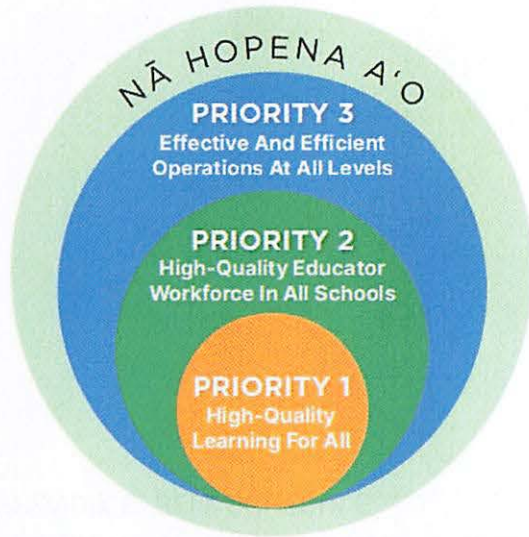
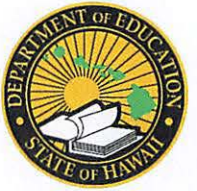




Wahiawa Elementary Academic Plan SY 2026-2027

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- ☒ Title I School
☐ Non-Title 1 School

Submitted by Principal: Sean Takashima

Sean Takashima

Mar 27, 2026

Approved by Complex Area Superintendent: Ernest Muh

Ernest Muh

MAY - 1 2026

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

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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
	DIBELS	
	I-Ready ▾	I-Ready ▾
	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:
- ☒ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: 2023

Type of Last Visit: Full Self-Study -

Year of Next Action: Discontinuing WASC

Type of Next Action: **Select One** ▾

Year of Next Self-Study:

[Discontinuing WASC]

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> Increase achievement in reading <u>Root/Contributing Cause:</u> - Students are lacking in language comprehension skills (background knowledge, vocabulary, language structures, verbal reasoning, literacy knowledge); students need differentiated and Tier 2 and 3 instruction in these areas. - Students are lacking in Word recognition skill (phonological awareness, decoding, sight recognition); students need differentiated and Tier 2 and 3 instruction in these areas. - Student absenteeism leading to reduced instructional time. - Students show delayed development of executive functioning skills (e.g. planning, time management, task initiation, organization, problem-solving, flexibility, working memory, emotional control, impulse control, attentional control, self-monitoring); students need strategies that support self-regulation.
2	<u>Student Need:</u> Increase achievement in math <u>Root/Contributing Cause:</u>

	1. Students still lack number sense (understanding quantities, how numbers relate to each other, ability to compose and decompose numbers, ability to make sense of various number representations such as symbolic, concrete with objects, pictorial, verbal, mental); students need differentiated Tier 2 and 3 instruction in these areas. 2. Students lack fluency skill (use math understanding to efficiently perform a variety of computations)' students need differentiated Tier 2 and 3 instruction in these areas. 3. Conceptual knowledge (understanding how and why math works in order to solve problems); students need to learn from concrete to abstract. 4. Student absenteeism leading to reduced instructional time.
3	<u>Student Need:</u> Increase daily attendance rate <u>Root/Contributing Cause:</u> 1. Prevalence of illnesses 2. Family Trips 3. Transportation to school 4. Motivation to attend school; understanding the importance of education; anxiety to attend school
4	<u>Student Need:</u> Increase social-emotional growth in the area of growth mindset <u>Root/Contributing Cause:</u> 1. Feeling the work is too difficult; a negative belief system. 2. Not feeling positively connected to a school adult 3. Not having clear, attainable goals that includes support

