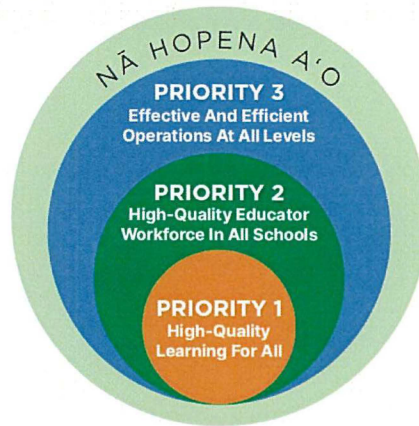




Moanalua Elementary School Academic Plan SY 2026-2027

1337 Mahiole Street
(808)305-1200

<https://www.moanaluaelementary.org/>

- ☐ Title I School
☒ Non-Title 1 School

Submitted by Principal: Lynda Galera

A handwritten signature in blue ink, appearing to read "Lynda Galera", is written over the signature line.

4/7/26

Approved by Complex Area Superintendent: John Erickson

John Erickson

John Erickson (Apr 9, 2026 12:20:09 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
K-5	'23 Wonders ▾	i-Ready Classroom Mathematics ▾		
6	'23 CommonLit 360 6-8 ▾	i-Ready Classroom Mathematics ▾		

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

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
2-6	IXL	IXL		
K-6			Generation Genius	
Gr 3-6	Kidbiz			

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-6	I-Ready ▾	I-Ready ▾

HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

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

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

☐ Panorama

☒ School-created template

☐ Other:

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: [\[WASC self study report\]](#)
- ☐ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: 22-23]

Year of Next Action: 28-29

Year of Next Self-Study:

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

Type of Next Action: Full Self-Study -

N/A

Please identify **critical student learning needs** and the **root/contributing cause** why these needs have been prioritized.

"What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?"

Please number the student need and root/contributing cause for ease of cross-referencing.

1	<u>Critical Student Learning Need #1: Increase Student Engagement</u> Students need to demonstrate active participation by remaining on task, consistently responding to frequent opportunities for active engagement throughout the lesson. <u>Root/Contributing Cause:</u> 1a: Instructional practices are inconsistently implemented to provide frequent opportunities for active participation, checks for understanding, and structured engagement strategies, resulting in students being passive or off task during lessons.
2	<u>Critical Student Learning Need #2: Strengthen Social Emotional Learning and Positive Behaviors for All Learners</u> Students need to strengthen social-emotional competencies and positive behaviors that support learning, such as increasing self-efficacy (Grades K–2), emotional regulation (Grades 3–6), and responsible behavior across all grade levels. <u>Root/Contributing cause(s):</u> 2a: Schoolwide social-emotional learning and behavior supports are not consistently implemented with fidelity, resulting in some students lacking the skills needed for self-efficacy, emotional regulation, and positive behavior that support academic learning. 2b: Variable teacher knowledge of how to examine data and implement next steps.

3	<u>Critical Student Learning Need #3: Close the Achievement Gap for High Need Learners (Sped, EL, Disadvantage Learners) in Math</u> High-need learners need to improve proficiency in Number and Operations in Base Ten (Grades K–5) and The Number System (Grade 6), including place value, computation, and application of number concepts to meet grade-level expectations. <u>Root/Contributing Cause:</u> 3a: Varying levels of teacher training and professional development in meeting the diverse needs of all learners. Core instruction and Tier 2 supports are not consistently aligned to priority math standards or adjusted based on student data, resulting in high-need learners not developing sufficient proficiency in place value, computation, and number sense in Number and Operations in Base Ten (Grades K–5) and The Number System (Grade 6).
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To address student subgroup(s) achievement gaps, please list the **targeted subgroup(s)** and their **identified need(s)**. Enabling activities should address identified subgroup(s) and their needs.

