



- ☐ Title I School
☒ Non-Title 1 School

ʻĀina Haina Elementary School Academic Plan SY 2026-2027

801 West Hind Drive

Phone Number: 808-305-2000

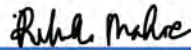
www.ainahaina.k12.hi.us

Vision of a Hawaiʻi Public School Graduate

The Hawaiʻi State Department of Education, together with families and communities, envisions every graduate as a lifelong learner who is globally competitive and locally committed. Graduates will:

- *Apply academic knowledge and an innovative mindset to think critically, communicate effectively, and create impactful contributions in the pursuit of excellence.*
- *Be resilient and adaptable to an ever changing world, they take initiative in charting their next steps to advance their life journey—such as in postsecondary education, career, enterprise, service or exploration.*
- *Cultivate well-being and compassion, care for self and others, and build deep roots in Hawaiʻi to fulfill their kuleana and strengthen their community.*

Submitted by Principal Insert name of school principal	
	📅 Date 4/15/26

Approved by [FKK] Complex Area Superintendent: Rochelle Mahoe, Ph.D.	
 <u>Rochelle Mahoe</u>	📅 Date 04/15/2026

Rochelle Mahoe (Apr 15, 2026 10:18:59 HST)

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

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SCHOOL VISION AND MISSION

Vision Statement	Create a world where all people learn with curiosity, lead with compassion, and act with a sense of global responsibility.
Mission Statement	'Āina Haina Elementary School aims to empower lifelong learners who will embrace diversity, think critically, and take action as compassionate, responsible, global citizens.

VIALE 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	<u>English Language Arts</u>	<u>Mathematics</u>	Science	Social Studies
Gr. K – 5	'23 Wonders ▾	ORIGO Stepping Stones 2.0 ▾	Currently addressed in our IB Programme of Inquiry.	Currently addressed in our IB Programme of Inquiry.
Gr. K - 5 EL	'19 Imagine Learning EL Ed. K-5 L... ▾	Select One ▾		

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

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
Gr. K - 5 EL Students	Imagine Learning			
Gr. K - 5 Math		Struggly		
Gr. K - 5 SPED	Wonderworks			

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
Gr. K - 5	I-Ready ▾	I-Ready ▾
Gr. 2 - 5	Other: ▾	Select One ▾

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: HTMTSS Meeting Minutes as needed.

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 (Link: [CNA Aina Haina 2026](#)) (Link: [CNA Workbook 2025](#))
- ☐ Other current assessment/self-study report: (IB Evaluation Visit in Spring, 2027; A Visit Report Will Be Generated Afterwards).
- ☐ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: 2021

Type of Last Visit: Progress Report & Visit -

Year of Next Action: 2026-27

Type of Next Action: Progress Report & Visit -

Year of Next Self-Study:

2026

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> IB Implementation 1. School-wide action 2. Incorporating knowledge of the host culture of Hawaii in students' learning experiences. 3. Using student-led inquiry to drive learning. <u>Root/Contributing Cause:</u> This is based on the recommendations of our pedagogical leadership team & from our IB self-study which is currently on-going. The contributing cause is continuous improvement of both our school's and Kaiser Complex IB signature.
2	<u>Student Need:</u> Math Teaching and Learning <u>Root/Contributing Cause:</u> Strive Hi and IReady Assessment both identify math as an area of need for student learning.
3	<u>Student Need:</u> ELA: Literacy: Explicit Instruction

	<u>Root/Contributing Cause:</u> School data shows that ELA: Literacy is part of our journey continuous improvement.
4	<u>Student Need: Regular and Chronic Attendance.</u> <u>Root/Contibuting Cause:</u> Over the past two years, Our Comprehensive Needs Assessment showed that both regular and chronic attendance are a need area for our school.

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 (for all schools):** SPECIAL EDUCATION (required)

Identified Student Need(s): Improve the gap rate between special education and general education students.

2 **Targeted Subgroup:** EL Students

Identified Student Need(s): Maintain and improve student achievement of all EL identified students.



