NĀ HOPENA A'O

PRIORITY 3
Effective And Efficient Operations At All Levels

PRIORITY 2
High-Quality Educator Workforce In All Schools

PRIORITY 1
High-Quality Learning For All

Hale'iwa Elementary School Academic Plan SY 2025-2026

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☐ Non-Title 1 School ☑ Title 1 School ☐ Kaiapuni School (Self Contained) ☑ Kaiapuni School (Shared School Site) ☐ Comprehensive Support and Improvement School ☐ Targeted Support and Improvement School

Submitted by Principal Malaea Wetzel	
Malaea Wetzel Malaea Wetzel (Mar 17, 2025 14:47 HST)	03/17/2025

Approved by Complex Area Superintendent Ernest Muh	
Ernest Muh Ernest Muh (Apr 14, 2025 16:32 HST)	Apr 14, 2025

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

VIABLE QUALITY CURRICULUM

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

Please utilize the dropdown list to select the <u>comprehensive instructional program(s)</u> 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-6	'20 Wonders ▾	Ready ▾		
	Select One ▾	Select One ▾		
	Select One ▾	Select One ▾		

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

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
K-6	Magnetic Reading	Stepping Stones	Amplify Science	Studies Weekly

HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

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

How does your school document HMTSS student interventions? Please select all that apply. If "Other" is selected, please explain.
☑ Panorama ☐ School-created template ☐ Other:

UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

This section highlights school-administered screening, and/or other progress monitoring assessments designed to quickly identify the needs of students in **Kindergarten through Grade 9** who may require additional support.

Please utilize the dropdown list to identify the <u>screening and/or progress monitoring assessments</u> used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the assessment. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics
K-6	DIBELS ▾	I-Ready ▾
K-6	I-Ready ▾	Select One ▾
	Select One ▾	Select One ▾

IDENTIFIED SCHOOL NEEDS

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

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

Year of Last Visit: 2022]   Year of Next Action: [2026]   Year of Next Self-Study:
Type of Last Visit: Full Self-Study ⌄   Type of Next Action: Mid-Cycle Report (No Visit) ⌄   [Insert year]

	Please identify <u>critical student learning needs</u> and the <u>root/contributing cause</u> 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	**Student Need:** SBA proficiency is not improving at a significant enough rate to ensure that the majority of students are on grade level in both ELA and math **Root/Contributing Cause:** Admin is not conducting consistent classroom observations and/or providing meaningful feedback to teachers to make the changes necessary. Instruction in both ELA and math is not meeting the needs of students in disaggregated groups like SPED, EL and the disadvantaged students as evidenced by the proficiency rate of high needs students on the SBA. For SY 2023-2024, only 47% of High Needs students were proficient in ELA as compared to 71% non-high needs students who were proficient. Likewise, only 41% of high needs students were proficient in Math as compared to 75% ofnon-high-needs students.
2	**Student Need:** The school's 3rd grade literacy rate is barely above 85%, but more importantly, the 3rd grade SBA proficiency is only 41.6% as of SY23-24. **Root/Contributing Cause:** Students do not consistently make the "one year gain" of learning every year so they fall behind. The problem is compounded as the student gets older. With ELA proficiency on the SBA starting at 41.6% in ELA for SY 2023-2024, the foundation for those students as they move up in grades is quite weak.
3	**Student Need:** Hale'iwa does not currently have a systematic and consistent RTI program for ELA and Math. **Root/Contributing Cause:** Lack of personnel to implement a consistent RTI program. Scores from universal screeners (I-Ready, DIBELS) and the SBA for grades 3-6 in both ELA and Math show a definitive need for an RTI program.

4	**Student Need:** Classroom engagement - the EES student perception survey reports that classroom engagement is the lowest domain for Hale'iwa from 2019 to 2024. At its lowest, classroom engagement was 54% in SY 2020-2021 and its highest was 69% in SY 2019-2020
	Root/Contributing Cause: Classroom teachers are not using strategies or implementing practices that students find engaging as evidenced by the classroom engagement scores on the Panorama Student Perception Survey.
	Admin does not conduct consistent observations and/or provide meaningful feedback to teachers. As a result, there are inconsistent instructional practices used across grade levels.