1	<u>Targeted Subgroup:</u> Economically Disadvantaged <u>Identified Student Need(s):</u> Math 45.1%, ELA 53% SBA MES CNA data
2	<u>Targeted Subgroup:</u> Special Education <u>Identified Student Need(s):</u> Math 15.2%, ELA 21.7% SBA MES CNA data
3	<u>Targeted Subgroup:</u> English Language Learners <u>Identified Student Need(s):</u> Math 48.3%, ELA 51.6% SBA MES CNA data



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> 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
1.1.1. 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.	1A 2A 2B 3A	EA.1.1.2 (1) Assess all kindergarten students using the Kindergarten Entry Assessment (KEA) and provide necessary and timely support to develop foundational skills for learning. Nicole Yamada: Curriculum Coach Tiffany Chinen: Instructional Specialist	Initial Outcomes: Intermediate Outcomes: Lagging Indicators: 100% of kindergarten students are administered the KEA in the first 30 school days of entry into kindergarten. By the end of the 2026–2027 school year, kindergarten students will meet MTSS targets based on i-Ready Reading and	WSF, \$ -		

			Mathematics universal screener data, with at least 80% of students performing at Tier 1, no more than 15% at Tier 2, and no more than 5% at Tier 3. □			
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 3A	EA.1.1.2 (1) Assess all K-6 students in reading at least three times per year (i.e., universal screeners) and provide targeted support based on reading needs. Tiffany Chinen: Instructional Specialist	Initial Outcomes: Intermediate Outcomes: Lagging Indicators: By the end of the 2026–2027 school year, students in Grades K–6 will meet MTSS targets in Reading based on i-Ready universal screener data, with at least 80% of students at Tier 1, no more than 15% at Tier 2, and no more than 5% at Tier 3 at each grade level.	WSF, \$ -		

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 3A	EA.1.1.3 (1) Assess all K-6 students in mathematics at least three times per year (i.e., universal screeners) and provide targeted support based on mathematics needs. 1) Strengthen clarity of learning targets (optional: with success criteria) across all K-6 classrooms, with a focus on priority mathematics standards. 2) All K-6 classrooms will consistently implement formative assessment practices to inform instruction and small-group support. Nicole Yamada: Curriculum Coach Tiffany Chinen: Instructional Specialist	Initial Outcomes: Intermediate Outcomes: Lagging Indicators: By the end of the 2026–2027 school year, students in Grades K–6 will meet MTSS targets in Mathematics based on i-Ready universal screener data, with at least 80% of students at Tier 1, no more than 15% at Tier 2, and no more than 5% at Tier 3 at each grade level. By the end of the first semester of the 2026–2027 school year, 80% of classrooms will consistently post and reference aligned learning targets (success criteria is optional) for priority math standards.	WSF, \$ -		
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			By the end of the 2026–2027 school year, 100% of classrooms will consistently post and reference aligned learning targets (success criteria is optional) for priority math standards. By the end of the 2026–2027 school year, at least 80% of students in Grades K–6 will be able to explain the learning target in mathematics. By the end of the 2026–2027 school year, at least 80% of students in Grades 5–6 will be able to explain how their math learning applies to real-world situations.			
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			By the end of first semester of SY2026-2027, 80% of all classrooms consistently use formative assessments to check for understanding. (e.g. exit tickets, individual whiteboards, Total Participation Technique strategies) daily in math. By the end of SY2026-2027, 100% of all classrooms consistently use formative assessments to check for understanding. (e.g. exit tickets, individual whiteboards, Total Participation Technique strategies) daily in math.			
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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>	1A 3A	Moanalua Elementary School will implement a Multi-Tiered Systems of Support (MTSS) process effectively. Students who are struggling will be able to maximize growth academically for all learners in Tiers 1, 2, and 3 and make significant gains to <u>close the academic gap between themselves and their grade level peers.</u> Moanalua Elementary School continues to revise and refine effective reading and math supports and progress monitoring systems to address all students' needs. Data is collected so that students receive timely and necessary support to show continued academic growth in reading and math. EA.1.1.4 (1) - Teachers complete/update a Student Profile sheet each month for students of concern and/or those requiring tier 3 support (including students who receive EL and Sped services). Those students are discussed and progress is tracked in the peer reviews that are held every six weeks. EA.1.1.4 (2) - Grade level teachers collect and analyze class data in their data team meetings and use the information to plan for instruction and interventions. EA.1.1.4 (3) - Moanalua Elementary School will increase the number of model teams by adding two grade levels annually. (Currently, 6 out of 7 grade level teams have received training since SY23-24. And 100% of the teachers have received an overview training on the Impact Teams process) Tiffany Chinen: Instructional Specialist Nicole Yamada: Curriculum Coach	Initial Outcomes: Intermediate Outcomes: Lagging Indicators: By the end of the 2026–2027 school year, students in Grades K–6 will meet MTSS targets in Reading and Mathematics based on i-Ready universal screener data, with at least 80% of students at Tier 1, no more than 15% at Tier 2, and no more than 5% at Tier 3 at each grade level.	WSF, \$ -		

