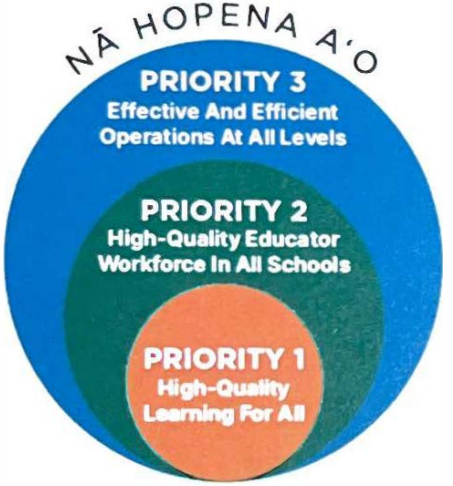


Mānoa Elementary School Academic Plan SY 2025-2026

3155 Mānoa Road, Honolulu, HI 96822
(808) 988-1868
Manoaschool.com

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

Submitted by Principal Jason Okamoto	
	4/11/2025

Approved by Complex Area Superintendent Linell Dilwith	
	4/14/25

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 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
Kindergarten	'20 Into Reading	ORIGO Stepping Stones 2.0	Teacher Created	Teacher Created
Grade 1-5	'20 Into Reading	ORIGO Stepping Stones 2.0	Teacher Created	Teacher Created

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

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
K-5			Generation Genius Mystery Science BrainPop Jr.	BrainPop Jr.

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: CharacterStrong used for behavioral interventions

UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

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

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

Grade Level(s)/Course Name	English Language Arts	Mathematics
Grades K-5	I-Ready	I-Ready
Kindergarten	KEA	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
Type of Last Visit: Mid-Cycle Report & Visit

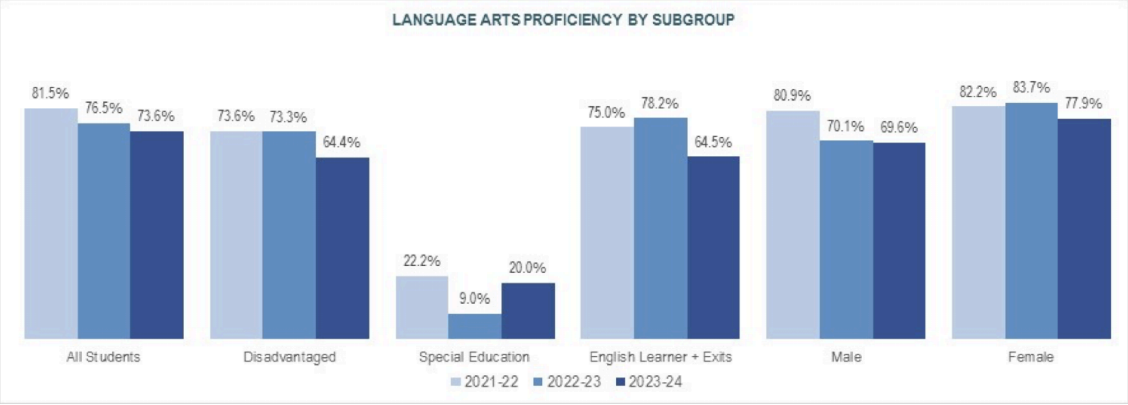
Year of Next Action: 2025
Type of Next Action: Full Self-Study