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> English Learners <u>Identified Student Need(s):</u> 1. Language development (input) - ability to create meaning from a text (comprehension) through academic vocabulary; ability to understand the vocabulary and sentence structures that are spoken to them. 2. Language development (output) - ability to communicate their findings/thinking through oral discourse and writing.
2	<u>Targeted Subgroup:</u> Special Education <u>Identified Student Need(s):</u> 1. Foundational reading skills a. Ability to identify and manipulate phonemes in spoken words (phonemic awareness) b. Ability to learn and apply knowledge of letter-sound correspondences in reading and spelling (phonics) 2. Cognition a. Ability to process and retain information; moving information from short term to long term memory. 3. Behavior a. Ability to apply strategies that develop executive functioning skills.
3	<u>Targeted Subgroup:</u> Disadvantaged <u>Identified Student Need(s):</u> 1. Academic Readiness a. Transition to Kindergarten (incoming) i. Reading and Math - lack of exposure to alphabetical and numerical skills, lack of opportunities to practice phonological skills ii. Writing - development of fine motor skills so there is enough stamina to construct written words/sentences iii. Socialization - Lack of opportunities that instructed them how to appropriately interact with peers and adults. b. Reading i. Vocabulary - Ability to learn the meaning of words to support text comprehension and expressive language use . ii. Background knowledge - Developing basic knowledge of world (e.g. historical knowledge, current events, daily life activities) c. Writing i. Ability to organize ideas and construct sentences/paragraphs that are clear d. Math progression i. Ability to make adequate progress along the learning continuum of early number and counting (number sense) ii. Ability to make adequate progress along learning continuum of addition and subtraction (computation) e. Social-Emotional Learning i. Executive Functioning - Ability to attend to task and self-regulate. f. Increasing parent engagement, parent involvement, community partners to support the whole child.



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>
Kindergarten 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.	Subgroup: Disadvantaged (#1a - e)	<u>Transition to Kindergarten</u> 1.1.1a. Through the Wolfpup Jump Start summer program and testing window in August, kindergarten teachers will collect data/conduct the Kindergarten Entry Assessment on incoming kindergarten students in order to determine their school readiness levels in academics, socialization, and self-regulation. Lead: Sherri Chang, Jade Santos SW 1: Comprehensive needs assessment SW 2: Developed with involvement of other parents/members of community SW 6: Addresses the needs of all students	<u>Summer Program Attendance</u> <u>80%</u> of students registered for kindergarten before the summer program will attend the summer program. <u>Readiness</u> By the end of the KEA & Kindergarten Inventory assessment period in Quarter 1: <u>100%</u> of students who show a delay in academic readiness will be referred for an RTI plan. <u>100%</u> of students screened who show a delay in executive functioning skill development in the	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