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>	1A 2A 2B 3A	EA.1.1.5 (1) Assess all K-6 students in reading and math at least three times per year (i.e., universal screeners) and provide targeted support based on reading and math needs. Nicole Yamada: Curriculum Coach Tiffany Chinen: Instructional Specialist	Initial Outcomes: Intermediate Outcomes: Lagging Indicators: By the end of the 2026–2027 school year, students in Grades K–6 will meet MTSS targets in Reading and Mathematics based on i-Ready universal screener data, with at least 80% of students at Tier 1, no more than 15% at Tier 2, and no more than 5% at Tier 3 at each grade level.	WSF, \$ -		
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★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>	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>	1A 2A 2B	E.A. 1.2.1 (1) Moanalua Elementary School will implement targeted interventions, supports, and attendance procedures for students identified as "at risk" and "at critical risk" for attendance based on data. Audrey Chinen and Monica Armstrong: Counselors Thien Ho: Vice Principal	Initial Outcomes: Intermediate Outcomes: Lagging Indicators: By the end of the 2026-27 school year, Moanalua Elementary will reduce the percentage of students determined to be "at-risk" for attendance (according to Panorama) by 15% compared to SY 2025-26 By the end of 2026-2027, Moanalua Elementary will	WSF, \$ -		

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reduce the percentage of students determined to be “at critical risk” for attendance (according to Panorama) by 10%, compared to SY 2025-26.

90% of students at Moanalua Elementary School attend 90% or more days of instruction.

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1.2.2. All students demonstrate positive behaviors at school. <i>Required for all schools.</i>	1A 2A 2B	Moanalua Elementary School will implement a Multi-Tiered Systems of Support (MTSS) to effectively address Social Emotional Learning (SEL) and Positive Behaviors. All stakeholders will have a <u>stronger sense of community</u>. Students will <u>feel safe, respected, valued</u> and be ready to learn. E.A. 1.2.2 (1) Moanalua Elementary School will continue to implement CharacterStrong as our evidence-based school wide Social Emotional Learning program and use the data to inform continuous improvement. E.A. 1.2.2 (2) Moanalua Elementary School counselors will implement Tier 2 SEL and behavior support for students with identified needs. E.A. 1.2.2 (3) Moanalua Elementary School classroom teachers will implement an essential schoolwide practice, Community Circle, daily during the designated SEL block. Melissa Nagamine-Inouye: Social Emotional Learning Coordinator Audrey Chinen, Monica Armstrong: Counselors Thien Ho: Vice Principal	Initial Outcomes: Intermediate Outcomes: Lagging Indicators: Panorama SEL Survey: By the end of SY 26-27, students in Gr. K-2 will increase their Self-Efficacy score to 73% (Winter 25-26: 68%) By the end of SY 26-27, students in Gr. 3-5 will increase their Emotional Regulation score to 55% (Winter 25-26: 50%)	WSF, \$ -		
			By the of SY 26-27, students in Gr. 6 will increase their Emotional Regulation score to 60% (Winter 25-26: 55)			

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Students identified as needing Tier 2 support for SEL and/or behavior will improve targeted behaviors by the end of SY 2026-2027, as measured by pre and post intervention data on CharacterStrong behavior monitoring tool. By the end of SY 2026-2027, Moanalua Elementary will reduce incident referrals by 10%, compared to SY 2025-2026.			
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			100% of Moanalua Elementary School classroom teachers will implement an essential schoolwide practice, Community Circle, on a daily basis and teach SEL Lesson at least once/week (topics will support the grade level area of need from the Panorama SEL survey) as evidenced by walkthrough data.			
1.2.3. All students experience a Nā Hopena A'o environment for learning.	1A 2A 2B 3A	E.A. 1.2.3. (1) Moanalua Elementary School teachers will receive training on the components of the Nā Hopena A'o (HĀ) framework.	Initial Outcomes: Intermediate Outcomes: Lagging Indicators:	WSF, \$ -		
<i>Required for all schools.</i>		Nicole Yamada: Curriculum Coach	100% of teachers will receive training on Nā Hopena A'o (HĀ).			

