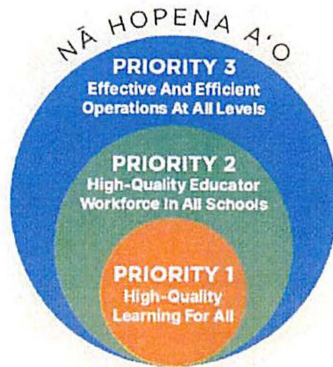




Makalapa Elementary School Academic Plan SY 2026-2027

4435 Salt Lake Blvd, Honolulu, HI 96818
(808) 307-6500
<https://www.makalapael.org/>

- ☒ Title I School
☐ Non-Title I School

Submitted by Principal: Stephanie Shigemasa

[Insert signature]

Date
4-8-26

Approved by Complex Area Superintendent: John Erickson

John Erickson

John Erickson (Apr 9, 2026 15:32:18 HST)

Directions for completing the School Academic Plan template can be found in the Academic Plan Template Guidance document.

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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
Grades 2-6	'20 Into Reading ▾	i-Ready Classroom Mathematics ▾		
Grade K-1	Success for All ▾	i-Ready Classroom Mathematics ▾		
	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
K-6	MSL/OG		STEMscopes, Mystery Science, BrainPop	BrainPop

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-6	I-Ready ▾	I-Ready ▾
1-6	AIMSWEB+ ▾	Select One ▾
	Select One ▾	Select One ▾

HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

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

How does your school document **HMTSS student interventions**? Please select all that apply. If "Other" is selected, please explain.

☒ Panorama ☒ School-created template ☐ Other:

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: [Insert text]
- ☒ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: 2025

Type of Last Visit: Mid-Cycle Report & Visit -

Year of Next Action: 2028

Type of Next Action: Full Self-Study -

Year of Next Self-Study:

2028

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> Students demonstrate inconsistent mastery of foundational skills and grade-level standards across ELA, Math, and Science, resulting in stagnant or fluctuating academic growth across the core curriculum. <u>Root/Contributing Cause:</u> 1A. Inconsistent utilization of core curricula across grade levels and an absence of a standardized monitoring process (e.g. Learning Walks) to ensure instructional fidelity. 1B. Inconsistent use of common, school-wide teaching strategies. 1C. Insufficient built-in support within Tier 1 instruction for EL and SpEd students in grade-level content. 1D. Lack of formal onboarding system or instructional "playbook" for staff transitioning into the school.
2	<u>Student Need:</u> Students exhibit a lack of foundational self-regulation and social-emotional coping skills, resulting in behavioral disruptions that negatively impact their ability to maintain focus and engage safely in the learning environment. <u>Root/Contributing Cause:</u> 2A. Varied expectations and inconsistent application of consequences for student behavior. 2B. Absence of a centralized system for tracking and communicating behavioral interventions, making it difficult to maintain consistency across different staff members and administration. 2C. Inconsistent integration of Social-Emotional Learning (SEL) into the learning environment, limiting students' opportunities to practice proactive self-regulation.

3	<u>Student Need:</u> Students with persistent academic and behavioral gaps struggle to demonstrate adequate growth over time and remain below grade-level proficiency due to unresolved, underlying learning deficits. <u>Root/Contributing Cause:</u> 3A. Absence of common grade level data/assessments to determine a student's strengths and weaknesses. 3B. Inconsistent MTSS process, data collection, and progress monitoring tools across grade levels; RTI entry and exit criteria for each grade level is unclear. 3C. Inadequate professional development for staff on high-leverage intervention strategies and data-tracking processes.
---	---