			areas of emotional control and attentional control will be referred for a behavior action plan. <u>Routines</u> <u>85%</u> of kindergarteners will be able to accurately demonstrate introduced school routines with 80% or more accuracy.	
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Reading Proficiency 1.1.2. All students read proficiently and those who do not read proficiently <u>receive necessary and timely support</u> to become proficient. <i>Required by District</i>	Need Area: Increase achievement in reading (1.1 - 1.4)	<u>Word Recognition</u> 1.1.2a Kindergarten to Grade 2 students shall receive explicit, systematic instruction in the component of phonological awareness (the ability to hear and manipulate phonemes in spoken words). 1.1.2b Kindergarten to Grade 2 students shall receive explicit, systematic instruction in the component of phonics (applying knowledge of letter-sound correspondences in reading and spelling). 1.1.2c Students shall receive fluency instruction (repeated reading practice) in order to develop accurate and rapid reading. <u>Comprehension</u> 1.2.e Students shall receive explicit comprehension instruction in order to actively and strategically interact with the text to construct meaning. Strategies can include summarizing (e.g. get the gist), close reading, specific word instruction (for academic vocabulary). Leads: Sherri Chang/Melissa Moriguchi SW 1: Comprehensive needs assessment SW 2: Developed with involvement of other parents/members of community SW 3: Regularly monitored and revised SW 6: Addresses the needs of all students	85% of kindergarten and grade 1 students will meet the DIBELS Winter benchmark subtests. 85% of kindergarten and grade 1 students will meet the DIBELS Spring benchmark subtests. 40% of students will be at or above grade level on the iReady comprehension Winter diagnostic (End of Year View). 55% of students will be at or above grade level on the iReady comprehension Spring diagnostic (End of Year View). 55% of students will be proficient or higher on the SBA ELA.	☒ 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 fifth grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient. <i>Required by District</i>	Increase achievement in math (2.1 - 2.3) 52% of students were proficient on the SY24-25 SBA Math.	<u>Comprehending Word Problems</u> 1.1.3.a Students will comprehend math word problems by applying the 3 Reads Strategy (<i>Mathematical Practice 1</i>): • First Read - Read to get the gist of the problem • Second Read - Find out what needs to be solved • Third Read - Read for confirmation <u>Problem Solving</u> 1.1.3.b Students will solve math problems through explicit instruction that enable students to: • Engage in discourse routines that enable students to articulate their ideas, hear the ideas of others, and extend and refine their own thinking. (<i>Mathematical Practice 3</i>) • Visualize math ideas through manipulatives, drawings, and/or acting out situations to explore the ideas of the problem (<i>Mathematical Practice 4</i>) Leads: Melissa Moriguchi/Sherri Chang SW 1: Comprehensive needs assessment SW 2: Developed with involvement of other parents/members of community SW 3: Regularly monitored and revised SW 6: Addresses the needs of all students	40% of students will be at or above grade level on the Numbers and Operation & Alg & Alg Thinking iReady Winter diagnostic (End of Year View). 45% of students will be at or above grade level on the Numbers and Operation & Alg & Alg Thinking iReady Spring Spring diagnostic (End of Year View). 57% of students will be proficient or higher on the SBA Math.	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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All Student Groups 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>	Need Areas: Targeted Subgroup: English Learner 1.1 - 1.2 24% of EL students were proficient or higher on the ELA SY 24-25 SBA . Targeted Subgroup: Special Education 2.1-2.3) 16% of Special Education students were proficient or higher on the ELA SY 24-25 SBA. Targeted Subgroup: Disadvantaged 3.1a - 3.1e 47% of Disadvantaged students were proficient or higher on the ELA SY 24-25 SBA.	<u>Subgroups</u> English Learner 1.1.4a Students shall receive specially designed instruction which can include: • Setting high expectations for learning with grade level content (rigor) • Sheltered Instruction Observation Protocol approaches (e.g. think alouds, scaffolding, building background knowledge, allowing student discussion and interaction) • Explicit Instruction ◦ Emphasis on learning goals, modeling (step-by-step instructions), frequent student responses, and immediate and corrective feedback. Special Education 1.1.4b Students with disabilities shall receive specially designed instruction which can include: • Adapting grade level content (modifying what is taught to focus on a prerequisite skill a student is missing or an essential skill they need to master) • Adapting methodology (how the student is taught) • Adapting delivery (e.g. small group, 1:1, co-teaching) 1.1.4c Students with disabilities shall learn in the least restrictive environment in order to participate to the maximum extent possible with general education peers. Disadvantaged 1.1.4d Students classified as disadvantaged will build their background knowledge through: • Curricula that emphasizes the learning of knowledge in addition to the development of skills (e.g. using a text set approach) • real-world learning activities in core subjects and electives such as computer science, music, agriculture, media, guidance, and Hawaiian studies; • lessons that expose and promote mastery of academic vocabulary	10% of EL students will be performing at Early On Grade Level or higher on the iReady Reading Diagnostic in December. 