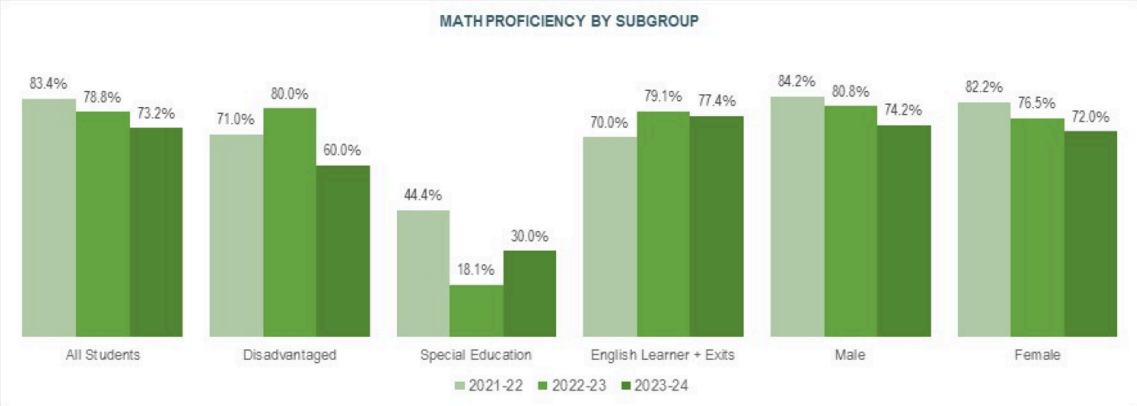
Year of Next Self-Study: 2025

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:** As part of a comprehensive HMTSS, all students need to receive quality Tier 1 instruction in language arts and math in order to demonstrate consistent growth and improve academic outcomes





Over the past 3 years there has been a downward trend in our academic scores in both ELA and math. There is also a significant gap between our high needs and non-high needs students, especially special education students and more recently, disadvantaged students.

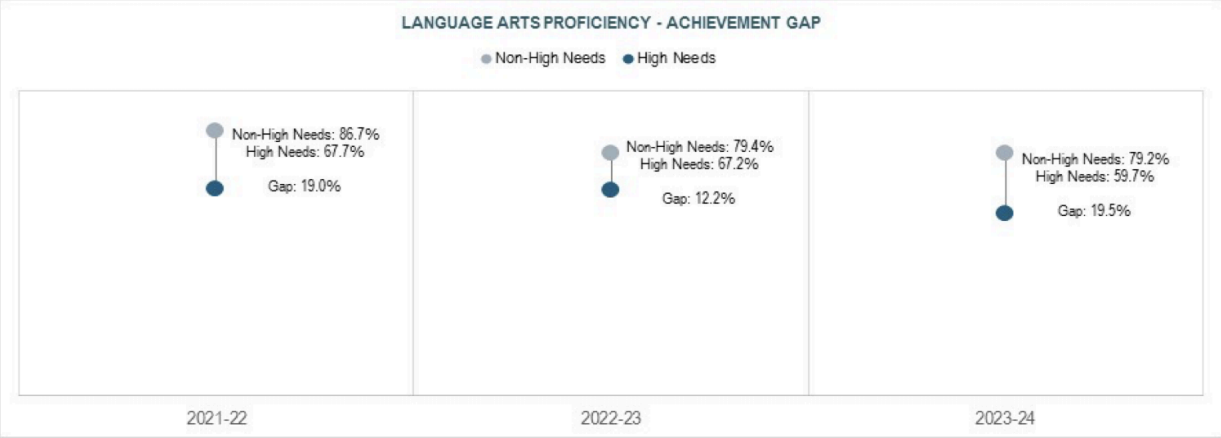
Root/Contributing Cause:
The foundation of our HMTSS system is the consistent implementation of Tier 1 practices that ensures growth for all students. We have been inconsistent in delivering agreed upon Tier 1 strategies.
1A We need to revisit Tier 1 strategies in all 4 domains (academic, behavior, social/emotional, physical health) of our HMTSS and ensure their regular implementation.
1B We need to strengthen our system to monitor and provide feedback to teachers when implementing schoolwide strategies

