economically Disadvantaged Subgroup				
	SBA/HSA Proficiency			
	20-21	21-22	22-23	23-24
<b>ELA</b>	23% = 67	23% = 58	13% = 37	17% = 48
<b>Math</b>	8% = 22	12% = 29	10% = 27	14% = 39
<b>Science</b>	15% = 15	11% = 10	6% = 5	10% = 10
Percentage and number of EDS students proficient				

***Student LEARNING Needs (What students who are economically disadvantaged need to learn.)***

- Students in the economically disadvantaged subgroup need to increase their understanding and application of word recognition (phonological awareness, decoding, sight recognition) and language comprehension (background knowledge, vocabulary, language structures, verbal reasoning, literacy knowledge), as well as math fluency, computational skills, and math problem-solving.

***Student LEARNER Needs (What students who are economically disadvantaged need us to provide so that they can increase their learning.)***

- Students in the economically disadvantaged subgroup need instruction that targets word recognition, language comprehension, math fluency, computational skills, and math problem solving, as well as ongoing positive reinforcement, consistent classroom routines, and social-emotional support to increase their rate of learning so that they perform equally as well academically as their non-economically disadvantaged peers.

2

**Targeted Subgroup: *English Learners***

English Learners Subgroup								
	SBA/HSA Proficiency				Language Acquisition			
	20-21	21-22	22-23	23-24	20-21	21-22	22-23	23-24
<b>ELA</b>	7% = 3	7% = 3	8% = 4	7% = 4	11%	6%	6%	16%
<b>Math</b>	5% = 2	2% = 1	2% = 1	2% = 1	Growth to Target (WIDA Access)			
<b>Science</b>	0%	0%	0%	0%				
Percentage and number of EL students proficient								

[Waimea Canyon EL Success Plan](#)

***Student LEARNING Needs (What students who are English Learners need to learn.)***

- English Learner students need to develop and strengthen their application of listening, speaking, reading, and writing skills.

***Student LEARNER Needs (What students who are English Learners need us to provide so that they increase their learning.)***

- Students in the English Learner subgroup need instruction that targets auditory comprehension skills, oral communication, and reading comprehension and includes vocabulary supported by visuals to increase their rate of learning so that they perform equally as well academically as their non-English Learner peers.



3

**Targeted Subgroup: *Special Education***

<b>Special Education Subgroup</b>				
	<b>SBA/HSA Proficiency</b>			
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>ELA</b>	3% = 1	2% = 1	2% = 1	0%
<b>Math</b>	0%	0%	2% = 1	0%
<b>Science</b>	0%	13% = 2	0%	4% = 1
Percentage and number of SPED students proficient				

***Student LEARNING Needs (What students who require Special Education need to learn.)***

- Students who receive special education need to strengthen their understanding of grade-level concepts, including the application of literacy/numeracy skills.

***Student LEARNER Needs (What students who require Special Education need us to provide so that they increase their learning.)***

- Students in this subgroup need specialized instruction in their least restrictive environment that is designed to strengthen their understanding of grade-level concepts and application of literacy/numeracy skills to support their learning of grade-level academic content.

**Academic Plan Summary 2025-26**



# Priority 1

## High-Quality Learning For All

★ GOAL 1.1 All students experience rigorous, high-quality learning that results in equitable outcomes for all learners.				
Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Causes <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> <b>and Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <b>Initial &amp; Intermediate Outcomes</b> <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i>
<p><b>Literacy Proficiency</b> All students are proficient in their application of literacy skills by the end of eighth grade, and those who are not proficient receive necessary and timely support to become proficient.</p>	<p>1A. There are varying degrees of understanding and implementation of the essential components that are embedded within the StudySync curriculum (e.g., instructional strategies, assessments).</p> <p>1B. Schoolwide instruction of academic vocabulary and literacy development has been inconsistent, as well as content-specific vocabulary in ELA.</p>	<p><b>EA 1. Literacy (1.1.2)</b> Student literacy will increase through the effective implementation of the NewsELA curriculum, instruction of cross-content vocabulary, and integration of reading and writing activities into content instruction. Additionally, all ELA teachers will implement StudySync, a horizontally and vertically aligned curriculum with embedded instruction and assessments that are aligned with the HCCSS and relevant to real-world applications.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> <li>➤ <b>Schoolwide Literacy</b> <ul style="list-style-type: none"> <li>a. All Advisory teachers will implement the schoolwide literacy program (e.g., NewsELA, Scholastic News) as scheduled by each team/coach.</li> <li>b. Teachers of all content areas will...               <ul style="list-style-type: none"> <li>i. Provide instruction on the cross-content vocabulary words included on the <u>SBA-Sample Academic Vocabulary</u> list and those identified within the <u>SBA-ELA and Literacy Vocabulary</u> list.</li> <li>ii. incorporate reading and writing activities into their content instruction and teach/reinforce students' use of basic writing conventions and skills.</li> </ul> </li> <li>c. All students will complete articles/activities from the schoolwide literacy program (e.g., NewsELA, Scholastic News).</li> </ul> </li> <li>➤ <b>English Language Arts Department</b></li> </ul>	<p>i-Ready Diagnostic Screener Reading Proficiency and Growth Data</p> <p>Strive HI SBA ELA Proficiency and Growth Data</p>	<p><input checked="" type="checkbox"/> <b>WSF 42101</b> <b>B - 3502</b> NewsELA <b>\$14,500</b></p> <p><input checked="" type="checkbox"/> <b>Title I 18902</b> <b>B-3006</b> McGraw Hill Soc Studies Curriculum Hardcopy Print Student/Teacher Books/Journals <b>\$5,000</b></p> <p><b>B - 3006</b> Scholastic Magazine <b>\$5,000</b></p>

