



Ma'ema'e Elementary School Academic Plan SY 2026-2027

319 Wyllie Street
(808) 595-5400

<https://www.maemaeschool.com/>

- ☐ Title I School
☒ Non-Title I School

Submitted by Principal Lenn Uyeda	
	April 2, 2026

Approved by Complex Area Superintendent Linell Dilwith	
	4/16/26

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

TABLE OF CONTENTS

VIABLE QUALITY CURRICULUM.....3

UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS..... 4

HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS).....4

IDENTIFIED SCHOOL NEEDS.....5

PRIORITY 1 7

 ★ GOAL 1.1.....7

 ★ GOAL 1.2..... 10

 ★ GOAL 1.3..... 12

PRIORITY 2..... 14

PRIORITY 3..... 15

 ★ GOAL 3.3..... 15

 ★ Family and Community Engagement..... 16

 ★ Other Systems of Support..... 17

APPENDIX A: SCHOOL COMMUNITY COUNCIL ASSURANCES FORM..... 18

APPENDIX B: BELL SCHEDULE.....21

VIABLE QUALITY CURRICULUM

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

Please utilize the dropdown list to select the **comprehensive instructional program(s)** being used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the program. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
K-5	'23 Wonders ▾	Eureka Math ▾		

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
2-5	Mystery Writing			
K-5			Mystery Science	

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
K-5	I-Ready ▾	I-Ready ▾

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:

Our school created and utilizes a K-5 “Student Concerns” form to monitor students academic, behavioral and social-emotional needs. This form can also be used to report chronic attendance issues (tardies/absences) as well as parent involvement. Counselors are notified as these concerns are reported and address students' needs and work closely with the classroom teachers to resolve these issues. If student needs require more attention then Tier 2/Tier 3 supports are put into effect as necessary.

IDENTIFIED SCHOOL NEEDS

Academic Plans require the identification of school needs based on data and other information analyzed as part of the school improvement process. The **Comprehensive Needs Assessment (CNA) Data Workbook** (linked [here](#)) and **Lei Kulia** (linked [here](#)) are data resources to help guide and support continuous school improvement.

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

- ☒ Current CNA
- ☐ Other current assessment/self-study report
- ☐ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: 2023
Type of Last Visit: Full Self Study

Year of Next Action: N/A
Type of Next Action: N/A

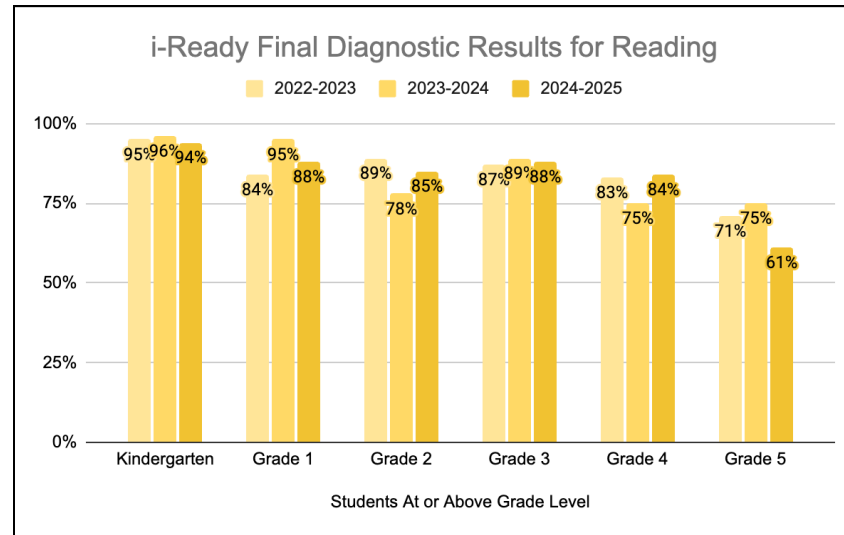
Year of Next Self-Study:
N/A

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	Student Need: Students need to improve skills in decoding, expanding vocabulary, and comprehending both fictional and non-fictional texts to improve proficiency in reading.
----------	---

