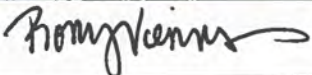




William R. Shafter Elementary Academic Plan SY 2026-2027

[2 Fort Shafter Honolulu 96819]
[808-305-1500]
[www.shafterelementary.com]

- ☐ Title I School
☒ Non-Title 1 School

Submitted by Principal: Rory Vierra	
	Apr 8, 2026

Approved by Complex Area Superintendent: John Erickson	
 <u>John Erickson</u> John Erickson (Apr 9, 2026 10:19:50 HST)	☐ Date

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	<u>English Language Arts</u>	<u>Mathematics</u>	Science	Social Studies
K	Wonders 2017 (k)	Developing Roots	Mystery Science and Generation Genius	Savvas: My World
1-3, 5-6	Wonders 20217 (g1-g6)	Think Mathematics	Mystery Science and Generation Genius	Savvas: My World
4	Wonders 20217 (g1-g6)	Think Mathematics	Mystery Science and Generation Genius	Hawaiians of Old
	Other: - Orton Gillingham - Basic	Other: - MSL - Math (R.Yoshimoto trainer)		
	Other: - Orton Gillingham - Morphology	Teacher Created -		

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 (Special Education)	Teachtown	Teachtown	Teachtown	Teachtown

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 -
K	KEA -	KEA -
3-6	ICA	ICA
K-6	Wonders Comprehension	Carson Dellosa
	Select One -	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: 2021-2022

Type of Last Visit: Full Self-Study ▾

Year of Next Action: 2025-2026]

Type of Next Action: Mid-Cycle Report & Visit ▾

Year of Next Self-Study:

2027-2028

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> ELA Achievement Gap - 29% <u>Root/Contributing Cause:</u> A. High turnover rate for sped teachers B. High turnover for ELL teacher C. New teachers to the school D. Transiency of students E. Training of new teachers in the program F. Started RTI for ELA (setting up a process) G. SpEd population has grown. Pulling from our "Non-High Needs" population into our "High Needs" population. This directly impacts the percentage.
2	<u>Student Need:</u> Math Achievement Gap - 16.5% <u>Root/Contributing Cause:</u> A. High turnover rate for sped teachers B. New teachers to the school C. Transiency of students

	D. New program selected (Think Math is constantly evolving) E. Training required for the new program F. No school-wide RTI for Math G. SpEd population has grown. Pulling from our "Non-High Needs" population into our "High Needs" population. This directly impacts the percentage.
3	<u>Student Need:</u> Understand the unique needs of Military Dependents (WASC Critical Need) <u>Root/Contributing Cause:</u> A. standardized, rapid-induction instructional system to assess and immediately differentiate for transient students. B. Limited training of teachers in military culture
4	<u>Student Need:</u> Social and Emotional Development of the WHOLE CHILD. <u>Root/Contributing Cause:</u> A. Lack of a standardized, rapid-induction instructional system to assess and immediately differentiate for transient students. B. High number of new teachers in the school C. Choose Love training not offered to new teachers D. Whole school implementation of "protective factors" (complex wide initiative)
5	<u>Student Need:</u> Science proficiency is 49% proficiency - DOWN 70% SY 23-24 and 65% SY 21-22 <u>Root/Contributing cause(s):</u> A. Lack of a standardized, rapid-induction instructional system to assess and immediately differentiate for transient students. B. New grade level teachers C. Focus on ELA/Math often pushes Science to the side, and students are struggling specifically with Measurement & Data (reading graphs). D. Elementary science assessments are heavily dependent on reading comprehension and technical writing. Our male students are demonstrating high conceptual math skills but are likely struggling with the literacy demands of the science test (reading complex labs and writing explanations).
6	<u>Student Need:</u> School-Wide Behavior Expectations <u>Root/Contributing cause(s):</u> A. Lack of a standardized, rapid-induction instructional system to assess and immediately differentiate for transient students. B. High number of new teachers C. Military impacted - deployment, cultural change,

To address student subgroup(s) achievement gaps, please list the **targeted subgroup(s)** and their **identified need(s)**. Enabling activities should address identified subgroup(s) and their needs.

1 **Targeted Subgroup:** Special Education Students

Identified Student Need(s):

- Behind in grade level reading and math
- Adverse Behaviors

2 **Targeted Subgroup:** English Language Learners

Identified Student Need(s):

- Program to help them learn English
- Behind in grade level reading and math
- Adverse behaviors

3 **Targeted Subgroup:** Tier 2 students

Identified Student Need(s):

- Behind in grade level ELA and Math
- Targeted interventions
- Small group setting



PRIORITY 1: High-Quality Learning For All

★ GOAL 1.1 All students experience rigorous, high-quality learning that results in equitable outcomes for all learners.