	In order to address student subgroup(s) achievement gaps, please list the <u>targeted subgroup(s)</u> and their <u>identified need(s)</u>. Enabling activities should address identified subgroup(s) and their needs.
1	**Targeted Subgroup:** High needs students: IDEA, EL, Disadvantaged **Identified Student Need(s):** Differentiated instruction is necessary to close the achievement gap between the high needs students and non-high needs students. As of SY 2023-2024, the gap rate was quite high. For ELA, the gap is 24% and for math the gap is 34%.
2	**Targeted Subgroup:** [Insert text] **Identified Student Need(s):** [Insert text and/or image]
3	**Targeted Subgroup:** [Insert text] **Identified Student Need(s):** [Insert text and/or image]

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 *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?"* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and** Name of Accountable Lead(s)* *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress** **(Initial & Intermediate Outcomes)** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
1.1.1. 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.	State mandate	1 - Implement Kindergarten Readiness Assessment for every kindergartener who enters school *Pam Yamkawa - Curriculum Coordinator*	KRA assessment results	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

Reading Proficiency	Student Need:	2–Teachers in K-2 will use ECRI with Wonders Instruction to build a strong literacy foundation for students.	DIBELS scores:	☐ WSF, $
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.	2 - Only 41.6% of 3rd graders were proficient in ELA on the SY23-24 SBA. Additionally, only 57% of all students were proficient in ELA in SY23-24 SBA. **CNA p. 36-37**	• Progress monitoring will be conducted on at least a monthly basis with all students • **PPTs for RTI / Reading support - Title 1** *Pam Yamakawa Curriculum Coordinator* *Malaea Wetzel Principal*	MOY = 50% students in CORE for DIBELS EOY= 75% of students in CORE for DIBELS I-Ready Diagnostic Results for ELA: **By I-Ready D2:** At least 35% of all students are "on grade level" as measured by being in the green	☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $
	Root Cause: Haleʻiwaʻs 3rd graders had a literacy rate of 88% in SY23-24, but the actual SBA proficiency rate was only 41.6%. **CNA p. 36-37**	3- Teachers in 2-6 will provide RTI targeted intervention four times a week to all students in small groups designed to meet the specific needs of the group. • **PPTs for RTI / Reading support - Title 1** *Pam Yamakawa Curriculum Coordinator* *Malaea Wetzel Principal* **CNA Prioritized Problem 2 p.36** **CNA Prioritized Problem 3 p. 37**	At least 45% of students are "one grade level below" as measured by being in the yellow **By I-Ready D3:** At least 60% of all students are "on grade level" as measured by being in the green At least 25% of students are "one grade level below" as measured by being in the yellow **SY24-25 SBA:** 61% of students will be proficient in ELA	

Mathematics Proficiency	Student Need:	4– Teachers in K-6 will use Ready Classroom Math to provide standards based instruction on a consistent basis.	I-Ready Diagnostic Results for Math:	☐ WSF, $
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.	1-Haleʻiwaʻs math SBA scores have remained low at 55% proficient for SY23-24. It was also 55% for the previous year and only 53% in SY21-22. . **CNA p.36**	*Pam Yamakawa Curriculum Coordinator* *Malaea Wetzel Principal* **CNA Prioritized Problem 1 p.36**	**By I-Ready D2:** At least 35% of all students are "on grade level" as measured by being in the green At least 45% of students are "one grade level below" as measured by being in the yellow	☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $
	Root Cause: Instruction in both ELA and math is not meeting the needs of students in disaggregated groups like SPED, EL and disadvantaged. For SY 2023-2024, in math, only 41% of high needs students were proficient, as compared to 75% of non high needs students. Because of this gap, the overall proficiency rate of math has not improved **CNA p.36**		**By I-Ready D3:** At least 60% of all students are "on grade level" as measured by being in the green At least 25% of students are "one grade level below" as measured by being in the yellow **SY24-25 SBA:** 61% of students will be proficient in math	