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.	We are doing this so that we might support our Kindergarten students in their learning journey at our school so that they might be successful.	The KEA assessment for students will be done for 100% of all Kindergarten students entering within the first 30 days of the school year. Support is provided for K students from this data going forward to help them develop these foundational skills for learning. The Early K Readiness Program for incoming kindergarten students will help support incoming Kindergarten students to start developing foundational skills for learning. Leads for this to take place: Grade K teachers/data team Brendan Burns, Principal/Head of School Summer start teacher	Progress data will be tracked initially and quarterly so that all K students are assessed through: iReady data, Panorama data	☒ Other: (State funds for the early K readiness program)

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.	School data shows that ELA: Literacy, in specifically the reading area, is part of our journey continuous improvement	Strengthen Tier 1 instruction in all ELA classrooms, by following and using Wonders 2023 and integrating explicit instructional strategies as taught from the professional development received from Dr. Anita Archer as evidenced by an increase in student opportunities to respond per minute. ECRI implementation will continue for grades K-2. Na Hoku Ala (NHA) Response to Intervention Services to be provided for students that qualify based on school data to support them in basic reading skills of phonemic awareness and comprehension. Leads for this area: Jayna Smith, ELA Instructional Coach Brendan Burns, Principal/Head of School	Quarterly Classroom walkthroughs to track explicit instruction implementation. School i-Ready data to be tracked.	☒ WSF (Funds for Na Hoku Ala program 3 Part-time teachers)
Mathematics Proficiency 1.1.3. All students are proficient in mathematics by the end of fifth grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient.	Strive Hi identifies math as an area of need for student learning.	Grade K-2 teachers and lower grade SPED will implement Singapore math strategies in math lessons from Dr. Yeap Ban Har. For grade 3-5 teachers & upper grade SPED teachers will implement math strategies from Building Thinking Classrooms initiative with Dr. Peter Liljedahl. They will utilize white boards and have groups work together to solve math problems. Leads for this Area: Jayna Smith, Math Instructional Coach Brendan Burns, Principal/Head of school	Quarterly Classroom walkthroughs to track these mathematics initiatives. School i-Ready data to be tracked.	N/A

1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. <i>This section is Required for all schools.</i>	The achievement gap rate on Strive-Hi shows that students identified as high needs perform lower than the non-high needs students do.	EL teachers will continue to implement effective strategies to support the learning needs of EL students in the school. Push-in Inclusion Model for at least two grade levels of either Gr. 3 & 4 special education students. (If funds permit in the future, this inclusion model can be expanded to other grade levels) Na Hoku Ala (NHA) Response to Intervention Services to be provided for students that qualify based on school data to support them in basic reading skills of phonemic awareness and comprehension. Intensive multisensory dyslexia interventions will be explored to help students. Leads in this area: Brendan Burns, Head of School Principal Jayna Smith, RTI Coordinator/Instructional Coach Kristi Altona, EL Coordinator Special Education Department	Strive-HI Achievement GAP data. WIDA Test results for EL students.	☒ WSF (WSF funds for EL (\$37,948 for a 0.5 EL Certificated Position) ☒ SPPA funds for special education for inclusion positions. (\$75,896 per teacher).
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1.1.5. All students transition successfully at critical points, from preschool to elementary; from elementary to middle school; and non-natural transitions during the school year. <i>This section is Required for all schools.</i>	Research points to successful transitions as being an important component of students' learning .	Preschool to Kindergarten: A. Summer start program for incoming kindergarten students. -Early intervention period to support the transition to a new school and grade level. -Targeted support on foundational skills. -Proactive approach to address potential challenges. -Build confidence. B. Transition meetings with teachers and parents for students with IEP's and 504s. C. School Tours: -Our school offers tours for families by the PCNC that are interested in seeing our campus and learning about Aina Haina. D. Elementary to Middle School: -Annual field trip to Niu Valley Middle School to see the campus and get more information about the school. -Transition meetings are scheduled with teachers and parents for students with IEPs and 504s. -Informational Meeting with 5th grade students and NVMS vice principal and counselors. -Communication with parents about NVMS Summer 6th grade Transition/Enrichment Program. E. For Non-traditional Times (new students who come during the school year): For new students to our school who come to our school throughout the school years, we will implement strategies for supporting these students to feel welcome at our school, such as, pairing them with a student buddy and a school staff member. Leads for this area: Principal Summer Start K Teacher School Counselors PCNC	Participation numbers at meetings and school events to support transition.	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☒ Other: (State funds for summer early K program).
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★ **GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.**

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>
1.2.1. All students desire to and attend school regularly. <i>Required for all schools.</i>	Research indicates that students that attend school regularly achieve better in their entire educational journey.	A. The school will communicate with families and implement its attendance policy to increase awareness of it. B. MTSS Cadre to analyze school attendance data and discuss & implement as needed tier 1, tier 2, and tier 3 strategies to improve regular and chronic school attendance. Leads for this: Brendan Burns, Principal Julie Mikami & Tate Fong, School Counselors MTSS Cadre	Attendance rate Data tracked monthly in the Lei Kulia system. The rate of regular attendance on Strive-Hi will increase from 87% to 89%.	N/A