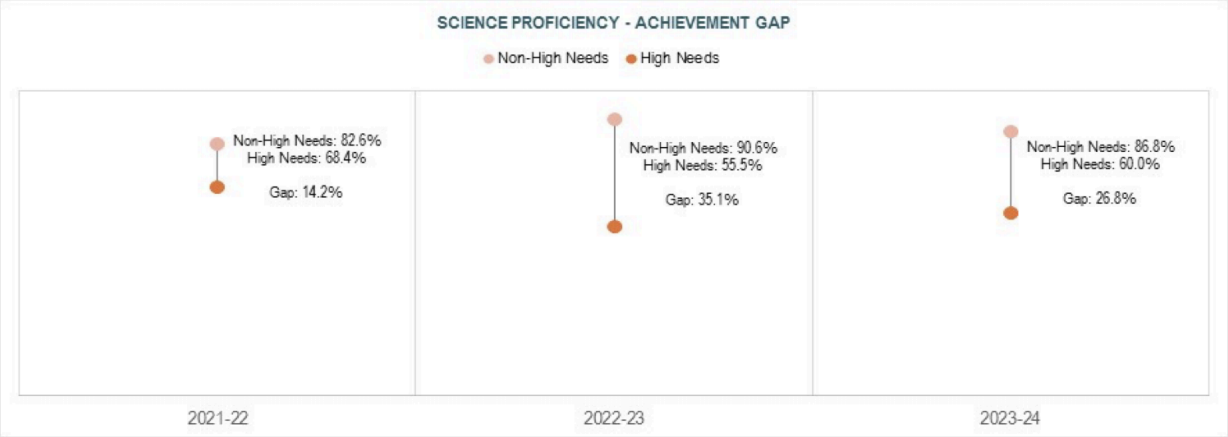
2

Student Need: All students need to be provided timely and relevant intervention including appropriate Tier 2 supports for identified students in both academics and behavior.

Type \ Year	2021-2022	2022-2023	2023-2024
A: Assault	1		
A: Fighting		2	
B: Disorderly conduct		1	
B: Harassment (grades K-8)	1	2	1
B: Sexual Harassment (grades K-4)		1	
B: Theft			1
C: Insubordination			2
D: Contraband; possession or use of		1	
D: Disrespect/Noncompliance		3	2
D: Physical contact	2	9	13
D: Violation of other school rules		2	2
Totals	4	21	21

Data source: LEI Kūlia





Data source: ARCH ADC

Although there has been progress to address the gap between Non-High Needs and High Needs students, our subgroups consistently perform below their peers, especially in SPED and EL. Students' behavior has been increasing indicating a need for higher levels of behavioral support. Although a Tier 2 intervention has started for behavior, there is still a need to refine and improve these services. Overall, our HMTSS Tier 2 needs to improve through more systematic documentation and tracking of intervention supports.

Root/Contributing Cause:
Intervention is currently provided to students in all domains, however progress monitoring and documentation of these interventions needs improvement.
2A We need to clarify the schoolwide protocol and procedure to identify students in need of Tier 2/3 support.
2B We need to develop a comprehensive system to monitor student progress and track the effectiveness of interventions.

3

Student Need: All students need to be actively engaged in learning through the use of effective instructional practices such as project-based learning and Building Thinking Classrooms (BTC) in order to increase student achievement.

Panorama Survey - Student Classroom Survey

Year	Classroom Climate	Classroom Engagement	Classroom Rigorous Expectations	Classroom Student-Teacher Relationships	Pedagogical Effectiveness
2022-2023	85%	77%	83%	84%	88%

2023-2024	79%	69%	76%	77%	83%
2024-2025	N/A	59%	N/A	73%	81%

Data source: Panorama Survey

Academic scores have been declining over the past 3 years. In the same time, Classroom Engagement and Classroom Rigorous Expectations have been the lowest areas in the Panorama Student Classroom Survey. Although there may not be a direct correlation, we believe that increasing student engagement will have a positive impact on academic success.

Root/Contributing Cause:
Students have indicated they are not engaged in their learning.
3A We need to expand the use of instructional practices, such as Building Thinking Classrooms, to include other content areas.
3B We need to ensure implementation of Gold Standard PBL units, focusing on improving at least one element each year.

In order to address student subgroup(s) achievement gaps, please list the targeted subgroup(s) and their identified need(s). Enabling activities should address identified subgroup(s) and their needs.	
1	**Targeted Subgroup:** Special Education **Identified Student Need(s):** Ensure continuous progress is made toward IEP goals and accelerate learning where possible to close the achievement gap.
2	**Targeted Subgroup:** English Learners **Identified Student Need(s):** Increase student exits using ACCESS testing and increase student proficiency rates
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 provided necessary and timely support to develop foundational skills for learning.		EA 1.1.1 (1) Ensure adherence to schedule to assess all incoming Kindergarten students using KEA within the first 30 days of school. (K Grade Level Chair) EA 1.1.1 (2) K teachers will utilize strengths and needs from the KEA to plan and support instruction. EA 1.1.1 (3) Ensure all students receive foundational reading skills through consistent implementation of HMH Into Reading curriculum. ***WASC Critical Areas for Follow-up (CAF) #7 from Mid-Cycle Visiting Committee Report (MVCR); SLN #1 (WASC Self-Study)*** (N. Chung) EA 1.1.1 (4) Tier 2 intervention provided for students identified as needing support to develop foundational skills for learning. • Small group instruction • Differentiated instruction, materials and products	100% of incoming students will be assessed using KEA All teachers will follow ELA Curriculum Map 100% of students at the emerging readiness level will receive tier 2 intervention support	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