		<p>f. School administration will continue to provide time for ELA teachers to collaborate in full department meetings.</p> <p>g. The ELA department will...</p> <ul style="list-style-type: none"> <li>i. Select at least three common high-yield instructional strategies for department-wide implementation that will be used multiple times throughout the school year (i.e., <u>RACE</u>, <u>Teacher Clarity</u>, <u>Academic Conversations</u>, <u>Cognitive Engagement</u> ).</li> <li>ii. Review the <u>CCSS Writing Exemplars</u> and <u>SBA-Rubrics/Scoring Guides</u> as a reference for expectations/rigor and make them accessible to other departments.</li> </ul> <p>h. All ELA teachers will...</p> <ul style="list-style-type: none"> <li>i. Implement the vertically aligned StudySync curriculum to teach the CCSS while incorporating HA/GLOs.</li> <li>ii. Identify real-world connections for using ELA concepts/skills and embed them in their instruction to students.</li> <li>iii. Provide instruction on the ELA content-specific vocabulary words included within the <u>SBA-ELA Vocabulary</u> list. All Science, Social Studies, and Elective teachers will provide instruction on the <u>Literacy Vocabulary</u> list.</li> <li>iv. Conduct five cycles of Data Teams utilizing StudySync assessments and conduct assessment feedback sessions with students. (WASC #5)</li> <li>v. Examine student work and assessment data, providing timely feedback to students on how they can improve. (WASC #5)</li> <li>i. All students will complete standards-based learning activities/tasks and assessments to read proficiently and strengthen their literacy development, preparing them for real-world application and success on standardized assessments (e.g., i-Ready screener, SBA).</li> </ul> <p>Leads: Principal, VPs, and ELA DH</p>		
<p><b>Mathematics Proficiency</b></p>	<p>2A. There are varying degrees of understanding and inconsistent</p>	<p><b>EA 2. Numeracy (1.1.3)</b>  Student numeracy will increase through the effective implementation of the i-Ready Math Curriculum, effective</p>	<p>i-Ready Diagnostic Screener Math Proficiency and Growth Data</p>	<p><input type="checkbox"/> <b>WSF 42106</b></p>

<p>1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient receive necessary and timely support to become proficient.</p>	<p>implementation of the essential components embedded within our new i-Ready Classroom math curriculum (e.g., instructional strategies, mathematical practices, assessments) that align with NCTM’s 8 Essential Practices for Teaching Math.</p> <p>2B. Instruction of content-specific math vocabulary has been inconsistent.</p>	<p>instruction, and varied assessment that is congruent with the CCSS, horizontally and vertically aligned, and relevant to real-world applications.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> <li>a. School administration will provide time for mathematics teachers to collaborate in department meetings.</li> <li>b. All mathematics teachers will...             <ol style="list-style-type: none"> <li>i. Implement the vertically aligned i-Ready Classroom Mathematics curriculum to teach the CCSS.</li> <li>ii. Ensure students can make applicable and relevant real-world connections for using mathematical concepts/skills.</li> <li>iii. Provide integrated instruction and review of content-specific vocabulary words included on the <u>SBA-Math Vocabulary</u> list.</li> <li>iv. Utilize curriculum-embedded SBA-like items to provide students with practice in the online testing system, including the SBA online tools.</li> <li>v. Use i-Ready Classroom Mathematics curriculum assessments (that align with screener/diagnostics and CCSS standards) at least four times a year <i>formally</i> (i.e., data teams); this is in addition to the three mathematics diagnostics (Fall, Winter, and Spring) on i-Ready, which will also be used formally. (WASC #5)</li> <li>vi. Examine student work and assessment data, providing timely feedback to students on how they can improve. (WASC #5)</li> </ol> </li> <li>c. All students will complete standards-based learning activities/tasks and assessments to strengthen their numeracy development and become proficient in mathematics, which will prepare them for real-world application and success on standardized assessments (e.g., i-Ready screener and SBA).</li> </ol> <p>Leads: Principal, VPs, and Math DH</p>	<p>Strive HI SBA Math Proficiency and Growth Data</p>	<p><input checked="" type="checkbox"/> <b>Title I 18902</b>  <b>B - 3502</b>  Curriculum Associates  Ready Math  <b>\$9,715</b></p>
<p><b>Science Proficiency</b>  All students are proficient in their understanding of</p>	<p>3A. There are varying degrees of understanding and inconsistent implementation of the essential</p>	<p><b>EA 3. Science</b>  Students’ understanding of Science concepts will increase through the effective implementation of horizontally and vertically aligned curriculum, instruction, and assessments that are congruent with the NGSS and relevant to real-world applications.</p>	<p>Classroom Science Assessment Results</p>	<p><input type="checkbox"/> <b>WSF 42101</b></p> <p><input checked="" type="checkbox"/> <b>Title I 18902</b>  <b>B-3006</b></p>