1.2.2. All students demonstrate positive behaviors at school. <i>Required for all schools.</i>	As an IB authorized school for the Primary Years Programme, students are to live out the 10 traits of the IB Learner Profile.	Through the continued implementation of the Mind-Up Social Emotional Learning Program, students will increase positive behaviors at school. The emphases for SY 2026-27 will be: 1) Emotional regulation. 2) Promotion of growth mindset among students. Leads for this: Principal MTSS Cadre	Tracking of Panorama data & School Behavioral data.	N/A
1.2.3. All students experience a Nā Hopena A'o environment for learning. <i>Required for all schools.</i>	If positive values are taught by school staff with students, the environment for learning for students will improve.	Hawaiian Studies teacher will deliver regular lessons and can help support the Na Hopena A'o initiative connected to the IB philosophy. Lead for this: Principal IB Coordinator Hawaiian Studies teacher.	Quarterly walk-throughs of Hawaiian Studies classes to check on implementation.	N/A

★ **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>	As an IB authorized school, we believe strongly in students taking action to improve our school, our school's community.	Student-led action will be an integral component of our Grade K-5 IB thematic units and in the 5th Grade IB Exhibition Projects. Each grade does six thematic units based on the six transdisciplinary themes of IB. Career themes, action to improve the community, and civic opportunities are woven in certain units. In addition, civic opportunities are provided via the school's student council for students in grades 3-5. In addition, school-wide service in action will take place to service the school community. Leads for this: Laurie Yee, IB PYP Coordinator Student Council Advisor (s) Aja Matsuoka, PCNC	Student led action will be included in 100% of IB transdisciplinary units for each grade level. Civic Opportunities will be provided to students via our student council. School-wide service through action opportunities will be shared with school and implemented.	☒ WSF: WSF funds for the IB PYP Coordinator Position (\$75,896) IB Annual Fee WSF Monies (\$10,000) IB Travel & Training WSF Budget (\$7,500)

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, career academies, or International Baccalaureate (IB) programmes.	Kaiser Complex, which Aina Haina School is a member of, is the only IB authorized complex area in the entire HIDOE. As an IB PYP school, Aina Haina helps to prepare students for the higher levels of the IB programme (Middle Years Programme, Diploma Programme, and the Career Programme)	● Implementation of the IB PYP Programme School-Wide. Our focus areas for SY 26-27 for IB implementation based on an analysis of the new IB Standards & Practices as suggested by our IB Primary Years Programme Coordinator & the reflection of our pedagogical leadership team & IB committee & our IB Self-Study Process: ○ School-wide action ○ Incorporating knowledge of the host culture of Hawaii is students' learning experiences. ○ Using student-led inquiry to drive learning. ● Extra- or co-curricular activities (e.g.HONSEF, Speech Festival) ● School programs that help the students in the areas the school's vision speaks towards: "To explore and excel through academics, arts, and athletics." Leads for this: Brendan Burns, Principal/Head of School Laurie Yee, IB PYP Coordinator, HONSEF staff coordinator Shelley Lau, School Librarian, Speech Festival Coordinator	All grade levels will follow the school's IB Programme of Inquiry (POI) in implementing the IB PYP Programme. The school will participate in the Honolulu District Speech Festival.	See above section for funds allotted.
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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 teacher positions are filled with qualified hires.	13.86% of teachers in FKK are non-highly qualified.	School administrators will follow the principal timeline for Highly Qualified Teachers (HQT). 1. Ensure parent notice of Right to Request Teacher Qualifications is made available to all parents. 2. Notify NHQ Teachers of their NHQ Status and Parent Notification letter of the NHQ Status. 3. Send Parent Notice of NHQT letters to parents whose children are assigned classes taught by non- Highly Qualified teachers. 4. Upload all documentation to shared drive HQ folder Administrators will complete a highly qualified professional development plan for Non-Highly Qualified Teachers (NHQT) to assist teachers in becoming Highly Qualified. Lead: Principal or HQ designee, FKK HQ EO	FKK HQ EO will monitor HQ documentation via shared drive #1 August 2026 #2 October 2026 #3 October 2026 & January 2027	N/A