		• 1:1 intervention support ***WASC Critical Areas for Follow-up (CAF) #3 & #6 from Mid-Cycle Visiting Committee Report (MVCR); SLN #2 (WASC Self-Study)*** (N. Chung, Intervention Specialist)		

Reading Proficiency 1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently receive necessary and timely support to become proficient. In SY 25-26, 80.4% of students will meet or exceed ELA standards on SBA. By SY 2029, 85.42% of students will meet or exceed ELA standards on SBA. (1.67% increase each year)	1A 1B 2A 2B	1.1.2 (1) Implement HMH Structured Literacy component in all K-2 classrooms. ***WASC CAF #3 from MVCR; SLN #1 (WASC Self-Study)*** (N. Chung) 1.1.2 (2) Grade levels will align HMH curriculum to new ELA standard • Update curriculum maps to ensure consistent implementation. • Develop standards aligned lessons if there are any identified gaps in our curriculum. ***WASC CAF #4 (academic) from MVCR; SLN #1 (WASC Self-Study)*** (N. Chung, CC) 1.1.2 (3) Implement a system to monitor accountability of schoolwide and grade level agreements in ELA (e.g. walkthroughs, peer observations) (N. Chung, J. Okamoto) 1.1.2 (4) Provide time for vertical articulation between grade levels to ensure students transition from grade level to grade level with clear expectations. (J. Okamoto) 1.1.2 (5) Identify appropriate interventions to address skill deficiencies in reading. ***WASC CAF #6 from MVCR; SLN #2 (WASC Self-Study)*** (N. Chung, Intervention Specialist)	Report Card Grades iReady BOY, MOY, and EOY scores Study Group/Grade Level Minutes PD Schedule Intervention schedule Grade level Curriculum Maps	☑ 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 eighth grade, and those who are not proficient receive necessary and timely support to become proficient. By SY 2029, 85.37% of students will meet or exceed Math standards on SBA. (1.23% increase each year) In SY 25-26, 81.6% of students will meet or exceed Math standards on SBA.	2A 2B 3A	EA 1.1.3 (1) Integrate practices from Building Thinking Classrooms with Stepping Stones curriculum and expand BTC to include curricular tasks. ***SLN #2 (WASC Self-Study)*** (N. Chung, CC) EA 1.1.3 (2) Look for or create resources to supplement Stepping Stones curriculum's identified gaps. ***WASC CAF #7 from MVCR*** (N. Chung, CC) EA 1.1.3 (4) Identify appropriate interventions to address skill deficiencies in math. ***WASC CAF #6 from MVCR; SLN #2 (WASC Self-Study)*** (Intervention Specialist)	Report Card Grades iReady BOY, MOY, and EOY scores Study Group/Grade Level Minutes Intervention schedule Classroom Walkthrough data	☑ WSF, $ ☐ Title I, $ ☑ Title II, $10,000 ☐ 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. *Required for all schools.*	2A 2B	EA 1.1.4 (1) Determine best practices in Tier 1 instruction that all classrooms K-5 should be doing. ***SLN #1 (WASC Self-Study)*** (N. Chung, CC) EA 1.1.4 (2) Increase service hours for identified active EL students. ***WASC CAF #3 from MVCR*** (K. Leong) EA. 1.1.4 (3) Utilize the EL committee to regularly monitor EL data and determine support for EL students. ***WASC CAF #3 & #6 from MVCR*** (K. Leong) EA.1.1.4 (4) Ensure special education students are provided with appropriate settings to meet their individualized needs. ***WASC CAF #2 from MVCR*** (D. Kajioka) EA 1.1.4 (5) Provide differentiated instruction for students identified as Gifted and Talented (GT). (C. Sugimoto, Counselor) EA 1.1.4 (6) Develop a schoolwide procedure for documenting student progress throughout the school year. (e.g. progressfolio, evidence binder)	iReady SBA scores for subgroups EL Comprehensive Plan Committee minutes	☑ 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 and from middle to high school. *Required for all schools.*		EA 1.1.5 (1) Offer Kindergarten Bridge program during the summer for incoming Kindergarten students (N. Chung) EA 1.1.5 (2) Ensure Transitioning Program for 5th graders entering middle school. ***WASC CAF #8 from MVCR*** (C. Sugimoto)	Daily Attendance Rate Report Cards/Progress Reports Transition Meeting minutes	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☑ Other: Summer School Funds, $