Desired Outcome "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?"	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
1.1.1. 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.	N/A	EA 1.1.1 (1) KEA assessment conducted for every incoming kindergarten student within 30 days. Accountable Lead: Kindergarten Teachers	KEA data 100% of kindergarten students will have KEA assessments completed within 30 days	☐ 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. All students will be able to decode texts fluently and understand the texts.	1A, 1B, 1C, 1D, 1E, 1G	EA 1.1.2 (1) School-wide RTI 3 times a week for 30 min. Students are broken up into tiers 1, 2, and 3. All teachers trained in Read Naturally and Orton-Gillingham for RTI. Accountable Lead: School-Wide, Curriculum Coordinator EA 1.1.2 (2) School-Wide consistency in addressing foundational needs and reading comprehension: Decoding - Orton-Gillingham, Phonemic Awareness, Phonics, Fluency, Vocabulary Language Comprehension - Inference, Informational, Literature Accountable Lead: K-3 teachers, Curriculum Coordinator EA1.1.2 (3) K-3 Vertical Alignment Meetings to discuss instructional strategies and standardize mastery expectations for the jump to 3rd grade. Accountable Lead: School-Wide, Curriculum Coordinator	iReady Screener, RTI Data, SBA, Wonders Data Teams, Grade level RTI Schedule iReady Screener, RTI Data, SBA, Wonders Data Teams Alignment minutes, Curriculum Maps, Common Formative Assessments	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$		
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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. All students will be able to make sense of quantities and their relationships in problem situations. <i>Required for AMR schools.</i>	2A, 2B, 2C, 2D, 2E, 2F, 2G	EA 1.1.3 (1) 100% of the teachers will be trained in Singapore math concepts of Concrete-Pictorial-Abstract. Accountable Lead: School-Wide RTI Coordinator All students will be able to identify relationships between numbers in a problem and take appropriate steps to find a solution. Common formative assessments (CFAs) can be given quarterly to help teachers monitor students' problem-solving skills and adjust instruction as needed across grade levels.	iReady Screener, RTI Data, SBA, Math Data Teams	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$		
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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, 1B, 1D, 1F, 1G, 2A, 2B, 2C, 2F, 2G, 3A, 3B	EA 1.1.4 (1) All students, regardless of subgroups, are screened through a school-wide process to establish each student into a tier. All students are afforded the opportunity to participate in interventions. All students are expected to achieve one year's appropriate growth in one year's time. Accountable Lead: Curriculum Coordinator Grade-level teachers Admin Sped Teachers EA 1.1.4 (2) Add activities for Co-training for EAs and SPED teachers and dedicated planning time for EAs to work with SPED teachers. Accountable Lead: Curriculum Coordinator Sped Teachers Admin EA 1.1.4 (3) Adjust the "Monitoring of Progress" to include Individual Growth Measures rather than just proficiency percentages, as your analysis suggests this is a fairer judgment of the SPED program's impact, given the changing population. Accountable Lead:	I-Ready math and reading diagnostics and growth measures and Tier 2 Read Naturally Progress Monitoring Articulation Minutes i-Ready data and data wall	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$		
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		Curriculum Coordinator Grade-level teachers Admin Sped Teachers				
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>	3A, 3B	EA 1.1.5 (1) Transition plan for students continuing in the complex to Moanalua Middle School, including Transition Days to visit the campus. Accountable Lead: 6th-grade teachers EA 1.1.5 (2) New program that was implemented at the end of SY 23-24. Teachers and student ambassadors were trained in Anchored for Life in April of 2024. Accountable Lead: PCNC and classroom teachers EA1.1.5 (3) Incorporate the "Rapid Induction/Welcome Team" model from the improvement plan. New students will be assessed within 48 hours for immediate intervention placement. Accountable Lead: Admin PCNC	Data for Middle school transition Data from Anchored for Life Data from Anchored for Life Data from classroom teachers, HMTSS monitoring	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$		

Science Proficiency SES 1.1.6 All students are proficient in science by the end of fifth grade, and those who are not proficient receive necessary and timely support to become proficient. <i>Fifth-grade students will be able to test and compare solutions in order to solve scientific problems based on criteria, materials, and costs.</i>	5A, 5B, 5C, 5D	EA SES 1.1.6 (1) <i>Fifth-grade students will be assessed on how to test and compare solutions in order to solve scientific problems based on criteria, materials, and costs.</i> <i>Implementing mystery science lessons that focus on real world problems and possible solutions.</i> **All grade levels will design tasks/problems/activities based on core ideas that would incorporate the following three areas: Science and Engineering process (SEP), Disciplinary Core Ideas (DCI), and cross-cutting concepts (CC)	SBA data Mystery Science assessments Data from classroom teachers	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$		
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★ 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.	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>	4A, 4B, 4C, 4D	EA 1.2.1 (1) Student ambassadors will welcome new students and parents on their first day of school. Accountable Leads: PCNC and classroom teachers EA 1.2.1 (2) Engaging students at the start of the school day with welcoming routines. Accountable Leads: Classroom teachers EA 1.2.1 (3) Parents informed in a timely manner of the total number of absences and tardies Accountable Leads: Classroom teacher, counselor, administration. EA 1.2.1 (4) ** "Tutor Teacher program" strategy for chronically absent students, where parents attend with students to	Attendance Records Activity Participation Lists Log of parent notification.	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$		