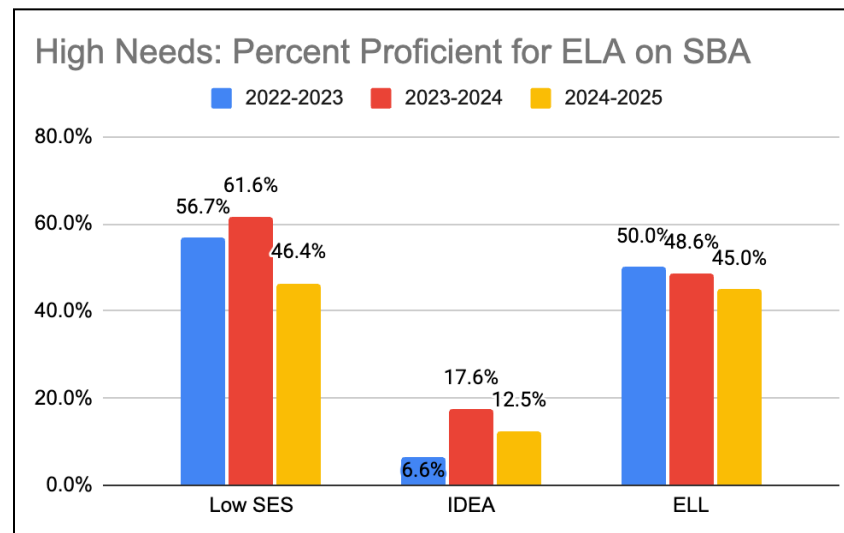


Root/Contributing Cause:

1A: There is a lack of alignment and implementation in instructional practices, training, and/or certifications provided for all staff/personnel.
 1B: We need to work on aligning our K-5 instructional strategies for reading.

2

Student Need: Students need to learn how to apply various scientific concepts and engineering practices to improve proficiency in science.



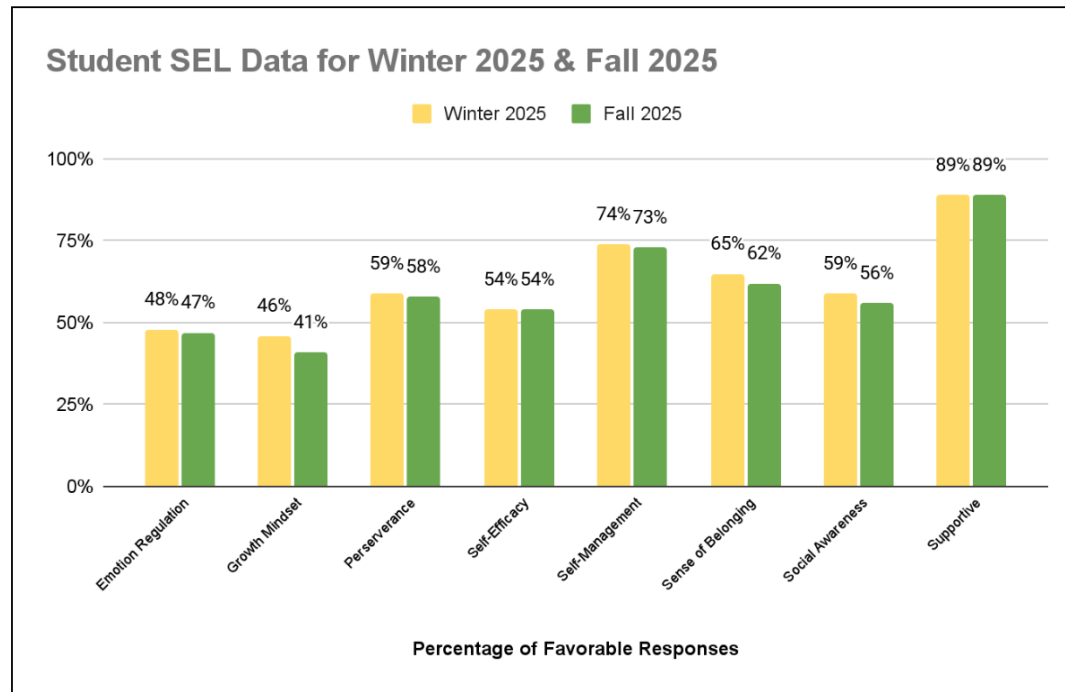
Root/Contributing Cause:

2A: There is a lack of vertical alignment in the curriculum. Teachers need to work together to build on the skills and concepts learned in the previous grade levels.

2B: The delivery and adjustment in instruction to address student needs is not consistent.