1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. *Required for all schools.* **	**Student need:** 1-SBA proficiency is not improving at a significant enough rate to ensure that the majority of students are on grade level in both ELA and math **CNA p.36** **Root Cause:** Admin does not conduct consistent observations and/or provide meaningful feedback to teachers. As a result, there are inconsistent instructional practices used across grade levels.	5–Teachers will provide differentiated and targeted instruction to students who need it, including, but not limited to, SPED, EL and Disadvantaged students *Pam Yamakawa Curriculum Coordinator* *Malaea Wetzel Principal* **CNA Prioritized Problem 1 p. 36** 6 - Teachers will use strategies and implement practices that students find engaging and that are rigorous and relevant to students' lives (Real world learning opportunities / IC3 / PBL) *Pam Yamakawa Curriculum Coordinator* *Malaea Wetzel Principal* **CNA Prioritized Problem 4 p. 37**	**I-Ready diagnostic data**: **D2:** at least 40% of HIGH NEEDS students will be "on grade level" as measured by being in "green" in I-Ready for both ELA and Math **D3:** at least 60% of HIGH NEEDS students will be "on grade level" as measured by being in "green" in I-Ready for both ELA and Math **Panorama EES Student Perception Survey**: At least 70% of students willr respond favorably	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

	Instruction in both ELA and Math is not meeting the needs of students in disaggregated groups like SPED, EL and disadvantaged as evidenced by the proficiency rate of high needs students on the SBA. For SY 2023-2024, only 47% of high needs students were proficient in ELA as compared to 71% non high needs students. Likewise, only 41% of high needs students were proficient in math as compared to 75% of nonhigh needs students, **CNA p.36** **Student need:** Classroom engagement - the EES student perception survey reports that classroom engagement is the lowest domain for Haleʻiwa from 2019 to 2024. At its lowest, classroom engagement was 54% in SY 2020-2021 and its highest was 69% in SY 2019-2020		

	Root Cause: Classroom teachers are not using strategies or implementing practices that students find engaging as evidenced by the classroom engagement scores on the Panorama Student Perception Survey. Admin does not conduct consistent observations and/or provide meaningful feedback to teachers. As a result, there are inconsistent instructional practices used across grade levels.			

1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school. *Required for all schools.*	State Mandate	6- ● Implement KinderCamp transition program during the summer ● Host WHIS admin for meeting with 6th graders to provide students an opportunity to meet their new administrators and ask questions ● Provide 6th graders the opportunity to visit WHIS campus to become familiar with it *Vice Principal* *Pam Yamakawa, Curriculum Coordinator*	% of kindergarteners that attend KinderCamp during the summer Date of meeting % of 6th graders that attend the meeting Date of visit % of 6th graders that attend the meeting	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $
100% of teachers will have access to an array of different technology and instructional support resources to assist in curriculum planning and instruction	Title 1 funding	7 – Implement the use of different technology and instructional support tools to assist with providing instruction as needed Examples of technology tools/instructional support resources: I-Ready Blooket Wonders Studies Weekly SeeSaw Go Guardian Teacher Brain Pop ● **Title 1 funding for resources** ○ **CNA p. 35/36** *Pam Yamakawa Curriculum Coordinator* *Malaea Wetzel Principal*	Academic Plan progress monitoring survey	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

At least 50% of students will participate in After school tutoring	Title 1 funding	8 - Implement after school tutoring in math / ELA on Tuesdays and Thursdays
		    ● **PTTs for tutoring - Haleʻiwa teachers - Title 1 funding**
		        ○ **CNA p. 20**
		
		Pam Yamakawa Curriculum Coordinator
		Vice Principal
			% of students who attend tutoring each quarter
			