<p>middle level NGSS concepts by the end of eighth grade, and those who are not proficient receive necessary and timely support to become proficient.</p>	<p>components embedded within our new Open Ed Science curriculum (e.g., instructional strategies, assessments). 3B. Instruction of the NGSS topics, science and engineering practices, crosscutting concepts, and disciplinary core ideas has been inconsistent.</p>	<p>Action Steps:</p> <ol style="list-style-type: none"> <li>a. School administration will continue to provide time for Science teachers to collaborate in department meetings.</li> <li>b. All Science teachers will...             <ol style="list-style-type: none"> <li>i. Implement a vertically aligned OpenSciEd curriculum to teach the NGSS.</li> <li>ii. Identify real-world connections for using scientific concepts/skills.</li> <li>iii. Examine student work and assessment data, providing timely feedback to students on how they can improve. (WASC #5)</li> </ol> </li> <li>c. Grade 8 science teachers will utilize two NGSS Interim Assessments <i>formally within the testing system</i>, and Grades 6-8 science teachers will utilize two Open Science Ed Assessments per year to provide students with practice in the online testing system, including using the HSA online tools and conducting assessment feedback sessions with students.</li> <li>d. All students will complete standards-based learning activities/tasks and assessments to strengthen their understanding/application of scientific concepts and prepare them for real-world application and success on standardized assessments (e.g., NGSS HSA).</li> </ol> <p>Leads: Principal, VPs, and Science DH</p>	<p>Strive HI NGSS-HSA Proficiency Data</p>	<p>OpenSci Ed Curriculum and Kits <b>\$5,000</b></p>
<p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p>	<p>4A. There are varying levels of understanding and implementation of RtI and targeted intervention practices, including the use of i-Ready data and lessons. 4B. There is a lack of implementation in our data team practices (i.e., error analysis, assessment</p>	<p><b>EA 4. Inclusive Practices and Academic Student Support (1.1.4)</b> Inclusive practices and tiered interventions will be strategically implemented to ensure all students have access to rigorous standards-based instruction that strengthens their learning of the key concepts and skills for that grade level.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> <li>a. School administration/leadership will:             <ol style="list-style-type: none"> <li>i. School administration/leadership will coordinate the schoolwide ELA and Math intervention program (i-Ready) and provide PD/guidance on the schoolwide programs, use of inclusive practices, and expectations.</li> <li>ii. Establish criteria for identifying at-risk students based on universal screener results and develop a system for tracking and managing student data. (CLSD)</li> </ol> </li> </ol>	<p>i-Ready Diagnostic Screener Reading and Math Proficiency and Growth Data</p> <p>Strive HI SBA ELA and Math Proficiency, Growth, and Achievement Gap Data</p>	<p><input checked="" type="checkbox"/> <b>WSF 42101</b> <b>A1-2744</b> 2 PTTAs for Literacy Initiative @ 17 hrs per wk x 40 wks = 1,360 hrs x \$42.16 <b>\$57,338</b></p> <p><input checked="" type="checkbox"/> <b>WSF 42102</b> <b>A1 - 2741</b> ELL PPE (DIS) 19 hrs per wk x 40 wk = 760 x \$25.45 <b>\$19,342</b></p>

	<p>feedback sessions, follow-up instruction to address learning gaps).</p>	<ul style="list-style-type: none"> <li>iii. Define program goals, strategies, and progress monitoring procedures for Tier 2 and 3 interventions. (CLSD)</li> <li>iv. Conduct regular school literacy leadership team meetings to evaluate the effectiveness of the HMTSS-R framework and make adjustments to improve student outcomes. (CLSD)</li> </ul> <p>b. Teachers and the Literacy Coach will:</p> <ul style="list-style-type: none"> <li>i. Administer appropriate diagnostic assessments to determine specific skill deficits for students identified as at-risk. (CLSD)</li> <li>ii. Use diagnostic assessment data to develop grouping structures and intervention plans for Tier 2 and Tier 3 instruction. (CLSD)</li> </ul> <p>c. Identified Workshop, Intervention, and RTI teachers will...</p> <ul style="list-style-type: none"> <li>i. Implement the Language Live! intervention program to deliver a combination of online instruction for foundational skills and teacher-led instruction for language comprehension (vocabulary, writing, reasoning, literary elements, comprehension) to address Tier 2 and 3, EL, and SPED students' literacy needs. (CLSD)</li> <li>ii. Participate in ongoing, job-embedded PD for Language Live! and Language! intervention programs stated above, including modeling, observation, coaching, and feedback. (CLSD)</li> <li>iii. Implement the academic intervention programs/systems (i.e., Language Live!, i-Ready math) with fidelity.</li> <li>iv. Incorporate the use of inclusive practices in all classrooms and reinforce and recognize/reward student progress.</li> </ul> <p>d. Students will...</p> <ul style="list-style-type: none"> <li>i. Reflect on their learning, set goals, and self-monitor their progress toward ongoing academic growth either orally or in writing.</li> <li>ii. Receive recognition/rewards for academic growth.</li> </ul> <p>Leads: Principal, VPs, and SSC</p>		<p><i>Interpreters for NEP students (school will use district BSHA &amp; EL PTT)</i></p> <p><input checked="" type="checkbox"/> <b>Possible Add'l WSF Funds</b></p> <p><b>B-7207</b> Qtr 2 Gear Up PTTs, Snacks, Supplies for Tutoring/Clubs <b>\$17,000</b></p>
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<p>1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.</p>	<p>5A. There is a need to sustain and strengthen the successful practice of providing students with transitions.</p> <p>5B. Our implementation of an interdisciplinary team approach to instruction that actively engages students is currently insufficient.</p> <p>5C. There are varying levels of understanding of the attributes of middle-level learners and implementation of practices to address their unique needs (e.g., Advisory, teaming).</p>	<p><b>EA 5. Student Transitions and Structures for Middle-Level Learners (1.1.5)</b></p> <p>Multiple activities will support student transitions into, through, and out of Waimea Canyon Middle School, along with the implementation of research-based structures and practices (e.g., advisory and teaming) designed for middle-level learners.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> <li>Counselors and/or other staff will coordinate activities that support student transitions into, within, and out of WCMS, including the transition to high school.</li> <li>School administration and/or other staff will provide PD/guidance to teachers on strategies/practices, lessons/activities, and programs/resources to make the use of advisory time beneficial for students.</li> <li>School administration, teachers, and staff will continue to implement and strengthen teaming to support students academically, socially, and emotionally, including the planning and implementation of interdisciplinary instruction.</li> <li>All students will be supported academically and social-emotionally.</li> </ol> <p>Leads: Principal, VPs, and Counselors</p>	<p>Panorama Student Perception/SEL Survey Results</p>	<p><input type="checkbox"/> WSF</p> <p><input type="checkbox"/> Title I</p>
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★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.