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: ELL students Identified Student Need(s): ELL students demonstrate a critical gap in academic language acquisition, domain-specific vocabulary, and reading comprehension. This language barrier significantly impedes their ability to access, process, and demonstrate mastery of grade-level Tier 1 content across all core curriculum areas. • SBA ELA Proficiency: 42% demonstrating proficiency on the SBA with an Achievement Gap of 25%. • SBA Math Proficiency: 38% demonstrating proficiency on the SBA with an Achievement Gap of 18%. • HSA Science Proficiency: 20% demonstrating proficiency on the SBA with an Achievement Gap of 28%.
2	Targeted Subgroup: SpEd identified students Identified Student Need(s): SPED identified students demonstrate a need for differentiated learning material, modified pacing, and explicit scaffolding to successfully process and retain Tier 1 core instruction. These foundational cognitive and academic gaps severely impact their ability to independently meet grade-level standards. • SBA ELA Proficiency: 11% demonstrating proficiency on the SBA. • SBA Math Proficiency: 28% demonstrating proficiency on the SBA. • HSA Science Proficiency: 25% demonstrating proficiency on the SBA.
3	Targeted Subgroup: Military-connected students Identified Student Need(s): Military-connected students at Makalapa demonstrate a critical need for instructional continuity due to high transiency. Our school's stability rate remains significantly lower than the national average of 90%, with a consistent three-year average "churn" rate of approximately 25% (combined incoming and outgoing students). The transient nature correlates with inconsistent achievement gaps in core curriculum areas with their performance fluctuating significantly due to mid-year transitions: • SBA ELA Proficiency: Proficiency peaked at 78% in SY 23-24, but showed a sharp decline to 61% SY 24-25, mirroring a high total transiency rate. • SBA Math Proficiency: Performance has seen a steady downward trend from 63% to 56% over the last three years. • HSA Science Proficiency: Proficiency dropped to 46% in SY 24-25.



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>	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2027. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 11, 2026	AMR Semester 2 Check May 14, 2027

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.	1A, 1B, 1C	EA1.1.2 (1) Strengthen Tier 1 ELA instruction using an evidence-based core program that integrates the five key components of reading instruction (phonemic awareness, phonics, fluency, vocabulary, and comprehension) and strategically utilizes research-based phonics programs to address readers across all grade levels.	Instructional Learning Walks (ELA curriculum focused) [Leading]	WSF, \$ - Title I, \$ -		
	1D, 3C	EA1.1.2 (2) Provide professional development that equips all staff with best practices and targeted strategies to effectively address student needs in ELA.	PLC Minutes [Leading] Resource Access Audit [Leading]			
	3A, 3B	EA1.1.2 (3) Facilitate structured, data-driven collegial conversations (PLCs) focused on student needs. Teams will systematically analyze student progress to refine pacing guides, identify standard-specific gaps, and make timely adjustments to RTI intervention groups. Admin, CC	Universal Screening Growth [Lagging] Progress Monitoring Trends [Lagging] Smarter Balanced Assessment Proficiency (Gr. 3-6) [Lagging]			

Mathematics Proficiency 1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient. <i>Required for AMR schools.</i>	1A, 1B, 1C	EA1.1.3 (1) Strengthen Tier 1 mathematics instruction using an evidence-based core program (i-Ready Classroom Mathematics) that balances conceptual understanding, procedural fluency, and application. Instruction will strategically utilize the key instructional practices, such as the Try-Discuss-Connect (TDC) process, productive struggle, student-centered discourse, and the Concrete-Pictorial-Abstract (CPA) progression, to ensure grade-level standards are accessible to all learners.	Instructional Learning Walks [Leading] PLC Minutes [Leading] Resource Access Audit [Leading] Universal Screening Growth [Lagging]	WSF, \$ - Title I, \$ -		
	1D, 3C	EA1.1.3 (2) Provide professional development that equips all staff with best practices and targeted strategies to effectively address student needs in mathematics.	Progress Monitoring Trends [Lagging]			
	3A, 3B	EA.1.1.3 (3) Facilitate structured, data-driven collegial conversations (PLCs) focused on student needs. Teams will systematically analyze student progress to refine pacing guides, identify standard-specific gaps, and make timely adjustments to interventions based on student needs. Admin, CC	Smarter Balanced Assessment Proficiency (Gr. 3-6) [Lagging]			

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>	1B, 1C, 1D 2B, 3A, 3B	EA.1.1.4 (1) Integrate research-based instructional strategies, such as AVID WICOR frameworks and Thinking Maps, into daily Tier 1 instruction across all curricular areas. EA.1.1.4 (2) Strengthen and coordinate academic support systems to provide timely, targeted assistance. This activity targets our ELL and SPED subgroups by aligning EL pull-out/push-in services and SPED inclusion support with core Tier 1 instruction. By coordinating these specific personnel, we ensure ELL and SPED students receive tailored scaffolding to access grade-level ELA and Math standards. Admin, CC	Instructional Learning Walks [Leading] PLC Minutes [Leading] Universal Screening Growth [Lagging] Progress Monitoring Trends [Lagging] Smarter Balanced Assessment Proficiency (Gr. 3-6) [Lagging]	Title I, § -		
1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school. <i>Required for all schools.</i>	1D, 2D, 3B	EA.1.1.5 (1) Implement targeted transition programs, such as Middle School visitation, AMS AVID/Transition night Radford Complex Transition Plan to address student transitions from elementary to middle school addressing academic, social, and emotional needs. EA.1.1.5 (2) Implement transition programs to address student academic, social, and emotional needs. This activity addresses our Military-connected subgroup, which faces a 25% transiency rate. By utilizing the Anchored4Life program and Military Interstate Children's Compact Commission's (MIC3) guidelines, we will rapidly integrate incoming military students into our school culture. Admin, CC	Event Participation [Leading] PLC Minutes [Leading] Event Survey [Lagging]	WSF, § - Title I, § -		