			% of students who attend tutoring and make improvements on I-Ready D2 and D3 in math and ELA
				☐ WSF, $
				☐ Title I, $
				☐ Title II, $
				☐ Title III, $
				☐ Title IV-A, $
				☐ Title IV-B, $
				☐ IDEA, $
				☐ SPPA, $
				☐ Homeless, $
				☐ Grant:__, $
				☐ Other:__, $

ALL EL students will meet their required growth to target goal	EL mandate is 48% of EL students must be on track towards growth to target goal Haleʻiwa has 57% of EL students (4/7) on track towards growth to target goal	9 - Implement academic supports in ELA and math for English Language learners as appropriate *Pam Yamakawa Curriculum Coordinator* *Malaea Wetzel, Principal*	**WIDA ACCESS results:** % of EL students meeting growth to target will continue to exceed 48% on WIDA ACCESS for SY25-26	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

| HSA Science Proficiency | **Root/ contributing cause** Only 55% of students in grade 5 were proficient in science on HSA in SY23-24 | 10 - Implement a high quality science program that includes lessons from the school's community based learning sites:
• Kokua Hawaii Foundation Farm
• Loko Ea fish pond
• Na Mea Kupono Loʻi

Pam Yamakawa Curriculum Coordinator
Malaea Wetzel, Principal | **HSA science:** 60% of students in grade 5 will be proficient in science for SY25-26 | ☐ WSF, $
☐ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |

★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.				
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?"* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and* Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress** **(Initial & Intermediate Outcomes)** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
1.2.1. All students desire to and attend school regularly. *Required for all schools.*	State mandate For SY 2023-2024, only 73% of students attended 90% of instructional days according to Strive Hi report	11– Implement Haleʻiwa attendance procedures to reduce chronic absenteeism - Attendance cadre to work with families - Provide incentives for overall class attendance - Counseling of students/families who are in danger of being chronically absent *Nami-Anne Dolan Counselor* *Nicole Yonamine Counselor* *Vice Principal* **CNA p. 7**	<u>**Each quarter:**</u> At least 80 % of students attending 90% or more days of instruction	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

1.2.2. All students demonstrate positive behaviors at school. *Required for all schools.* ***	State mandate For SY 2023-2024, only 76.4% of students indicated they felt safe at school according to the SQS For SY2023-2024, only 67% of students felt a "sense of belonging" according to the Fall 2024 Panorama SEL survey Title 1 funding	12 –Implement the Haleʻiwa SEL program which is a combination of Choose Love, Sense of Belonging, GRIT and Growth Mindset ● Teachers will provide at least weekly check-ins with students to check on their "sense of belonging" ● Counselors will assist with instruction of SEL lessons ● Track behavior referrals by grade level *Nami-Anne Dolan Counselor* *Nicole Yonamine Counselor* *Malaea Wetzel Principal* 13- Implement a clearly defined behavior referral process using the Panorama behavior module ● The behavior module will add to the existing SEL, academic and attendance information for each student. This will help school personnel to have a more complete picture of what a student needs for support. ● **CNA p.16**	**Panorama SEL Survey Results for MOY:** Sense of belonging= 70% favorable or more Grit= 60% favorable or more Growth mindset = 60% favorable or more **EOY:** Sense of belonging = 75% favorable or more Grit = 65% favorable or more Growth mindset = 65% favorable or more	☐ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $
1.2.3. All students experience a Nā Hopena Aʻo environment for learning. *Required for all schools.* ***	State mandate For SY2023-2024, only 67% of students felt a "sense of belonging" according to the Fall 2024 Panorama SEL survey	14 -The elements of Na Hopena Aʻo are incorporated throughout the school ● Belonging ● Responsibility ● Excellence ● Aloha ● Total well-being ● Hawaiʻi ● Each grade level will participate in Hawaiian studies lessons on weekly basis with the school's Kumu	**Panorama SEL Survey Results for MOY:** Sense of belonging= 70% favorable or more **EOY:** Sense of belonging = 75% favorable or more	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

★ GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.				
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?"* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and* Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress** **(Initial & Intermediate Outcomes)** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*