<b>Desired Outcomes</b> <i>"What do we plan to accomplish?"</i>	<b>Root/Contributing Causes</b> <i>"Why are we doing this?"</i>	<b>Enabling Activities and Accountable Lead(s)</b> <i>"How will we achieve the desired outcome?"</i> <i>"Who is responsible to oversee and monitor implementation and progress?"</i> SW6 - EA 7, 8	<b>Monitoring of Progress</b> <b>Initial &amp; Intermediate Outcomes</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>
1.2.1. All students desire to and attend school regularly.	6A. There is a need to sustain and strengthen our activities that encourage student attendance.  6B. There is a need to sustain and strengthen our implementation of clear, proactive follow-up procedures when students are absent.	<b>EA 6. Student Attendance (1.2.1)</b> Student attendance will be encouraged and clear, proactive follow-up procedures will be implemented to address absences. Action Steps: a. School administration will communicate clear, proactive attendance procedures to teachers, staff, and students/parents. b. Administration, teachers, and staff will encourage student attendance and implement proactive follow-up procedures when students are absent. c. All students will desire to attend school regularly and receive recognition/rewards for attendance. Leads: Principal, VPs, and Counselors	Attendance Data (LEI Kūlia and Strive HI)	<input type="checkbox"/> WSF <input type="checkbox"/> Title I
1.2.2. All students demonstrate positive behaviors at school.	7A. There is a need to sustain and strengthen implementation of SEL and PBIS programs.	<b>EA 7. Productive Student Behaviors (1.2.2)</b> Behavioral RTI, classroom management routines, SEL, and PBIS will be effectively implemented to ensure all students have access to rigorous, standards-based instruction in a positive and productive learning environment. Action Steps: a. School administration will provide PD/guidance and follow-up to strengthen behavioral RTI, social-emotional learning (SEL) (Choose Love, WayFinder, etc.), proactive classroom management routines, Advisory, and positive behavioral interventions and support (PBIS) processes/strategies that define, teach, and reward positive behaviors and begin the process of creating a schoolwide behavior plan. (WASC #3) b. School counselors and the Student Services Coordinator will clearly define a school-wide process (CADRE) for addressing student social-emotional needs using the SEL survey results to provide timely, targeted student interventions, support via	Behavior Incident Referral Data  Panorama Student Perception/SEL Survey Results	<input checked="" type="checkbox"/> WSF 42101 A1-2741 PPE (NID) Morning Club/Intramural Coordinator \$23.52 x 19 hrs x 40 wks <b>\$17,875</b>  <input checked="" type="checkbox"/> WSF 42104 A1-2741 PPE (NID) PBIS Student Activity Coordinator \$23.52 x 19 hrs x 42 wks <b>\$18,769</b>  B-3502 PBIS Program SY25-26 <b>\$2,150</b>



		<p>individual or small group counseling, and guidance lessons in all classrooms.</p> <p>c. Teachers will implement the behavioral RTI, SEL, Advisory, PBIS, and classroom management processes/strategies that define, teach, and reward positive behaviors resulting in a positive classroom/school climate.</p> <p>d. Students will exhibit productive behaviors in all settings and will receive recognition/rewards for productive behaviors.</p> <p>Leads: Principal, VPs, SCC, and Counselors</p>		<p><b>B-3006</b> PBIS Rewards SY25-26 <b>\$4,000</b></p>
<p>1.2.3. All students experience a Nā Hopena A’o environment for learning.</p>	<p>8A. There are varying levels of understanding and implementation of the HĀ framework and how they are embedded within our school initiatives.</p>	<p><b>EA 8. Nā Hopena A’o (1.2.3)</b></p> <p>The <a href="#">Nā Hopena A’o (HĀ) Framework</a> (Sense of Belonging, Responsibility, Excellence, Aloha, Total Well-Being, and Hawaii), WayFinder, and Choose Love components for character development will continue to be embedded within our school culture.</p> <p>Action Steps:</p> <p>a. School administration will provide PD to build knowledge and understanding of how to implement the HĀ framework in and out of classrooms.</p> <p>b. School administration, teachers, and staff will create and coordinate activities/events that instill and promote the components of the (HĀ) Framework within and outside of classrooms (e.g., WayFinder, Choose Love, place-based field trips, etc.). (WASC #1)</p> <p>c. Teachers will implement activities and events that instill and promote the HA framework in Advisory classes.</p> <p>d. All students will experience a Nā Hopena A’o environment for learning developed through the implementation of identified SEL activities in Advisory classrooms.</p> <p>Leads: Principal, VPs, and Coaches</p>	<p>Panorama Student Perception/SEL Survey Results</p>	<p><input type="checkbox"/> <b>WSF</b></p> <p><input type="checkbox"/> <b>Title I</b></p>