3

Student Need: Students need to learn how to see themselves as capable and empowered learners and need to be able to set personal goals and create a plan to reach those goals.



Root/Contributing Cause:

3A: We need to improve on being consistent in implementing the SEL curriculum.

3B: There is a lack of SEL competencies that is being integrated into daily instruction and across multidisciplinary subject areas.

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	<u>Targeted Subgroup:</u> Our Disadvantaged population has increased in the past three years from 156 students to 180 students representing 26.2% of our student body. <u>Identified Student Need(s):</u> Students identified as "High Needs" consistently struggle to achieve academic proficiency. Students require consistent access to interventions, instructional support, and learning materials to ensure they can meet grade-level expectations.
2	<u>Targeted Subgroup:</u> Our EL student population is 60 or 8.76% of our school's enrollment <u>Identified Student Need(s):</u> Increase student exits via ACCESS testing and continue to increase student proficiency rates. Students need differentiated instruction and scaffolds that allow them to access grade-level content and build their oracy.
3	<u>Targeted Subgroup:</u> Special Education <u>Identified Student Need(s):</u> Increase student proficiency rates for our IDEA student population for SBA ELA and Math. Students need differentiated instruction that is closely aligned to grade-level standards to help them access and demonstrate understanding of grade-level content.



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. 100% of incoming Kindergarteners assessed using the KEA. 100% of incoming Kindergarteners assessed will receive necessary and timely support to develop foundational skills.	1B, 3B Incoming kindergarteners lack readiness for school. -51% of kindergarteners who were assessed for kindergarten readiness were tested as ready. -49% of kindergarten students assessed were not ready and will receive additional personalized support. (LEI Kulia)	Consistent standards-based instruction and implementation of OG will be provided for all students. Tier 2 instruction provided for students identified as needing support to develop foundational skills for learning. Building the Base West Ed strategies will be implemented in all classrooms. (Principal, Classroom Teachers, Curriculum Coordinator)	☐ i-Ready Diagnostic results ☐ Quarterly Assessments	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

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. 100% of K-5 students are assessed using i-Ready.	1A, 1B According to i-Ready end of the year diagnostic assessment data, 16% of our students are approaching or below proficiency 14% of EL students are proficient in SBA ELA.	Strengthen Tier 1 instruction in all ELA classrooms by following and using the approved viable curriculum. Building the Base West Ed strategies will be implemented in all classrooms. <i>(Principal, EL Coordinator, Curriculum Coordinator)</i>	• i-Ready Diagnostic results • Common grade level slideshow embedded with EL instructional strategies • Grade Level articulation minutes • Data Team work analysis • Student Work	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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. 100% of K-5 students are assessed using i-Ready.	According to i-Ready end of the year diagnostic assessment data, 18% of our students are approaching or below proficiency.	Strengthen Tier 1 instruction in all Math classrooms by following and using the approved viable curriculum. • Use of math journals K-5 to compare and analyze student understanding and address any misconceptions Building the Base West Ed strategies will be implemented in all classrooms. <i>(Principal, EL Coordinator, Curriculum Coordinator)</i>	• i-Ready Diagnostic results • Lessons embedded with EL instructional strategies • Grade Level articulation minutes • Data Teams • Student Work	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. 100% of K-5 students are assessed using i-Ready. <i>Required for all schools.</i>	1A, 1B, 2A, 2B According to i-Ready end of the year diagnostic assessment data, 16% of our students are approaching or below proficiency in reading. According to i-Ready end of the year diagnostic assessment data, 18% of our students are approaching or below proficiency in math.	Teachers consider all types of learners when planning lessons. Implemented EL strategies benefit all students. i-Ready progress monitoring is assigned for targeted students and data is used to plan for support. <i>(Principal, Classroom Teachers, EL Coordinator, Counselors)</i>	• i-Ready data • Student Work • Student Support reflections • ILT Walkthrough data	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
1.1.5. All students transition successfully at critical points, from elementary to middle school. The three highest reasons for students enrolling at our school were transferring from another Hawaii school, private school or from another state. <i>(LEI Kulia)</i> <i>Required for all schools.</i>	3A, 3B All students need to transition in and out of our school smoothly for their safety and well being.	PSAP assists students as needed anytime the need arises. The office staff notifies key school personnel whenever there is an incoming student. The classroom teacher is able to prepare for the new student and counselors make sure to greet the student and parent(s) on their first day at our school. Fifth grade teachers plan an annual field trip to assist their students with the transition to middle school. <i>(Classroom Teachers, Counselors, Office Staff)</i>	• LEI Kulia	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