20% of EL students will be performing at Early On Grade Level or higher on the iReady Reading Diagnostic in May. 10% of Special Education students will be performing at Early On Grade Level or higher on the iReady Reading Diagnostic in December. 15% of Special Education students will be performing at Early On Grade Level or higher on the iReady Reading Diagnostic in May.	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☒ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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		Lead: Sean Takashima SW 1: Comprehensive needs assessment SW 2: Developed with involvement of other parents/members of community SW 3: Regularly monitored and revised SW 6: Addresses the needs of all students	<u>25%</u> of Disadvantaged students will be performing on Early On Grade Level or higher on the iReady Reading Diagnostic in December. <u>50%</u> of Disadvantaged students will be performing on Early On Grade Level or higher on the iReady Reading Diagnostic in May. Achievement Gap will decrease by <u>5%</u> as measured by the SBA.	
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Transition 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>	Need Areas: Increase daily attendance rate (1.4) Targeted Subgroup: Special Education (2.d)	<u>Transition Activities</u> 1.1.5a Through a fifth grade student orientation and a parent orientation at the middle school, students and parents will develop: • a sense of belonging to their new school • enthusiasm for starting a new school • knowledge of school procedures and expectations • Familiarity with the physical environment 1.1.5bc IEP Care Coordinators and counselors shall conduct transition meetings for 5th grade students with IEPs/504 Plans and for students with severe behavioral needs in order to: • Discuss current student performance and strategies that work/don't work • Design an appropriate program and placement for the student at the middle school Lead: Kelcie Luke, Jade Santos SW 1: Comprehensive needs assessment SW 2: Developed with involvement of other parents/members of community SW: 5: Coordination and integration of other resources	100% of 5th grade students will participate in the Middle School Orientation meeting. 70% of parents will attend the middle school parent orientation. 100% of 5th grade parents of special education students will participate in a transition meeting in Quarter 4.	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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SBA Reading 1.1.6 54% of all students in grades 3-5 will be at Level 3 or above in English Language Arts on the Smarter Balanced Assessment <i>Required by District</i>	Increase achievement in reading (1.1 - 1.14) 49% students in grades 3-5 were at Level 3 or above in ELA on the SBA in SY25-25.	<u>SBA Interim Assessments</u> 1.1.6a Grade 3 - 5 students shall participate in SBA interim assessments to measure progress of the benchmarks. <u>iReady Modules</u> 1.1.6b All students performing below benchmark shall complete at least 45 minutes per week of iReady lessons and pass 70% of lessons. Leads: Sherri Chang/Melissa Moriguchi SW 1: Comprehensive needs assessment SW 2: Developed with involvement of other parents/members of community SW 3: Regularly monitored and revised SW 6: Addresses the needs of all students	30% of students will be at or above grade level on the Winter iReady diagnostic (End of Year View). 55% of students will be at or above grade level on the Spring iReady diagnostic (End of Year View). 75% of students will be proficient on the grade level ELA common assessments.	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
HSA Science 1.1.7 43% of 5th grade students will be proficient in Science on the HSA. <i>Required by District</i>	38% of 5th grade students were proficient in Science on the HSA in SY 24-25.	<u>3 Dimensional Learning</u> 1.1.7a Students will use the 3 Dimensions of Science to make sense of novel phenomena and design solutions to problems. 3 Dimensions of Science are defined as:: - what students DO (Science & Engineering Practices) - what students KNOW (Core Disciplinary Ideas) - how students THINK (Crosscutting Concepts) Leads: Sherri Chang/Melissa Moriguchi SW 1: Comprehensive needs assessment SW 2: Developed with involvement of other parents/members of community SW 3: Regularly monitored and revised SW 6: Addresses the needs of all students	75% of students will meet or exceed proficiency on grade level NGSS Unit Assessments.	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