★ 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>	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>	1A 2A 2B 3A	E.A. 1.3.1 Moanalua Elementary School teachers will create, refine, and implement rigorous Problem Based Interdisciplinary units aligned to priority standards to develop 21st century skills and competencies to prepare students for career, community, and civic opportunities. Nicole Yamada: Curriculum Coach	Initial Outcomes: Intermediate Outcomes: Lagging Indicators: 100% of Grade Level teams will align their PBL interdisciplinary units to be at the "Developed" level based on the ICLE Learner Engagement rubric. Start with 1) Project Design Rubric	Title I, \$ -		



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?"	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
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	E.A. 3.3.1 (1) Provide training for School Community Council (SCC) members and provide information about the role and purpose of the SCCs will engage more stakeholders in shared decision-making to improve student achievement.	Initial Outcomes: Intermediate Outcomes: Lagging Indicators:	WSF, \$ -		
		E.A. 3.3.1 (2) Train SCC members on their roles and responsibilities (e.g., review school budget, academic plan, school data) E.A. 3.3.1 (3) Communicate about the role and functions of SCCs to promote purpose, membership and participation of stakeholders. Lynda Galera: Principal	Moanalua Elementary School will have representation from all required stakeholders in the SCC. Moanalua Elementary School Community Council meets regularly as scheduled.			

★ 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>	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
MES.1 Moanalua Elementary School will increase the family and community involvement focused on improving student academic achievement and school performance. <i>Required for AMR schools.</i>	Theory of Action: If we increase the engagement of parents/families, then it will improve student academic achievement and school performance. 1a 3a	MES.1 (1) Moanalua Elementary School will implement a variety of family and community engagement activities throughout the year that supports improving student academic achievement and school performance. Examples: • Grade K Parent Orientation and Training • Parent Training for SEL (area of need informed by survey and/or data) • Smarter Balanced Assessment Parent Training • iReady Parent Training • Grade Level PBL Showcase • Quarterly Fun Family Events • EL Family night Shana Valenzuela: Vice Principal	Moanalua Elementary School implements 100% of the family and community activities listed.	WSF, \$ -		

★ Other Systems of Support						
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
MES.2 The school continues to revise and refine the MTSS process to address all students' needs. Data is collected so that students receive timely and necessary supports.	1A 2A 2B 3A	MES.2 (1) See Priority 1.1.4 and 1.2.2 Instructional Specialist: Tiffany Chinen	See Priority 1.1.4 and 1.2.2	WSF, \$ -		
(To add additional desired outcomes, duplicate this row, including source of funds checkboxes) <i>Required for AMR schools.</i>						

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.

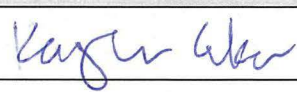
The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name 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 **Moanalua 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 **Nov 24, 2025** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Mar 23, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☒ Other (list): School Leadership Team, Grade Level Teams
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 23, 2026**

Attested:

Moanalua Elementary School Principal	Signature	Date
Lynda Galera		4/7/26
SCC Chairperson	Signature	Date
Kaylie Eko		4/7/26

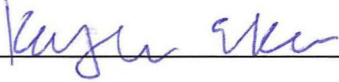
SCC Recommendations to the Academic Plan and Financial Plan:

The School Community Council, in review of the Academic and Financial Plans, has provided the principal with the following recommendations for consideration. These recommendations are included as a means to share these issues with the Complex Area Superintendent and to identify the action taken by the principal on the SCC recommendations. If no recommendations were made, please write "N/A." **SCC Chairperson signature is required on both pages.**

SCC Recommendation:	Rationale for the SCC Recommendation:	Principal's Response to SCC Recommendation:
N/A		
N/A		
N/A		

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

Attested:

SCC Chairperson	Signature	Date
Kaylie Eko		4/7/20

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)	1080
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement
Moanalua Elementary School Bell Schedule: Moanalua Elementary School Bell Schedule	