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

<p><b>Desired Outcomes</b> "What do we plan to accomplish?"</p>	<p><b>Root/Contributing Causes</b> "Why are we doing this?"</p>	<p><b>Enabling Activities and Accountable Lead(s)</b> "How will we achieve the desired outcome?" "Who is responsible to oversee and monitor implementation and progress?" SW6 - EA 9, 10</p>	<p><b>Monitoring of Progress</b> Initial &amp; Intermediate Outcomes "How will we know progress is being made?"</p>	<p><b>Anticipated Source of Funds</b> "What funding source(s) should be utilized?"</p>
<p>1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.</p>	<p>9A. There is a need to sustain and strengthen activities and events that increase students' awareness of college/career options, establish a connection with their community, and develop a sense of civic responsibility.</p>	<p><b>EA 9. College/Career Exploration, Community Connections, and Civic Engagement (1.3.1)</b></p> <p>Students' awareness of college and career options, connection to their community, and sense of civic responsibility will be strengthened through age-appropriate activities and events.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> <li>a. School administration and teachers/staff will coordinate and implement activities that               <ol style="list-style-type: none"> <li>i. promote college/career awareness and exploration throughout the school year (e.g., guest speakers, field trips/excursions, career day).</li> <li>ii. Foster students' connection with their community and develop a sense of civic responsibility (e.g., aina-based learning, service-based learning, guest speakers, student research).</li> </ol> </li> <li>b. Teachers/staff will identify and implement strategies that strengthen college/career preparation throughout the school year.</li> <li>c. All students will participate in learning activities, including a career exploration elective, that increase their awareness of colleges and careers, foster a connection with their community, and strengthen their sense of civic responsibility.</li> <li>d. All 8th-grade students will take an interest/ability inventory and reflect on their results.</li> </ol> <p>Leads: Principal, VPs, and Counselors</p>	<p>Community Partners and Volunteers List</p> <p>Field Trip Log</p>	<p><input type="checkbox"/> <b>WSF</b></p> <p><input type="checkbox"/> <b>Title I</b></p>

<p><b>K-12 Alignment</b></p> <p>1.3.2. All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.</p>	<p>10A. There is a need to sustain and strengthen K-12 alignment and school level initiatives to ensure all students obtain the academic background and skills necessary to enter, engage in, and complete high school academic and CTE programs successfully.</p> <p>10B. There is a need to sustain and strengthen the successful practice of using technology for teaching and learning.</p>	<p><b>EA 10. K-12 Alignment of Academic Background and Skills (1.3.2)</b></p> <p>Students will obtain the academic background and skills necessary to enter, engage in, and complete high school academic and CTE programs successfully.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> <li>School administration and teachers/staff will coordinate and implement strategies throughout the school year that prepare students for high school (e.g., GLO integration, study skills, note-taking, test-taking, organization, inquiry, research, use of technology, and computer science).</li> <li>School administration will collaborate and coordinate opportunities to strengthen K-12 articulation and alignment amongst schools within the Waimea Complex (West Kauai). (WASC #2)</li> <li>All students will participate in learning activities that prepare them for success in high school and beyond.</li> </ol> <p>Leads: Principal, VPs, and Counselors</p>	<p>Quarterly and End-of-Year/ Course Report Card Grades</p>	<p><input type="checkbox"/> <b>WSF 42101</b></p> <p><input checked="" type="checkbox"/> <b>Title I 18902</b></p> <p><b>B - 3502</b> GoGuardian <b>\$4,040</b></p> <p>ScreenCastify <b>\$2,955</b></p> <p>Nearpod Inc. <b>\$7,785</b></p> <p>BreakoutEDU <b>\$2,374</b></p> <p>Notable Kami <b>\$2,989</b></p> <p><b>C -7708</b> CDW-G Student Chromebook w/ case <b>\$49,247</b></p>
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## Priority 2 High-Quality Educator Workforce In All Schools