1.1.8 All students shall engage in learning activities that provide real-world connections that encompass IC3.	Preparing students for Career & Technical Education aligned workforce readiness	<u>Real World Learning</u> 1.1.8.a Students shall participate in real-world learning activities in order to develop the following durable skills: investigation, communication, collaboration, and creation. Real-world learning activities shall be offered through courses such as Computer Science, Ag-Tech, Guidance, Music, and Library SW 1: Comprehensive needs assessment SW 2: Developed with involvement of other parents/members of community SW 3: Regularly monitored and revised SW 6: Addresses the needs of all students.	100% of students shall have the opportunity to participate in an instructional resource augmentation class.	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
1.1.9 All students shall have access and utilize digital and online tools as part of the learning process.	Need Areas Increase achievement in reading (1.1 - 1.4) Increase achievement in math (2.1-2.3)	<u>Digital Tools</u> 1.1.9 Through digital and online tools, students will engage in learning that enables them to be ethical and effective users of technology. SW 1: Comprehensive needs assessment SW 2: Developed with involvement of other parents/members of community SW 3: Regularly monitored and revised SW 6: Addresses the needs of all students	85% of students will consistently and effectively be ethical users of technology as measured by the quarterly report cards.	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

1.1.10 All students will be screened for Tier 1, Tier 2, and Tier 3 interventions and supports.	Need Areas Increase achievement in reading (1.1. - 1.4) Increase achievement in math (2.1-2.3)	<u>Response to Intervention (Multi-Tiered System of Support)</u> 1.1.10 The school shall provide a tiered system of interventions which are: • Research based • Directive • Administered by trained professionals • Targeted SW 1: Comprehensive needs assessment SW 2: Developed with involvement of other parents/members of community SW 3: Regularly monitored and revised SW 5: Coordination with other state, federal, and local services SW 6: Addresses the needs of all students	100% of students will be screened for interventions in the Fall and Winter.	☒ 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.
1.2.1. All students desire to and attend school regularly. <i>Required for all schools.</i>	Need Area: Increase daily attendance rate 82% of students attended 80% of instructional days.	<u>Attendance</u> 1.2.1a Students shall participate in an attendance program that: • informs their family of the attendance policy • celebrates attendance through an incentive program • creates attendance support plans in partnership with teacher, counselor/SBBH, administration, and social worker Leads: Kelcie Luke SW 1: Comprehensive needs assessment SW 2: Developed with involvement of other parents/members of community SW 3: Regularly monitored and revised SW 5: Coordination with other state, federal, and local services SW 6: Addresses the needs of all students	80% of students shall attend 90% of instructional days.	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