1.1.6. All students will receive support through a multi-tiered system for academics, behavior, social emotional and physical health.	1A 1B 2A 2B	EA 1.1.6 (1) Through the use of Study Groups, continue analyzing universal screener data for academic (iReady), SEL (Panorama), behavior (Character Strong), and Physical Health (PE) in order to identify developmental levels of students, plan intervention, and differentiate instruction. ***WASC CAF #3 & #6 from MVCR; SLN #2 (WASC Self-Study)*** (N. Chung, CC) EA 1.1.6 (2) Improve progress monitoring to include clear criteria for entering/exiting intervention services and documentation. ***WASC CAF #3 & #6 from MVCR; SLN #2 (WASC Self-Study)*** (Intervention Specialist) EA 1.1.6 (3) Establish an intervention specialist position to plan, organize, and implement intervention support to students K-2. ***SLN #2 (WASC Self-Study)*** EA 1.1.6 (4) Refine HMTSS blueprint to clarify all components of the school's system of support. ***WASC CAF #3 & #6 from MVCR; SLN #1 & #2 (WASC Self-Study)*** (HMTSS committee leads)	Completion of HMTSS blueprint Committee minutes Study Group minutes Progress monitoring log	☑ 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.*		EA 1.2.1 (1) Continue to implement school attendance policy including: • Parent communication letters • Home visits • Parent meetings • Social Worker consult (C. Sugimoto, Counselor)	Daily Attendance Rate Chronic Absenteeism Rate Attendance Letters	☑ 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.*	1A 1B 2A 2B	EA 1.2.2 (1) Ensure implementation of Character Strong behavior intervention program • Complete Character Strong universal screener for behavior at least twice (BOY & EOY). ***WASC CAF #6 from MVCR; SLN #2 (WASC Self-Study*** • Ensure students identified for Tier 2 behavior interventions are provided Character Strong lessons. ***WASC CAF #3 from MVCR; SLN #2 (WASC Self-Study)*** • Implement progress monitoring tools in Character Strong for students identified for intervention. ***SLN #2 (WASC Self- Study)*** (C. Sugimoto, Counselor) EA 1.2.2 (3) Identify schoolwide Tier 1 agreements in SEL and behavior that all classrooms K-5 should implement. ***SLN #1 (WASC Self-Study)*** (C. Sugimoto, Counselor) EA 1.2.2 (4) Continue to implement the following commitments of Caring School Communities: • Morning/Afternoon Circles • Cross-Age Buddies • Community Meetings ***WASC CAF #8 from MVCR*** (C. Sugimoto, Counselor) EA 1.2.2. (5) Review and revise PBIS program to strengthen staff understanding and commitment ***WASC CAF #5 from MVCR*** (C. Sugimoto, Counselor)	Percent of students, parents/guardians and staff agreeing that the school encourages positive behaviors. Behavior referrals Walkthrough data	☑ WSF, $8,000 ☐ 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. *Required for all schools.*		EA 1.2.3 (1) Review school values of the month in Hawaiian and have a plan of implementation for each grade level in the curriculum map ***WASC CAF #8 from MVCR*** (CC, C. Sugimoto) EA 1.2.3 (2) Identify connections between HĀ, GLOs, and classroom instruction to be more explicit for students. (N. Chung)	Number of students that have completed HA orientation and/or training. Embedded into school culture.	☐ 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.*	3A 3B	EA 1.3.1 (1) Grade levels will implement 2 Project Based Learning projects during the school year. (CC) EA 1.3.1 (2) Reflect on and revise PBL units through the use of the Project Design Rubric, improving projects in at least one Design Element. (CC) EA 1.3.1 (2) Continue and strengthen partnerships with community organizations such as Kumuola (J. Okamoto) EA 1.3.1 (3) Literacy Day with Community members (HPD, HFD, newscasters, sports etc) to expose students to various career opportunities (D. Ho) EA 1.3.1 (4) Increase schoolwide activities by at least one activity over the school year. EA 1.3.1 (5) Expand field trip opportunities by: A. Creating a list of grade level field trips B. Aligning all field trips to grade level standards	PBL Unit Plans Percent of projects with career exploration and development activities. Percent of students participating in civic learning and active civic engagement.	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