		work on makeup assignments, addressing missed work and deterring unexcused absences Accountable Leads: Tutor teacher, counselor, administration.				
1.2.2. All students demonstrate positive behaviors at school. <i>Required for all schools.</i>	6A, 6B, 6C	EA 1.2.2 (1) HMTSS/PBIS behavior matrix completed and discussed with teachers. EA 1.2.2 (2) QBS training conducted for teachers and aides with high needs students. EA 1.2.2 (3) Choose Love: Overview of the program presented to beginning teachers at the start of the school year. Accountable Lead: Student Support Team	Referral and suspension records Panorama SEL Survey Data Attendance records of teacher professional development	☐ 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>	N/A	EA 1.2.3 (1) Provide introduction of Na Hopena A'o and support for the school community to embed the HA beliefs and disposition in the school culture and across all settings. EA 1.2.3 (2) Integrating a Hawaiian Studies PTT into Articulation to cover concepts in Nā Hopena A'o	Panorama SEL Survey Data	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$		

★ GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>	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>	3A, 3B, 4B, 5B, 6A, 6C	EA 1.3.1 (1) Teachers provide opportunities to students through Field Trips, guest speakers, school-wide events and activities (Fall Festival, parent engagement activities) Accountable Lead: Focus Committee and Grade Level Chairs	Sign in for activities, field trip forms, Participation rate	☐ 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.	N/A			☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:___ \$ ☐ Other:___ \$		
1.3.3. All students graduate high school with a personal plan for their future.	N/A			☐ 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 "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
SES 2.1.1 -All teachers are highly qualified (licensed and certified). -All staff members undergo support through their appropriate evaluation and appraisal systems (EES, PAS, etc.) -School leadership and administration will constantly assess and reflect on current data to identify the needs of the school and provide appropriate	1A, 1B, 1C, 1E, 2A, 2B,, 2D, 2E, 3B, 4B, 4C, 5B, 6B	EA SES.2 (1) Continue to monitor teacher HQ status with district support. Provide all staff timely and targeted professional development based on identified school needs. School leadership and staff to undergo continuous professional development through internal or external resources (i.e. conferences, seminars, etc) EA SES.2 (2) Secure professional development training for SY 26-27. The leadership team will work with administration on the training and dates. Waiver days will be planned and application for additional waiver days will be submitted.	Teacher and Staff surveys (EES, SQS, etc), EES, PAS, CESSA, Walkthroughs and fidelity checks, parent surveys, etc.	☐ 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

and differentiated support to all staff. -School principal to align annual evaluation (CESSA) to school's academic plan.		Accountable Lead: Principal				
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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>	3A	EA 3.3.1 (1) SCC meetings to be held with the following focus areas: Part of the leadership structure at each school Enable shared decision-making among: the principal, teachers, school staff, parents, students and community members to improve student achievement Accountable Lead: Principal	SCC Minutes (every month)	☐ 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>	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
SES 3.3.2 Families and community opportunities offered at the school level <i>Required for AMR schools.</i>	3A, 3B	EA 3.3.2 (1) - Parent engagement nights (project-based) - Curriculum information sessions for parents. Sessions are linked to the professional development staff receive. Accountable Leads: Principal, Focus committees and grade level leads ****Grade level presentations - communicate the learning	Parent RSVPs and Sign-in Sheets	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:___ \$ ☐ Other:___ \$		

★ Other Systems of Support						
Desired Outcome "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?"	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
SES 3.3.3 Identified students are provided opportunities to close the achievement gap during summer break <i>Required for AMR schools.</i>	1D, 1G, 2C, 2G	EA 3.3.3 (1) Summer Learning Hub for Tier 2 and 3 students. Extended School Year conducted for identified Special Education Students Accountable Lead: Summer Learning Hub Director and SSC	Summer Learning Hub Grades IEP Progress Reports	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$		

APPENDIX A: SCHOOL COMMUNITY COUNCIL ASSURANCES FORM

One of a School Community Council's (SCC) main functions is to review the school's Academic Plan and Financial Plan for the upcoming school year and either recommend revisions of the plans to the principal or recommend the plans for approval by completing the SCC Assurances Form.

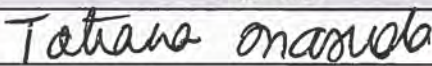
The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name and signature of the SCC chairperson must be included on both pages of the form, regardless of revisions or comments added to the second page.

Hawaii State Department of Education School Academic Plan and Financial Plan Annual Assurances and Recommendation for Approval

The **William R. Shafter Elementary** 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 **Mar 11, 2026 3:30 PM** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Mar 11, 2026 3:30 PM** 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:

William R. Shafter Elementary Principal	Signature	Date
Rory Vierra		Mar 11, 2026
SCC Chairperson	Signature	Date
Tatiana Masuda		Mar 11, 2026

SCC Recommendations to the Academic Plan and Financial Plan:

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

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

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

Attested:

SCC Chairperson	Signature	Date
Tatiana Masuda	Tatiana Masuda	Date 4/8/2020

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 (Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)	1107
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☒ Yes ☐ No ☐ N/A, we meet the requirement
William R. Shafter Elementary Bell Schedule: Shafter Elementary Bell Schedule for SY26-27	