Student Behaviors 1.2.2. All students demonstrate positive behaviors at school. <i>Required for all schools.</i>	Need Area: Increase social-emotional growth in the area of growth mindset (4.1 - 4.3) 71.5% of students with a favorable response on the SQS in SY 24-25.	<u>PBIS</u> 1.2.a Students will engage in a schoolwide positive behavior intervention system framed by the Character Counts 6 Pillars of Character. Note: The reinforcement system is part of an “earned citizenship” approach in which student behavior is reinforced through positive rewards. Lead: Jonathan Fukumoto SW 1: Comprehensive needs assessment SW 2: Developed with involvement of other parents/members of community SW 3: Regularly monitored and revised SW 6: Addresses the needs of all students	65% of Grades 3 to 5 students will have a favorable response on the sense of belonging measure on the Panorama SEL survey at the winter screening period 70% of students with a favorable response on the sense of belonging measure on the Panorama SEL survey at the spring screening period 75% of students with a favorable response on the school safety dimension on the School Quality Survey (SQS) in SY 26-27.	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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Nā Hopena 1.2.3. All students experience a Nā Hopena A'o environment for learning. <i>Required for all schools.</i>	Need Area: Increase social-emotional growth in the area of growth mindset (4.1 - 4.3) 71% of students with a favorable response on the sense of belonging measure on the SY 24-25 Panorama spring survey.	<u>Learning Environment</u> 1.2.3a Students shall engage in a safe, inclusive, and culturally-sensitive learning environment through: • a guidance curriculum that emphasizes social-emotional learning strategies (e.g. Second Step) • Field trips that emphasize place-based learning Lead: Sean Takashima SW 1: Comprehensive needs assessment SW 6: Addresses the needs of all students	70% of Grades 3 to 5 students will have a favorable response on the sense of belonging measure on the Panorama SEL survey at the winter screening period 75% of students with a favorable response on the sense of belonging measure on the Panorama SEL survey at the spring screening period	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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★ **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>
Career 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>	95% of students participate in career, community, and civic opportunities in SY 25-26.	<u>Workforce Readiness</u> 1.3.1a Students will engage in curricular experiences (e.g. guidance curriculum, career day) that increases their understanding of college and career pathways. Lead: Kelcie Luke SW 1: Comprehensive needs assessment SW 5: Coordination and integration of other resources SW 6: Addresses the needs of all students	100% of students shall participate in a career fair or career lesson.	☒ 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.
2.1.1 100% of grade levels will be allocated planning time and training to design a standards-based curriculum that challenge students (promote complex thinking GLO #3).	Need Area Increase reading Achievement (1a-c) Increase math achievement (2a-c)	<u>Curriculum</u> 2.1.1a Provide weekly planning time for grade levels to update curriculum maps and pacing guides so that they align to the most recent academic standards for language arts, math, science, and social studies. 2.1.1b Faculty shall be provided curriculum planning days on a quarterly basis and summer stipend days if needed. SW 1: Comprehensive needs assessment SW 2: Developed with involvement of other parents/members of community SW 3: Regularly monitored and revised SW 6: Addresses the needs of all students	75% of students will be proficient or higher on Common assessments .	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
2.1.2 All teachers are effective or receive the necessary support to become effective.	70% of teachers strongly agree and agree that they are satisfied with professional	<u>Professional Development</u> 2.1.2 The school will provide training to teachers in the following areas: • Explicit instructional practices	75% of teachers strongly agree and agree that they are satisfied with professional	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$



PRIORITY 2: High-Quality Educator Workforce In All Schools

<i>Required by District.</i>	development opportunities the school provides on the SQS in SY 2024-2025. Increase reading achievement (1.1, 1.2, 1.4) Increase math achievement (2.1-2.3)	• Foundational reading and math instructional routines • Formative and summative assessment practices • Social-emotional learning • Digital instructional tools • Classroom management • Mentoring is provided to beginning teachers Lead: Sean Takashima SW 1: Comprehensive needs assessment SW 2: Developed with involvement of other parents/members of community SW 3: Regularly monitored and revised SW 6: Addresses the needs of all students	development opportunities the school provides on the SQS.	☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
2.1.3 100% of grade-levels shall be allocated planning time and training to design standards-based instruction that reflects the elements of explicit instruction.	Need Area Increase reading Achievement (1.1 and 1.2) Increase math achievement (1.1-1.3)	<u>Instruction</u> 2.1.2a Grade levels shall be provided planning time and training in order to design learning activities that reflect explicit instructional practices such as: • learning goal statement of what is to be learned and why • modeling with step-by-step demonstrations • clear and concise language • active participation in which teachers ask students to say things, write things, and/or do things (student involvement). Leads: Sherri Chang, Melissa Moriguchi SW 1: Comprehensive needs assessment SW 6: Addresses the needs of all students	75% of students will be proficient or higher on common assessments.	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
2.1.4 All grade levels shall engage in the data teams process to	Need Area Increase reading	<u>Assessment</u> 2.1.3a In Learning Teams, teachers shall engage in:	75% of students will be proficient or higher	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$