1.1.6. All students will receive support through a multi-tiered system for academics, behavior, social emotional and physical health. Link to Ma'ema'e's HMTSS document.	3A, 3B 55% of kindergarten students assessed with KEA were not ready and will receive additional personalized support. (<i>LEI Kulia</i>) 13% of K-5 students are approaching or below proficiency on EOY i-Ready reading. 15% of K-5 students are approaching or below proficiency on EOY i-Ready math. (<i>i-Ready</i>)	All students need and receive support yearlong throughout the school day and afterschool. Systems are in place and are utilized to provide the needed support for all students. We have K-5 inclusion classrooms for our IDEA students. Peer Mediators help resolve minor issues during recess. PSAP referrals can be made year round as student needs arise. Counselors are readily available to support students with their individual matters. (<i>Classroom Teachers, Counselors, SSC</i>)	• Grade Level Student Support reflections • Counselor groups • Student Concerns database • Afterschool tutoring	☒ 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?"	Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed for enabling activities.
1.2.1. All students desire to and attend school regularly. <i>Required for all schools.</i>	3A, 3B As of this SY, 1.60% of students are chronically absent.	As needed, school level personnel and counselors will be consistently contacting families to encourage students to be in school. • Home visits • School activities • After School clubs and activities (Classroom Teachers, Counselors, Admin)	• LEI Kulia • Infinite Campus	☒ 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. <i>Required for all schools.</i>	3A, 3B There were no reported incidences of misbehavior for the past three years. We will work to keep the reported incidences to a minimum.	We will continue to promote our Ohana values, General Learner Outcomes (GLO) and implement elements of our Social Emotional Learning Program, <i>Choose Love</i> . We will continue to support students when academic and/or behavioral concerns arise with Counseling, our After School Tutoring and Student Support periods. Teachers and support staff will continue to help students understand their emotions, set personal goals, and to promote the development of positive relationships. (Classroom Teachers, Counselors)	• Ohana Chip data • CSSS data • LEI Kulia • Citizenship and Ho'omau Awards	☒ 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 A'o environment for learning. <i>Required for all schools.</i>	3A, 3B Students need to be provided with opportunities to develop to their full potential through a Nā Hopena A'o classroom environment.	Teachers create an inclusive, accepting classroom in which students are able to safely take risks. High expectations for all students are maintained and reinforced. Students feel supported and an integral part of the classroom community. Teachers reinforce a Nā Hopena A'o environment and our school's Ohana Values in their Classrooms. <i>(Classroom Teachers, Counselors)</i>	• ILT Walkthrough data • GLO data • SQS data • Panorama data • Ohana Chip data	☒ 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 <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>	Students need to have multiple career, community and civic opportunities to participate in throughout the school year and in their K-5 experience.	Opportunities in career, community, and civic engagement will be provided for students through: • Posters of Parent Occupations (share out) • Career Day with parent presenters • Junior Achievement presentations • Market Day (Students create and sell products) • Letter writing to Kupuna at different times of the year (Thanksgiving, Christmas, Valentine's Day) • School community activities such as Reading Buddies across grade levels • Schoolwide Food Drive • Target field trip for less fortunate community members • Lualima giving assembly • JPOs help keep our school community safe • Dolphin Discovery Zone has students create, market and sell their products to fellow students • GLEE performance group entertains our school community at assemblies and Family Night <i>(Classroom Teachers, Activity Advisors, Support Staff)</i>	• Posters • Career Day • Letters to Kupuna • Reading Buddies • Lualima Assembly	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