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

<b>Desired Outcomes</b> <i>"What do we plan to accomplish?"</i>	<b>Root/Contributing Causes</b> <i>"Why are we doing this?"</i>	<b>Enabling Activities and Accountable Lead(s)</b> <i>"How will we achieve the desired outcome?"</i> <i>"Who is responsible to oversee and monitor implementation and progress?"</i> SW6 - EA 11, 12, 13	<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> SW5 - EA 11, 12
2.1.2. All teachers are effective or receive the necessary support to become effective.	11A. There are varying degrees of understanding and implementation of high-yield instructional strategies and best practices.	<p><b>EA 11. Teacher Professional Development and Growth (2.1.2)</b>            All teachers will be provided with professional development (PD), training, coaching, focused Professional Learning and Collaboration (PLC) time, and guidance to support effective teaching practices and high-yield instructional strategies that foster student well-being and academic growth while teaching the standards/GLOs. (WASC #4)</p> <p>Action Steps:</p> <ol style="list-style-type: none"> <li>a. School administration/leadership will...               <ol style="list-style-type: none"> <li>i. Provide curriculum professional development for all new and returning teachers and monitor the usage of the curriculum.                   <ul style="list-style-type: none"> <li>● NewsELA for ELA, Science, Social Studies, and Elective teachers</li> <li>● i-Ready Mathematics for Math teachers</li> <li>● OpenSciEd for Science teachers</li> </ul> </li> <li>ii. Identify effective teaching practice(s) and high-yield instructional strategy(ies) (e.g., Teacher Clarity (Success Criteria/Learning Targets), Quality Interactions through Academic Conversations, Cognitive Engagement) to be implemented schoolwide</li> </ol> </li> </ol>	PD/Training Log  Walkthrough Data  i-Ready Diagnostic Screener Reading and Math Proficiency and Growth Data  SBA ELA and Math Proficiency and Growth Data  NGSS-HSA Science Proficiency Data	<input checked="" type="checkbox"/> <b>WSF 42102</b> ELL Teacher Summer Planning Days (Literacy Grant/Curriculum Implementation/Opening of School - PTTBs x 3 days x 7 hrs per day = 21 hrs x \$29.59 <b>\$621</b>  <b>A1- 2769</b> 4 sub days x \$194.01 to attend KCA workshops <b>\$776</b>  <input checked="" type="checkbox"/> <b>WSF 42106</b> <b>A1-2744</b> Teacher Summer Planning Days (Literacy Grant/Curriculum Implementation/Opening of School - 2 PTTBs x 8 days = 16 days x 7 hrs per day = 112 hrs x \$29.59 <b>\$3,314</b>

