



Mayor John H. Wilson Elementary School

Academic Plan

SY 2026-2027

4945 Kilauea Avenue
808 305-0900
www.wilsonschoollhawaii.org

- ☐ Title I School
☒ Non-Title 1 School

Vision of a Hawai'i Public School Graduate

The Hawai'i 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 Hawai'i to fulfill their kuleana and strengthen their community.*

Submitted by Principal Ryan A. Amine

Ryan A. Amine

Apr 8, 2026

Approved by [FKK] Complex Area Superintendent: Rochelle Mahoe, Ph.D.

[Insert signature]

Date
04/08/2026

Rochelle Mahoe (Apr 8, 2026 13:43:18 HST)

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

TABLE OF CONTENTS

VISION, MISSION, 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

SCHOOL VISION AND MISSION

Vision Statement	Our Wilson 'Ohana encourages us to grow within and nurtures the desire to go beyond.
Mission Statement	Our Wilson 'Ohana commits to... • Helping all students progress towards their maximum potential. • Educating the whole child. • Accommodating different learning styles. • Promoting life-long learning. • Providing opportunities for students to demonstrate the acquisition of essential skills and the ability to solve problems. • Encouraging creativity. • Fostering the development of responsible attitudes and positive self-concepts.

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
	'23 Wonders ▾	ORIGO Stepping Stones 2.0 ▾		
	Select One ▾	Select One ▾		

	Select One ▾	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
Special Education	Teach Town			
English Learners	Imagine Learning			
K-1	ECRI			
K-1	Heggerty			
Gr. 2-5	Achieve 3000			
K-5	iReady	iReady		
4-5	Accelerated Reader			
3-5		Struggly		

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
Kindergarten - Fifth Grade	I-Ready ▾	I-Ready ▾
K-1	DIBELS ▾	

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:

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 ([Mayor John H. Wilson School CNA](#))
- ☐ Other current assessment/self-study report:
- ☒ Current Western Association of Schools and Colleges (WASC) report [[Mid-Cycle Report](#)]

Year of Last Visit: 2025

Type of Last Visit: Mid-Cycle Report (No Visit) ▾

Year of Next Action: N/A

Type of Next Action: **Select One ▾**

Year of Next Self-Study:

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> Overall proficiency in Reading showed a decline in proficiency. <u>Root/Contributing Cause:</u> ● Implementation of a new reading curriculum, requiring an adjustment period for both teachers and students ● Diverse student learning needs requiring additional differentiation and targeted interventions ● Inconsistent implementation of high-impact Visible Learning instructional practices
2	<u>Student Need:</u> Gaps in math proficiency exist for Economically Disadvantaged and Special Education students when compared to overall proficiency. <u>Root/Contributing Cause:</u> ● Gaps in foundational math skills that impact students' ability to engage with grade-level content ● Increased need for concrete learning experiences through the use of math manipulatives ● Limited opportunities for students to engage in math talk, explain reasoning, and learn from peers

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 (for all schools):</u> SPECIAL EDUCATION <u>Identified Student Need(s):</u> ● Low Achievement in Smarter Balanced Assessment ELA (13% proficiency) ● Low Achievement in Smarter Balanced Assessment Math (21% proficiency) ● Special education students are performing at or above in ELA, according to iReady results (21%) ● Special education students are performing at or above in Math, according to iReady results (26%)
2	<u>Targeted Subgroup:</u> Economically Disadvantaged Students <u>Identified Student Need(s):</u> ● Low Achievement in ELA (52% proficiency) ● Low Achievement in Math (60% proficiency)