★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2027. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 11, 2026	AMR Semester 2 Check May 14, 2027
1.2.1. All students desire to and attend school regularly. <i>Required for all schools.</i>	1B, 1C	EA.1.2.1 (1) Cultivate a high-engagement Tier 1 environment by integrating research-based instructional strategies, such as AVID WICOR frameworks, Thinking Maps, and Project-Based Learning (PBL) across all curricular areas.	Instructional Strategies Checks [Leading]	WSF, \$ -		
	2A, 2C	EA.1.2.1 (2) Strengthen school-wide systems that foster belonging and a supportive school climate, including mentoring programs, collaborative programs, and positive behavior recognition (awards). These systems will prioritize building relational capacity between staff-to-students and student-to-student, such as Anchored 4 Life (A4L), Student Council, Student of the Week, Rams Bucks, and Lunch Bunch.	Mentoring & Award Logs [Leading] After-School/ Co-curricular Participation [Leading]			
	2C	EA.1.2.1 (3) Provide diverse after-school and co-curricular activities that offer real-world learning connections, fostering a sense of belonging and purpose outside the classroom.	Attendance Tracking (Daily, Awards, Quarterly, Letters) [Lagging]			
	2B, 3B	EA.1.2.1 (4) Establish a proactive attendance tracking system that identifies barriers to regular attendance.	Chronic Absenteeism Rate [Lagging] School Survey Data (Panorama Growth, SQS) [Lagging]			

		Admin, CC, Counselor				
1.2.2. All students demonstrate positive behaviors at school. <i>Required for all schools.</i>	2B, 3B, 3C 1D, 2A, 2C 2C	EA.1.2.2 (1) Strengthen and coordinate comprehensive systems of support, such as Student Action Plan (SAP), Malama Center, counseling services, Primary School Adjustment Project (PSAP), and A4L, to provide targeted intervention to address students' academic, social, emotional, and physical needs. EA.1.2.2 (2) Cultivate a positive school climate by building strong, intentional relationships among students, teachers, staff, parents, and stakeholders through understanding and reinforcement of our Core Values and Behavior Matrix. EA.1.2.2 (3) Provide diverse after-school and co-curricular activities that offer real-world learning connections, fostering a sense of belonging and purpose outside the classroom. Admin, CC, Counselor	After-School/ Co-curricular Participation [Leading] PBIS Tracking (RamsBucks, Student of the Week, Quarterly Awards) [Lagging] School Survey Data (Panorama Growth, SQS) [Lagging] Student Disciplinary Referral [Lagging]	Title I, \$ -		
1.2.3. All students experience a Nā Hopena A'o environment for learning. <i>Required for all schools.</i>	1B, 1D, 2C 1D, 3C	EA.1.2.3 (1) Integrate Nā Hopena A'o (HĀ) core values into the classroom and school-wide routines using Thinking Maps to explore BREATH values and aligning classroom management with the HĀ outcomes to foster a sense of belonging and Hawai'i-centric identity. EA.1.2.3 (2) Facilitate professional development and collaborative sessions that empower staff to participate in HĀ-aligned experiences with community stakeholders through authentic, place-based learning. Admin	Instructional Learning Walks [Leading] PLC Minutes (reviewing HĀ integration) [Leading] School Survey Data (Panorama Growth, SQS) [Lagging]	WSF, \$ -		

★ 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?"	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.	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2027. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 11, 2026	AMR Semester 2 Check May 14, 2027
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>	1B, 1D 1A, 1B, 2C 1B, 1C, 3C	EA.1.3.1 (1) Embed career exploration and civic engagement into Tier 1 instruction and through school events (Career Day, guest speakers, field trips). EA.1.3.1 (2) Implement Real-World Learning (RWL) and Project-Based Learning (PBL) across all grade levels, integrating career exploration, community engagement, and civic participation into project design. EA.1.3.1 (3) Teach and assess computer science, computational thinking, digital literacy, and 21st Century skills. Admin, CC	School Survey Data (Panorama Growth, SQS) [Lagging] PBL Launchpad Review [Leading] Volunteer/Community Member Logs [Leading] PBL Showcase [Lagging] Student Interest Survey [Lagging] School-Created Progress Reports [Lagging]	Title I, \$ -		