PRIORITY 2: High-Quality Educator Workforce In All Schools

monitor student proficiency of the academic standards	Achievement (1.1 and 1.2) Increase math achievement (1.1-1.3)	- the collaborative scoring of student work - development of clear assessment criteria - design and scheduling of common formative assessments - the planning of instructional strategies based on assessment data. Leads: Sherri Chang, Melissa Moriguchi SW 1: Comprehensive needs assessment SW 2: Developed with involvement of other parents/members of community SW 3: Regularly monitored and revised SW 6: Addresses the needs of all students	on common assessments. 100% of Grade Levels shall have clearly defined end of year outcomes for priority standards.	☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant:____, \$ ☐ Other:____, \$
Intervening 2.1.5 All teachers will monitor student learning and intervene in a timely manner	Need Area Increase Reading Achievement (1.1 and 1.2) Increase math achievement (1.1-1.3)	<u>Tier 2 Interventions</u> 2.1.5.a Teachers, educational assistants, and paraprofessionals will provide timely Tier 2 instructional interventions within the school day or after school in the form of tutoring and/or small group instruction. 2.1.5b Teachers, educational assistants, and paraprofessionals will provide timely Tier 1 and 2 behavior interventions through reinforcement strategies aligned to the behavior goal(s). 2.1.5c Paraprofessional Tutors and Paraprofessional Educators will provide individualized and small group instructional support to students. Lead: Sherri Chang, Melissa Ann Moriguchi, Jade Santos SW 1: Comprehensive needs assessment SW 2: Developed with involvement of other parents/members of community	By the end of the school year, 15% or less of students require Tier 2 interventions.	☒ 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

		SW 3: Regularly monitored and revised SW 6: Addresses the needs of all students		
Technology 2.1.6 All classrooms shall utilize up to date technology to support student learning needs.	Need Area Increase Reading Achievement (1.1 and 1.2) Increase math achievement (1.1-1.3))	<u>Equipment</u> 2.1.6.a The school will continue to improve, update, replace and supplement our technology equipment, accessories, and software to remain current with changing system requirements and provide technology in line with the needs of a 21st century learner. Lead: Kevin Uyeda SW 1: Comprehensive needs assessment SW 6: Addresses the needs of all students	100% of teachers and students have access to a computer on a regular basis.	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant:____, \$ ☐ Other:_



PRIORITY 3: Effective and Efficient Operations At All Levels

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

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
SCC 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>	Need Area 92% of parents responded favorably to being provided opportunities to participate in important decisions about their child's education according to the SY 2024-2025 SQS.	<u>School Community Council Meetings</u> 3.3.1a: School Community Council meetings shall be regularly scheduled throughout the school year with all stakeholders invited to participate in the development of the Academic Plan. Lead: Sean Takashima SW 1: Comprehensive needs assessment SW 2: Developed with involvement of other parents/members of community SW 3: Regularly monitored and revised SW 6: Addresses the needs of all students	95% of parents will respond favorably to being provided opportunities to participate in important decisions about their child's education according to the SQS.	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
Feedback 3.3.2 100% of staff have the opportunity to share feedback and voice their ideas regarding the school's academic plan.	Need Area 73% of staff responded favorably to being able to offer opinions freely on ways to make improvement to the school.	<u>Governance and Organization</u> 3.3.2a: Various stakeholder groups including Support Staff, Leadership Team, Operations Team, and Learning Team, and the School Community Council shall meet on a regular basis to discuss and give input on topics related to the Academic Plan and/or operations of the school. 3.3.2b The Academic Plan shall be posted on the school website for easy access to the public.	75% of staff responded favorably to being able to offer opinions freely on ways to make improvement to the school.	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$