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.	Collecting information about incoming kindergarten students is a mandatory component of the state's strategic plan. This information is used to best support the needs of our incoming kindergarten students.	Conduct the Kindergarten Entry Assessment for all new kindergarten students within the initial month of the school year. Teachers will utilize the Request for Assistance (RFA) process to systematically identify students with emotional, behavioral, or academic needs. Accountable Leads: Kindergarten Teachers and K-2 Academic Coach	One hundred percent of kindergarten students complete the Kindergarten Entry Assessment by the end of the first month of school. One hundred percent of kindergarten students identified through the RFA process will have an action plan in place to address their needs.	☐ 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.	75% of K-2 students are proficient or above in iReady ELA.	Teachers use explicit, small-group instruction in ELA aligned to learning targets and success criteria and leverage formative assessments to deliver differentiated instruction, with a targeted focus on students performing below proficiency. Teachers provide opportunities for students to engage in quality interactions during ELA tier 1 instruction. Accountable Leads: Principal and Academic Coaches	One hundred percent of teachers utilize small group instruction and/or quality interaction in ELA as evidenced in their quarterly learning walks. Eighty percent of students will have a growth of at least forty percent towards their EOY typical growth in their iReady Reading mid-year Assessment. Eighty percent of students will meet at least their typical growth in their iReady Reading end of the year assessment.	☐ 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.	74% of students in grades 3-5 are proficient or above in SBA Math.	Teachers use explicit, small-group instruction in Math aligned to learning targets and success criteria and leverage formative assessments to deliver differentiated instruction, with a targeted focus on students performing below proficiency. Implement the Understand, Plan, Solve, and Check framework through quality interactions during whole-group and small group instruction. Accountable Leads: Principal and Academic Coaches	One hundred percent of teachers utilize small group instruction and/or quality interaction in ELA as evidenced in their quarterly learning walks. Eighty percent of students will have a growth of at least forty percent towards their EOY typical growth in their iReady Math mid-year Assessment. Eighty percent of students will meet at least their typical growth in their iReady Math end of the year assessment.	☐ 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. <i>Required for all schools.</i>	52% of students showed adequate ELA growth on the 2024 Smarter Balanced Assessment 21% of Special Education students are proficient in SBA ELA, and 26% in SBA Math. 52% of Economically disadvantaged students are proficient in SBA ELA, and 60% in SBA Math	Monitor student progress through the Panorama Data and MTSS process (i.e. Kidtalk and RFA Process). Teachers engage in professional development that provide "Multiple Means of Representation," ensuring that information is accessible to students with different cognitive processing strengths. (example visual, auditory, kinesthetic) Special Education teachers attend professional development on specially designed instruction.	One hundred percent of students who scored in the RED on (iReady; Report Card; Dibels) will receive school-level interventions as evidenced by the RFA Action Plans. Eighty percent of students that includes students with special needs and economically disadvantaged will meet at least their typical growth in their iReady Reading and Math end of the year assessment.	☐ 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 preschool to elementary; from elementary to middle school; and non-natural transitions during the school year. <i>Required for all schools.</i>	Only 79% of entering Kindergarten students demonstrate Kindergarten readiness	Kindergarten Transition Summer Program will be offered to incoming high-risk students (no preschool, special needs, and EL). Determine attending students based on age. Younger students will be given priority to attend this program. Accountable Leads: Principal and Kindergarten Teacher Coordinate with middle schools to schedule a transition day for our fifth grade students. Accountable Leads: Counselor and Fifth Grade Teachers	Based on the first quarter report card, 80% of students attending the Kindergarten Transition program will earn a <i>Usually</i> or higher, on GLO 1 <i>Self-Directed Learner</i> and GLO 2 <i>Community Contributor</i>.	☐ 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>	93.5% of students attended 90% of school days in 2024-2025.	Continue to use the <u>attendance policy</u> established before the pandemic. Continue use of attendance cards during Arrivals to track tardies. Continue informing parents during open house/parent orientation about the attendance policy. *Accountable Leads: Counselors, SSC, and Principal	Less than 10% of all students will be in the YELLOW and RED for Attendance on the quarterly Panorama report. Reduce the chronic absenteeism rate to less than 5% in SY 2026-2027.	☐ 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>	In 2024-2025 there were 36 behavior referrals.	Teachers implement the Proactive Management Strategies. Monitor student progress through the Panorama Survey and MTSS process (i.e. Kidtalk). Teach SEL lessons emphasizing the 5Rs and Conflict Resolution Skills. (Intro to Choose Love) *Accountable Leads: Counselors, SSC and Principal	All students will decrease the number of office discipline referrals by 25% for SY 2026-2027. One hundred percent of teachers implement selected Proactive Classroom Management strategies as evidenced by a weekly Google Form. One hundred percent of students in Grades 3-5 who scored in the RED on the Panorama SEL Student Survey will receive school-level interventions as evidenced by the RFA Action Plans. One hundred percent of teachers implement the SEL Curriculum and/or incorporate SEL topics into their lessons as evidenced by a weekly Google Form.	☐ 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>	Current Panorama/School Climate data indicates that 34% of students do not feel a strong connection to their school community. A 66% favorability rating suggests that while a majority of students feel integrated, a significant minority, over one-third of the student body—experiences a "belonging gap."	Wilson School Staff will explicitly link the SEL focus skill of the month (e.g., greetings, gratitude, helpfulness, etc.) to one or more of the HĀ outcomes through classroom discussions, morning meetings, reflection activities, and recognition of positive student behaviors. Counselors and Teachers	The percentage of students reporting a favorable "Sense of Belonging" on the Panorama Student Survey will increase from 66% to 75%.	☐ 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>	Providing children with a diverse range of experiences during their K-5 years lays a strong foundation for their personal, academic, and professional development, while also contributing to the betterment of society as a whole.	Organize and coordinate with various volunteers to speak at the annual Career Day event. Accountable Lead: Counselors	One hundred percent of students will gain exposure to various career opportunities through community presentations at Career Day.	☐ 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, career academies, or International Baccalaureate (IB) programmes.	Preparing students for challenging coursework aligned with career pathways sets them up for success in both their academic and professional lives.	Wilson School offers extracurricular opportunities for students such as: • After School Enrichment Classes • Speech Festival • Intramural Sports • Science Fair Accountable Leads: Event Chairs, PE Teacher, Principal	At the end of the school year, Wilson School offers at least 4 extracurricular	☐ 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.	100% of teachers are 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	100% of Teachers will be highly qualified in #1 August 2026 #2 October 2026 #3 October 2026 & January 2027	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ Grant: __, \$ ☐ Other: __, \$