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>	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2027. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 11, 2026	AMR Semester 2 Check May 14, 2027



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> Estimate the additional amount needed for enabling activities.	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2027. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 11, 2026	AMR Semester 2 Check May 14, 2027
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>	N/A	EA.3.3.1 (1) Solicit members from the parent, community, staff, and students to sit on SCC to support the school in the decision making process. Admin, SCC Members	SCC Sign-In & Minutes [Leading]	Funding Source -		

★ 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> Estimate the additional amount needed for enabling activities.	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2027. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 11, 2026	AMR Semester 2 Check May 14, 2027
Family engagement MES.3.3.2 Provide opportunities to families that encourage parent participation to build student self confidence and home-school relationships. <i>Required for AMR schools.</i>	1B, 1D, 2B 1C, 2A, 2C	MES.3.3.2 (1) Maintain a comprehensive communication network (School Messenger, School Marquee, emails, website, monthly parent newsletter) to provide parents with real-time updates. This includes standardized use of student planner/binders as a daily bridge between the classroom and home. MES.3.3.2 (2) Facilitate family events (Family Nights, Curriculum Fairs, Student Showcases, Meet and Greet/Open House, Parent-Teacher Conference) that provides opportunities for parents to experience their child's instruction, equipping parents with specific tools to support their child's learning goals at home. Admin, CC, Counselor, PCNC (Parent Community Networking Center), Grade Level Chairs	Family Event Feedback [Leading] Parent-Teacher Conference Attendance [Lagging] School Survey Data (Panorama Growth, SQS) [Lagging]	Title I, \$ -		

★ Other Systems of Support						
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.	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2027. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 11, 2026	AMR Semester 2 Check May 14, 2027
HMTSS MES.3.3.3 Utilize the HMTSS framework to effectively provide targeted interventions and supports, resulting in accelerated learning for all students and a measurable reduction in the achievement gap. <i>Required for AMR schools.</i>	1D, 3A, 3B 2B, 3A, 3B 1C, 3B, 3C	MES.3.3.3 (1) Administer academic and behavioral universal screeners at designated intervals. To support implementation, teachers will be provided with initial training on the screening tools and dedicated, administration-facilitated PLC time to collaboratively analyze the data and identify students in need of additional support. MES 3.3.3 (2) Provide targeted Tier 2 and 3 interventions using research-based strategies. Teachers will receive ongoing professional development on high-leverage intervention strategies (e.g., specific reading/math interventions) and how to effectively utilize progress monitoring tools to assess student response to intervention and trigger instructional pivots. Admin, CC, Counselor, SSC, Grade Level Chairs	PLC Minutes [Leading] HMTSS Audit [Leading] Universal Screening Growth [Lagging] Progress Monitoring Trends [Lagging] Data Chat Logs [Lagging] Panorama [Lagging] SAEBRS [Lagging]	WSF, \$ -		

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.

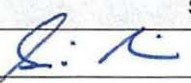
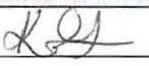
The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name 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 **Makalapa Elementary School** School Community Council (SCC) recommends the school plans to the Complex Area Superintendent for approval and assures the following:

1. The SCC is correctly constituted and was formed in accordance with the Board of Education policy, Department of Education procedures and state law.
2. The SCC reviewed its responsibilities under the Board of Education policy, Department of Education procedures and state law, including those related to the review of the Academic Plan and Financial Plan.
3. The SCC sought and considered all recommendations from the school community or committees before recommending the plans for approval. (Check all that apply)
 - ☒ A School Community Council Meeting was conducted on ^{3/23/26} ☐ Date to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on ^{3/23/26} ☐ Date to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☐ Other (list): [Insert text. Examples: School Leadership Team, Curriculum Committee, School Safety Committee]
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: ☐ Date

Attested:

Makalapa Elementary School Principal	Signature	Date
Stephanie Shigemasa		☐ Date 3-23-26
SCC Chairperson	Signature	Date
Kinsley Godwin		☐ Date 3-26-26

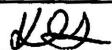
SCC Recommendations to the Academic Plan and Financial Plan:

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		

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

Attested:

SCC Chairperson	Signature	Date
Kinsley Godwin		Date 3-26-26

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 <u>hours per year</u> (Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)	1505
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement
Makalapa Elementary School Bell Schedule: Makalapa SY 26-27 Bell Schedule	