		<p>and coordinate PD sessions/activities that strengthen understanding and use of each practice/strategy. (AAIS) (WASC 4)</p> <p>iii. Coordinate PD on the Language Live! and Language! intervention programs to address students' literacy needs. (CLSD)</p> <p>iv. Regularly collect and analyze Tier I student performance data to identify trends and areas of strengths and needs, resulting in appropriate PD and/or coaching cycles. (CLSD)</p> <p>b. The Literacy Coach will lead continuous improvement in literacy by facilitating data conversations, co-planning and co-teaching lessons, conducting learning walks, supporting professional development, guiding the implementation of assessment frameworks (universal screener, diagnostics, formative), and implementing coaching cycles with teachers. (CLSD)</p> <p>c. All teachers will...</p> <p>i. Be provided with an orientation, curriculum training, and ongoing induction and mentoring support when new to the school.</p> <p>ii. Collaborate during PLCs to refine and reiterate the implementation of teacher clarity, academic conversations, and cognitive engagement strategies and be provided continued support in writing learning objectives and success criteria. (WASC #4)</p> <p>iii. Implement effective teaching practices and high-yield instructional strategies to teach the standards/GLOs. (WASC #4)</p> <p>iv. Be provided opportunities to visit other classrooms to see other teachers implementing effective teaching practice(s) and high-yield instructional strategy(ies) (e.g., "learning walks" during PLC, Teacher Clarity, Academic Conversations, Cognitive Engagement). (WASC #4)</p> <p>d. All students will participate in learning activities that incorporate identified effective practice(s) and high-yield</p>	<p><input checked="" type="checkbox"/> <b>WSF 42106 A1 - 2744</b> ART team (PTTB) for Academic Planning 12 teachers x 2 per year x 7 hrs per day =168 hrs x \$29.59 <b>\$4,971</b></p> <p><b>A1-2769</b> Literacy Sub days for 7 ELA teachers x 6 days = 42 + 6 Soc Std teachers x 2 days = 12 Total 54 sub days x \$194.01 <b>\$10,477</b></p> <p>Numeracy (i-Ready, Math PD with Curriculum Assc Wendy Hong) Sub days for 6 Math teachers x 3 days = = 18 x \$194.01 <b>\$3,492</b></p> <p>6 Science Teachers Sub days x 2 days = 12 x \$194.01 <b>\$2,328</b></p> <p><b>A1-2802</b> 13 New Teacher Stipends 2 Days = 26 X \$194.01 <b>\$5,044</b></p> <p><b>B-7104/07</b> Contract Services for PD Training and Onboarding by i-Ready Classroom for Math Curriculum <b>\$17,960</b></p> <p><input checked="" type="checkbox"/> <b>Title I 18902 B-7104/07</b> Contract Services for McGraw Hill PD Training</p>
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		<p>instructional strategies (ies) to strengthen their understanding of concepts, application of grade-level skills, and ability to consistently demonstrate the GLOs.</p> <p>Leads: Principal, VPs, and Coaches</p>		<p>Study Sync ELA curriculum <b>\$1,500</b></p> <p><b>B-7104/07</b> Contract services for PD Training and Onboarding by OpenSci Ed approved Partner/Distributor <b>\$2,500</b></p> <p><b>B - 7104/07</b> American Alliance for Innovative Systems David Holden <b>\$31,278</b></p> <p><input checked="" type="checkbox"/> <b>Title I 18902</b> <b>HAMLE Middle School Summitt</b> <b>A1-2769/2702</b> Teacher Sub days for 5 Days x \$194.01 = <b>\$970</b> Fringe \$17.84 x 5 = <b>\$89 (9.2% fringe)</b> <i>Total = \$1,059</i></p> <p><b>B - 7203</b> HAMLE Registration 5 x \$250 <b>\$1,250</b></p> <p><b>B - 4201</b> HAMLE Transportation Airfare Intra-State 5 x \$200 <b>\$1,000</b></p> <p><b>B - 4301</b> HAMLE Subsist Per Diem Intra-State 5 x \$45 <b>\$225</b></p> <p><b>B - 4601</b> HAMLE Passenger Car Intra-State</p>
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				<p>1 mini van for 5 pax  <b>\$116</b></p> <p><b>B - 4803</b>  HAMLE Parking Intra-State  5 x \$24  <b>\$120</b>  <i>\$3,770 Total for HAMLE  Middle School Summitt</i></p> <p><input checked="" type="checkbox"/> <b>Title I 18902</b>  Hawaii Visible  Learning Institute  <b>A1-2769/2702</b>  Teacher Sub days for  5 Days x \$194.01=  <b>\$970</b>  Fringe \$17.84 x 5 =  <b>\$89 (9.2% fringe)</b>  <i>Total = \$1,059</i></p> <p><b>B - 7203</b>  Hawaii Visible Learning  Institute Registration  5 x \$399  <b>\$1,995</b></p> <p><b>B - 4201</b>  Hawaii Visible Learning  Transportation Airfare  Intra-State  5 x \$200  <b>\$1,000</b></p> <p><b>B - 4301</b>  Hawaii Visible Learning  Subsist Per Diem Intra-State  5 x \$45  <b>\$225</b></p> <p><b>B - 4601</b>  Hawaii Visible Learning  Passenger Car Intra-State  1 mini van for 5 pax  <b>\$116</b></p> <p><b>B - 4803</b>  Hawaii Visible Learning  Parking Intra-State  5 x \$24  <b>\$120</b></p>
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				\$4,515 Total Hawaii Visible Learning Institute
2.2.2. All school support staff are effective or receive the necessary support to become effective.	12A. There is a need to sustain and strengthen the successful practice of providing support staff with PD/training to support them in their understanding and implementation of best practices.	<p><b>EA 12. Support Staff Training and Professional Development (2.2.2)</b></p> <p>All support staff will be provided with training and PD to support the implementation of effective practices and strategies that foster student well-being and academic growth.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> <li>a. School administration/leadership will coordinate training and PD sessions/activities that strengthen understanding and use of effective practices and strategies that foster student well-being and academic growth.</li> <li>b. All support staff will... <ul style="list-style-type: none"> <li>i. Be provided with an orientation, initial training, and ongoing guidance/support when new to the school.</li> <li>ii. Implement effective practices and strategies relevant to their roles as identified by the administration or supervisor.</li> </ul> </li> <li>c. All students will... <ul style="list-style-type: none"> <li>i. Be able to identify and utilize support staff and the services they provide to maximize their experiences at WCMS.</li> <li>ii. Participate in learning activities that incorporate effective practices and strategies to strengthen their understanding of concepts, application of grade-level skills, and ability to consistently demonstrate the GLOs and SEL competencies.</li> </ul> </li> </ul> <p>Leads: Principal, VPs, and Coaches</p>	<p>PD/Training Log</p> <p>i-Ready Diagnostic Screener Reading and Math Proficiency and Growth Data</p> <p>Panorama Student Perception and SEL Survey Results</p>	<p><input checked="" type="checkbox"/> <b>WSF 42112</b></p> <p>B-7104/07</p> <p>Blueline Solution (Active Threat training for all teachers &amp; staff)</p> <p><b>\$5,757</b></p>



<p>2.3.2 All school administrators are effective or receive the necessary support to become effective</p>	<p>13A. There is a need to sustain and strengthen the successful practice of providing school administrators with PD/training to support them in their development as school leaders and in their implementation of best practices.</p>	<p><b>EA 13. Leadership Development for School Administrators (2.3.2)</b> Leadership development opportunities and collaborative problem-solving will increase the effectiveness and retention of current school administrators. Action Steps: a. School administrators will... i. Participate in PD to continuously improve their professional practice (e.g., operational/management training sessions, instructional leader PD, state/national conferences, NASSP). ii. Attend district, state, and/or national meetings to engage in collaborative problem-solving and learn from their colleagues, mentors, supervisors, and peers.  Lead: Principal</p>	<p>PD/Training Log</p>	<p><input checked="" type="checkbox"/> <b>Possible Add'l WSF Funds B - 4804</b> UNITED 2026: The National Conference on School Leadership for Principals - joint National Association of Secondary Principals (NASSP) &amp; National Association of Elementary School Principals (NAESP) conference. \$4,000 per administrator x 3 (Principal, VPs) <b>\$12,000</b></p>
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## Priority 3 Effective and Efficient Operations At All Levels