PRIORITY 2: High-Quality Educator Workforce In All Schools

2.1.2. All teachers are effective or receive the necessary support to become effective.	Having an effective certificated staff will ideally help students to achieve better.	Through EES process for teachers who are on cycle or off cycle, suggestions and help will be provided in order for them to achieve at least effective ratings. For those who are off cycle, this can be done through their IPDP (Individual Professional Development Plan) Process. Leads for this: Brendan Burns, Principal/Head of School	EES Process monitoring by school.	N/A
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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>	A School Community Council (SCC) with full membership of school stakeholders that meets regularly that is engaged will better support students to achieve.	The Aina Haina SCC will work with the school administration to continue to have full membership, meet regularly, and work together for the overall good of the school. SCC Meeting Notes & Minutes are posted online on the school's website. Leads for this: Brendan Burns, Principal	- School has all required stakeholders represented on SCC. - Percent of meetings with all required stakeholders represented. - Overall rating on SCC self-assessment survey	N/A

★ 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 Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance. <i>(required for Title I/III; IDEA)</i>	Research indicates that family and community involvement can lead to increased student achievement in school.	Different venues will be provided to family and community members that will help them be involved with the school to support the school's initiatives especially with the International Baccalaureate Programme, which is the school's and Complex area's signature. This can be through involvement in the Units of Inquiry, by giving support and feedback to students on their presentations for the IB Exhibition. The school's PTA and SCC (School Community Council) are other venues where families can be involved in supporting the school's vision and mission. The Aina Haina Elementary PTA has monthly meetings and regular family events, such as, family movie nights, the annual Trunk or Treat event, and Kanikapila. The Aina Haina SCC has monthly meetings and two SCC Community meetings each school year that parents may attend. Leads for this: Brendan Burns, Principal Laurie Yee, IB PYP Coordinator Aja Matsuoka, PCNC	Continued opportunities are afforded to families and community members to be involved with the school: PTA, SCC, & Involvement in the school's IB initiative.	WSF Funds for: IB PYP Coordinator Position (\$75,896) & PCNC Part-time Position (\$15,758).

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.

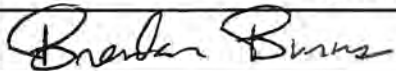
The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name 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 **'Āina Haina 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 **3/31/26 & 4/21/26** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **3/31/26 & 4/21/26** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☒ Other (list): From November, 2025, to April, 2026, feedback was asked from faculty and staff on the plan.
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: 3/31/26

Attested:

'Āina Haina Elementary School Principal	Signature	Date
Brendan Burns		4/15/26
SCC Chairperson	Signature	Date
Dustin Tanaka		4/15/26

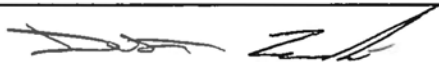
SCC Recommendations to the Academic Plan and Financial Plan:

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:

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

Attested:

SCC Chairperson	Signature	Date
Dustin Tanaka		4/15/26

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>	1,080 student instructional hours are complied with.																
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement																
Aina Haina Elementary School Bell Schedule: <table> <tr> <td>8:00 am</td> <td>Open Classrooms</td> </tr> <tr> <td>8:05 am</td> <td>Tardy Bell</td> </tr> <tr> <td>9:45-10:00 am</td> <td>K AM Recess</td> </tr> <tr> <td>10:00-10:15 am</td> <td>Grades 1-5 AM Recess</td> </tr> <tr> <td>12:45-12:55 pm</td> <td>Grades 1-5 PM Recess</td> </tr> <tr> <td>12:55-1:05 pm</td> <td>Grade K PM Recess</td> </tr> <tr> <td>2:15 pm</td> <td>Dismissal</td> </tr> <tr> <td>1:30 pm</td> <td>Wednesday Dismissal (no PM recess on Wednesdays)</td> </tr> </table>		8:00 am	Open Classrooms	8:05 am	Tardy Bell	9:45-10:00 am	K AM Recess	10:00-10:15 am	Grades 1-5 AM Recess	12:45-12:55 pm	Grades 1-5 PM Recess	12:55-1:05 pm	Grade K PM Recess	2:15 pm	Dismissal	1:30 pm	Wednesday Dismissal (no PM recess on Wednesdays)
8:00 am	Open Classrooms																
8:05 am	Tardy Bell																
9:45-10:00 am	K AM Recess																
10:00-10:15 am	Grades 1-5 AM Recess																
12:45-12:55 pm	Grades 1-5 PM Recess																
12:55-1:05 pm	Grade K PM Recess																
2:15 pm	Dismissal																
1:30 pm	Wednesday Dismissal (no PM recess on Wednesdays)																