		C. Vertically articulating to ensure opportunities vary amongst grade levels. (J. Okamoto		

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.*
2.1.1 All **teacher** positions are filled with qualified hires that include SIQ hours and/or TESOL certification by 26-27 SY.		EA 2.1.1. (1) Provide and regularly share EL PD opportunities available for teachers to support SIQ hours. ***WASC CAF #1 from MVCR*** (K. Leong)	Percentage of teachers with all SIQ hours completed and/or TESOL certification. Plan for teachers without SIQ hours/TESOL certification.	☑ 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.		EA 2.1.2 (1) In order to be effective, all teachers will be provided professional development including: ● EL PD ● Building Thinking Classrooms (BTC) ● Individual supports targeting individual needs ● HMH ELA curriculum ***WASC CAF #1 from MVCR*** (J. Okamoto) EA 2.1.2 (2) Implement a process to determine the effectiveness of professional development and provide feedback to improve effectiveness. (N. Chung, CC)	ILT Cycle of Professional Learning PD Agendas/ Sign-in Walkthrough data Percent of first-year and second-year teachers participating in the state-approved induction and mentoring program. Number of teachers participating in professional development beyond the 21 hours	☑ WSF, $ ☐ Title I, $ ☑ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ 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.*		EA 3.3.1 (1) Ensure SCC has full membership. ***WASC CAF #11 from MVCR*** (J. Okamoto) EA 3.3.1 (2) Hold regular meetings of SCC to discuss and solicit input regarding school improvement, initiatives and programs. ***WASC CAF #11 & #12 from MVCR*** (J. Okamoto) EA 3.3.1 (3) Hold elections for Committee members to fill vacant positions or anticipated vacancies. (J. Okamoto) EA 3.3.1 (4) Collaborate with the SCC chairperson and ensure school level plans and issues are agendized. (J. Okamoto)	SCC meeting agenda and minutes SCC roster All required stakeholders represented in SCC membership. Overall positive ratings on the SCC self-assessment survey.	☑ 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.*
3.3.2 All families are engaged in school events/activities and have regular two way communication.		EA 3.3.2 (1) Continue with quarterly Newsletter. ***WASC CAF #12 from MVCR*** (D. Ho) EA 3.3.2 (2) Regularly update School website. ***WASC CAF #12 from MVCR*** (N. Chung) EA 3.3.2 (3) Use School Messenger system to email parents. ***WASC CAF #12 from MVCR*** (J. Okamoto) EA 3.3.2 (4) Increase family event/activity (ex: PBL showcase, math night) on campus by at least 1 event. ***WASC CAF #12 from MVCR*** (D. Ho, J. Okamoto) EA.3.3.2 (5) Ensure feedback opportunities for parents/families through surveys or questionnaires after all events. ***WASC CAF #12 from MVCR*** (J. Okamoto)	Newsletter published in: -October -January -March -May Parent feedback after events School website Event flyers	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

★ Other Systems of Support				
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.*
[Insert school specific desired outcome] *(To add additional desired outcomes, duplicate this row, including source of funds checkboxes)*	[If applicable, reference the root/contributing cause from the Identified School Needs section]	[Include specific enabling activities or strategic actions being taken to achieve your desired outcome]; [Reference name of accountable lead(s) here]	[List the measures and/or evidence that will be used to monitor progress here]	☐ 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 Mānoa Elementary School's current bell schedule(s) and total student instructional hours per year. To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided bell schedule tool.	
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)*	1830
Did your school submit a SCC Waiver Request Form? Please explain.	No
Bell Schedule: https://docs.google.com/spreadsheets/d/1q_rbiDef4uyyhGPsf-a41yT7y3uP8eu8EVZOWoWkFgg/edit?gid=1942584572#gid=1942584572	