PRIORITY 2: High-Quality Educator Workforce In All Schools

2.1.2. All **teachers** are effective or receive the necessary support to become effective.

Retention and recruitment data

Teachers engage in professional learning walks with administration and colleagues.

Teachers participate in data team meetings that improve their practice.

Accountable Leads: Principal and Academic Coaches

One hundred percent of teachers receive quarterly debrief via the learning walk.

One hundred percent use data to improve their instruction measured by quarterly data team minutes.

- ☐ WSF, \$
- ☐ Title I, \$
- ☐ Title II, \$
- ☐ Title III, \$
- ☐ Title IV-A, \$
- ☐ Title IV-B, \$
- ☐ IDEA, \$
- ☐ SPPA, \$
- ☐ Homeless, \$
- ☐ Grant:__, \$
- ☐ Other:__, \$



PRIORITY 3: Effective and Efficient Operations At All Levels

★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.

Desired Outcome <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>	School Community Councils will meet at least once quarterly to address and monitor school improvement initiatives. The SCC will host two community meetings each year.	The minutes of the quarterly SCC meetings will be uploaded to the school's website within one week following each respective meeting. The meeting agenda will be posted at least six days before each SCC meeting. Accountable Leads: SCC Chair and Principal	School Community Councils will meet at least once quarterly to address and monitor school improvement initiatives. The SCC will host two community meetings each year as evidenced by our meeting 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 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>	Family engagement in schools contributes to positive student outcomes, including improved child and student achievement, decreased disciplinary issues, improved parent-teacher and teacher-student relationships, and improved school environment	Wilson School will host a Meet and Greet Night, Parent-Teacher Conference, and Celebrate Learning events. Accountable Leads - Principal and Grade 1	Eighty percent of parents will attend each of the events.	☐ WSF, \$ ☐ Title I, \$ ☐ Title III, \$ ☐ 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 **Mayor John H. Wilson 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 **Oct 23, 2025** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Mar 5, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☐ Other (list): Faculty Meetings, ART Meetings, Leadership 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 5, 2026**

Attested:

Mayor John H. Wilson Elementary School Principal	Signature	Date
Ryan A. Amine	<u>Ryan A. Amine</u> Ryan A. Amine (Apr 5, 2026 07:06:28 HST)	☐ Date 4/8/26
SCC Chairperson	Signature	Date
Drew Saranillio	<u>Drew Saranillio</u> Drew Saranillio (Apr 7, 2026 07:59:09 HST)	☐ Date 4/8/26

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:
NA		
NA		
NA		

SCC Comments: Statement of Problem or Concerns regarding the Academic Plan and Financial Plan review process.	None at this time.
---	--------------------

Attested:

SCC Chairperson	Signature	Date
Drew Saranillo	 Drew Saranillo (Apr 7, 2026 07:59:09 HST)	☐ Date 4/8/24

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>	1083
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement
Mayor John H. Wilson Elementary School Bell Schedule: Bell Schedule	