- ★ GOAL 3.2 All operational and management processes are aligned and implemented in an equitable, transparent, effective, and efficient manner.
- ★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.
- ★ Other Systems of Support

<b>Desired Outcomes</b> <i>"What do we plan to accomplish?"</i>	<b>Root/Contributing Causes</b> <i>"Why are we doing this?"</i>	<b>Enabling Activities</b> <i>"How will we achieve the desired outcome?"</i> <b>and 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> SW5 - EA 16
3.2.2. The Department of Education programs, human resources, organizational structure, and finances are structures to accomplish the strategic plan goals and outcomes.	14A. There is a need to sustain the successful practice of communicating and following HIDOE rules, regulations, guidelines, and expectations.	<b>EA 14. Aligned Operational and Management Processes (3.2.2)</b> School processes and procedures align with all levels of the HIDOE tri-level system. Action Steps: a. School administration, teachers, and staff will... i. Implement processes/procedures to ensure that all HIDOE rules, regulations, guidelines, and expectations are followed at our school. ii. Provide ongoing communication with faculty and staff to ensure everyone is knowledgeable of and involved in meeting our goals and outcomes. iii. Ensure that our Academic Plan is aligned with the BOE/DOE Strategic Plan and that the Salaried Plan and Comprehensive Financial Plan are aligned with the initiatives and priorities of our Academic Plan.  Lead: Principal	Academic and Financial Plan Documents	<input type="checkbox"/> WSF <input type="checkbox"/> Title I

<p>3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.</p>	<p>15A. There is a need to strengthen the involvement of the School Community Council (SCC) in collaborative planning and decision-making.</p>	<p><b>EA 15. Collaborative Planning and Decision-Making (3.3.1)</b>  The School Community Council (SCC) and Academic Review Team (ART) will meet regularly to engage with the school principal and contribute to the school’s collaborative planning and decision-making processes.  Action Steps:  a. The school principal and SCC Chair will collaborate to schedule and plan regular meetings for SCC members and two SCC meetings open to the community to share and discuss school data and <u>provide</u> input on the draft/proposed Academic Plan. (WASC #1)  b. All stakeholder role groups will have respective members on the SCC. (WASC #1)  c. The school principal and ART Chair will collaborate to schedule monthly ART meetings for ART members to discuss/review school data, provide input on school-wide decisions, and provide input on the draft/proposed Academic Plan. (WASC #1)  Leads: Principal and SCC Chair</p>	<p>SCC Meeting Minutes Posted on School Website   SCC Academic Plan Assurances Form</p>	<p><input type="checkbox"/> <b>WSF</b>  <input type="checkbox"/> <b>Title I</b></p>
<p>All parents feel welcome, involved, and engaged in their child’s school.</p>	<p>16A. There is a need to sustain and strengthen the successful practice of involving and engaging parents to enable them to support their child’s learning and overall well-being at school.</p>	<p><b>EA 16. Parent/Family Involvement and Engagement</b>  Parents/guardians will be offered multiple opportunities to actively participate in meaningful activities focused on improving student academic growth and overall well-being.  Action Steps:  a. School administration, counselors, and teachers will...  i. Provide parents/guardians with a variety of opportunities throughout the school year to enable them to support their child’s learning and overall well-being at school (e.g., open house, parent-teacher conferences, community events such as band concerts, movie nights, and intramural sports competitions).  ii. Conduct parent engagement activities specifically for EL students/parents:  <ul style="list-style-type: none"> <li>● WCMS Parent Night with Title 1, EL Program, and Band Performance - This parent night provides EL parents with information about the EL program and other school programs.</li> </ul> </p>	<p>Parent School Quality Survey (SQS) Involvement and Engagement Results   Parent/Family Involvement and Engagement Log</p>	<p><input checked="" type="checkbox"/> <b>WSF 42101</b>  <b>A1-2741</b>  PPE (DIS) PCNC 19 hrs per wk x 40 wks = 760 x \$25.45  <b>\$19,342</b>  <b>B - 3006</b>  Student Planners SY25-26  <b>\$8,000</b>  <b>B-3502</b>  School Website  <b>\$3,600</b>  <input checked="" type="checkbox"/> <b>Title I 18935</b>  <b>B - 3006</b>  Supplies for family engagement activities  <b>\$200</b>  <b>B - 3301</b>  Refreshments for Family Nights  <b>\$1,324</b></p>

		<ul style="list-style-type: none"> <li>• “WIDA Best” Awards Program - EL students will receive attendance and achievement awards, and parents will receive awards for best school support.</li> <li>• Families will be given information about the upcoming WIDA test in February.</li> <li>• EL students will participate in a special breakfast on the first day of WIDA testing to kick off and encourage students to try their best.</li> </ul> <p>b. All students will participate in activities, programs, and events that support their academic and social development. Leads: Principal, Title 1 Coordinator, and PCNC</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 Kapa’a Elementary School’s current bell schedule(s) and total student instructional hours per year. To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided [bell schedule tool](#).

<b>Total student instructional hours per year</b> (Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)	1,082 instructional hours per year
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<b>Did your school submit a SCC Waiver Request Form? Please explain.</b>	Yes, we submitted a request for three days in SY25-26 to be used for PD/collaboration.
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**Bell Schedule:** [WCMS Public Bell Schedule SY25-26](#)