1.3.1.   All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.
 	
Required for all schools.
***
	State mandate
	
	100% of students in K-6 participate in community based learning and service
		15–All students in grades K-6 will participate in Haleʻiwaʻs community based learning sites program.
		● Each grade level will work at each site at least once a semester
		● Sites:
		  ○ Loko Ea fish pond
		  ○ Na Mea Kupono Loʻi
		  ○ Kokua Hawaii Foundation Farm
		
		Pam Yamakawa, Curriculum Coordinator
		Vice Principal
			100% of students in grades K-6 will participate in community based learning and service
			
			Academic Plan Progress Monitoring Surveys completed by each teacher after each site visit
				☐ WSF, $
				☐ Title I, $
				☐ Title II, $
				☐ Title III, $
				☐ Title IV-A, $
				☐ Title IV-B, $
				☐ IDEA, $
				☐ SPPA, $
				☐ Homeless, $
				☐ Grant:__, $
				☐ Other:__, $

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 *"What do we plan to accomplish?"*	Root/ Contributing Cause *"Why are we doing this?"* Reference the Identified School Needs section.	Enabling Activities *"How will we achieve the desired outcome?"* **and** Name of Accountable Lead(s) *"Who is responsible to oversee and monitor implementation and progress?"*	Monitoring of Progress *"How will we know progress is being made?"*	Anticipated Source of Funds *"What funding source(s) should be utilized?"* Estimate the additional amount needed to execute the enabling activity.
100% of teachers will have the opportunity for PD training that helps to increase their effectiveness and compensation	NA	16 - Provide meaningful professional development during the 21 hours of embedded work time PD during the SY ● Track PD courses that teachers are registered in to increase their effectiveness and compensation (# of teachers participating in PD beyond the 21 hours) *Pam Yamakawa Curriculum Coordinator* *Malaea Wetzel Principal*	Academic plan progress monitoring survey results of teachers who enroll in PD courses	☐ 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

★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.				
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and* Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. *Required for all schools.*	State mandate	17– ● SCC will have full membership ● SCC will meet at least once a quarter ● Principal will attend all SCC meetings *Malaea Wetzel, Principal*	SCC attendance sign in sheets SCC minutes from each meeting	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

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

Desired Outcome *"What do we plan to accomplish?"*	Root/ Contributing Cause *"Why are we doing this?* *Reference the Identified School Needs section.*	Enabling Activities *"How will we achieve the desired outcome?"* ***and** Name of Accountable Lead(s)* *"Who is responsible to oversee and monitor implementation and progress?"*	Monitoring of Progress *"How will we know progress is being made?"*	Anticipated Source of Funds *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
Parents have opportunities to learn how to support their child's learning at home	Title 1	18 - Provide opportunities for parents to learn about and engage in their child's learning through classroom parent engagement activities and school wide parent engagement activities each semester *Pam Yamakawa Curriculum Coordinator* *Malaea Wetzel Principal*	Parent attendance numbers at activities Parent evaluation forms	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

APPENDIX A: SCHOOL BELL SCHEDULE

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

This section showcases Haleʻiwa Elementaryʻs] current bell schedule(s) and total student instructional hours per year. To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided bell schedule tool.	
Total student instructional hours per year *(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)*	1080
Did your school submit a SCC Waiver Request Form? Please explain.	No
Bell Schedule: link to Haleʻiwa bell schedule	

Haleʻiwa Elementary Academic Plan SY2025-26

Final Audit Report   2025-03-17

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Email viewed by malaea.wetzel@k12.hi.us
2025-03-17 - 2:46:07 PM HST- IP address: 66.249.84.65

Signer malaea.wetzel@k12.hi.us entered name at signing as Malaea Wetzel
2025-03-17 - 2:47:36 PM HST- IP address: 72.234.48.250

Document e-signed by Malaea Wetzel (malaea.wetzel@k12.hi.us)
Signature Date: 2025-03-17 - 2:47:38 PM HST - Time Source: server- IP address: 72.234.48.250

Agreement completed.
2025-03-17 - 2:47:38 PM HST