K-12 Alignment 1.3.2. All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.	1A, 1B, 2A, 2B Students need to be successful at every level from K-5 and beyond.	Our teachers challenge students with rigorous lessons through viable and supplementary curricula. Students have many opportunities to experience career, community, and civic engagement. • Posters on Parent Occupations • Guest speakers for Career Day • Market Day • JPO Program • Dolphin Discovery Zone (Classroom Teachers, Support Staff, Principal)	☐ ILT Walkthrough data ☐ GLO data ☐ SQS data ☐ Panorama data	☐ 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 <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 that include SIQ hours and/or TESOL certification by SY26-27.	By the end of the 26-27 SY, 100% of teachers need to receive 72 SIQ hours or TESOL certification.	Opportunities are available for teachers to attend EL PD that supports SIQ hours. - Building the Base (FALL 2023) - State/District EL course offerings - University courses (Principal, EL Coordinator)	- TESOL/ SIQ documentation - University transcripts	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
2.1.2 All teachers are effective or receive the necessary support to become effective.	All teachers on cycle need to receive an effective or highly effective rating.	All teachers will be provided with the support necessary to become effective. - EL PD - Prime Math PD - collaborative coaching - Feedback from regular walkthroughs - Individual supports targeting individual needs (Principal, School Level mentors)	- ILT Walkthrough data - Mentor documentation - Articulation minutes	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$



PRIORITY 2: High-Quality Educator Workforce In All Schools

				☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
2.2.2 All schools' support staff are effective or receive the necessary support to become effective.	School needs to continue to run smoothly, so staff meetings are held weekly. Leaders representing all role groups need to participate in staff meetings, and ensure that all personnel possess the requisite supports to fulfill their responsibilities.	Weekly Staff Meetings are held with various role groups represented for Certificated and Classified staff (Admin, Office, Cafeteria, Custodians, Counselors, Technology, SAC, Curriculum Coordinator). Plans for support are discussed and implemented. <i>(Principal, Support Staff)</i>	Staff Meeting minutes	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
2.3.1 Our school aims to establish a productive partnership with an institution in Japan to explore and potentially adopt best practices from their educational systems and have students experience different cultures.	We need to seek a fresh perspective from an established, effective educational system outside of Hawaii and support student growth through international partnerships.	A group of key role players will be selected to travel to Japan in order to build a working partnership and learn more about their educational system so that we can learn and possibly implement new practices and ideas along with allowing students to participate in cultural exchanges.	- Application process - Presentation to faculty on observations, findings and next steps for implementation	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☒ Other:PTSA, \$



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>	Collaborative meetings need to focus on school culture and school improvement so they will be held every month to ensure a successful school year.	SCC Meetings are held monthly with all role groups represented. Principal and SCC chairperson work together throughout the school year to ensure school level plans and issues are shared and addressed. <i>(Principal, SCC Chairperson)</i>	• SCC Meeting Agendas / Minutes	☒ 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 <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
3.3.2 All families are engaged in school events/activities and have regular two way communication.	We need a partnership with the parents and school to ensure their child's success. Two way communication needs to be consistent and collaborative between parents and teachers..	Our school provides multiple ways to involve parents throughout the school year. From the beginning of the year Open House, Parent Teacher conferencing and PTSA sponsored events to grade level field trips, Art Night, Fitness Day and Family Night. Teachers and parents continue to have open consistent communication through phone calls, email and student planners. <i>(Principal, Classroom Teachers)</i>	☐ Parent Teacher Conference schedules ☐ Student Planners ☐ Email ☐ Attendance / participation at school activities	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

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.

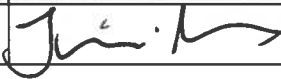
The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name 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 **Ma'ema'e 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 **Jan 21, 2026** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Feb 18, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☒ Other (list): Teachers reviewed the plan and provided feedback during Grade Level articulation meetings.
4. The SCC reviewed the Academic Plan and Financial Plan and found that they are based upon a thorough analysis of student performance data, and use evidence-based interventions.
5. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The principal has provided a clear explanation to the SCC about the status of each of the recommendations made by the SCC regarding the Academic Plan and Financial Plan.
7. This school plan was adopted through consensus or by vote by the School Community Council on: **Mar 11, 2026**

Attested:

Ma'ema'e Elementary School Principal	Signature	Date
Lenn Uyeda	Lenn Uyeda 	Apr 2, 2026
SCC Chairperson	Signature	Date
Tricia Mabellos		4/22/26

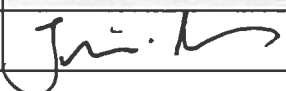
SCC Recommendations to the Academic Plan and Financial Plan:

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:
N/A		

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

Attested:

SCC Chairperson	Signature	Date
Tricia Mabellos		7/22/26

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>)	1044
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement
Ma'ema'e Elementary School Bell Schedule: Link to Attendance Policy and Bell Schedule	