PRIORITY 3: Effective and Efficient Operations At All Levels

		3.3.2c: School leadership shall craft implementation plans for major school initiatives and include professional development opportunities. Lead: Sean Takashima SW 1: Comprehensive needs assessment SW 2: Developed with involvement of other parents/members of community SW 3: Regularly monitored and revised SW 4: School's AP available to HDOE, parents, & public SW 6: Addresses the needs of all students		☐ Grant: __, \$ ☐ Other: __, \$
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★ 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>
Parent Engagement & Involvement 3.3.3 The Parent Community Network Coordinators, Administration, and Support Staff shall plan quarterly parent engagement events.	Need Area 88% of parents responded favorably to having parent activities for parent involvement according to the SY 2024-2025 SQS. Increase reading achievement (1.1,1.2,1.4) Increase math achievement (2.1-2.3)	<u>Parent Events</u> 3.3.3a The school will provide parent and student engagement opportunities throughout the school year in the form of: • Family Curricular Events (e.g. Fall fest, Spring Fun Fest, Math Workshops, Grade Level Parent Workshops) • Parent Literacy Trainings (e.g. ELL, pre-k, kindergarten) • Book Fairs • Beginning of School Year Meet and Greet • Parent Teacher Conferences • Student Recognition Assemblies • After School Enrichment Classes • Career Day Volunteers • School Community Council Meetings • Communication tools to inform parents of upcoming events and parent workshops (Note: Money used for parent and student engagement events can include the purchase of food items to support the goals of the event.) Lead: Sean Takashima	Parent Surveys 90% of parents will respond favorably to having parent activities for parent involvement according to the SQS.	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:____, \$ ☐ Ot

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 **Wahiawa 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 **Dec 8, 2025** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Mar 9, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☐ Other (list): School Leadership Team on **Mar 11, 2026**
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 9, 2026**

Attested:

Wahiawa Elementary Principal	Signature	Date
Sean Takashima		Mar 9, 2026

SCC Chairperson	Signature	Date
Chelsea Villar		Mar 9, 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.

Continue your efforts to create systems for achievement and opportunities for parent involvement.

Attested:

SCC Chairperson	Signature	Date
Chelsea Villar	<i>Chelsea Villar</i>	Date Mar 27, 2026

APPENDIX B: BELL SCHEDULE

Pursuant to [Hawaii Revised Statutes Section \(HRS\) 302A-251](#), as well as the current Hawaii State Teachers Association collective bargaining agreement, all Hawaii public schools must establish school schedules (including teacher work year, teacher schedule, and bell schedules) that meet student instructional hours and school year requirements. **However, in certain circumstances, a preferred bell schedule may not comply with existing regulations and will therefore require a School Community Council (SCC) waiver, effective for up to one school year.**

To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided [bell schedule tool](#).

Total student instructional hours per year <i>(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)</i>	[Insert value; refer to cell D58 in the bell schedule tool]
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement
Wahiawa Elementary Bell Schedule: See next page.	

BELL SCHEDULE -- Wahiawa Elementary School (Using 4th Grade as the Model)

FOR THE USER: Only change the cells with YELLOW highlights as the black text cells are preset equations

Monday						Tuesday						Wednesday						Thursday						Friday					
Student Start Time		7:50 AM				Student Start Time		7:50 AM				Student Start Time		7:50 AM				Student Start Time		7:50 AM				Student Start Time		7:50 AM			
Teacher Start Time		7:50 AM				Teacher Start Time		7:50 AM				Teacher Start Time		7:50 AM				Teacher Start Time		7:50 AM				Teacher Start Time		7:50 AM			
Start	End	Min	Type	Description (Optional)		Start	End	Min	Type	Description (Optional)		Start	End	Min	Type	Description (Optional)		Start	End	Min	Type	Description (Optional)		Start	End	Min	Type	Description (Optional)	
7:50 AM	7:55 AM	5	Opening			7:50 AM	7:55 AM	5	Opening			7:50 AM	9:20 AM	90	Instruction			7:50 AM	7:55 AM	5	Opening			7:50 AM	7:55 AM	5	Opening		
7:55 AM	9:20 AM	85	Instruction			7:55 AM	9:20 AM	85	Instruction			9:20 AM	9:35 AM	15	Recess			7:55 AM	9:20 AM	85	Instruction			7:55 AM	9:20 AM	85	Instruction		
9:20 AM	9:35 AM	15	Recess			9:20 AM	9:35 AM	15	Recess			9:35 AM	12:00 PM	145	Instruction			9:20 AM	9:35 AM	15	Recess			9:20 AM	9:35 AM	15	Recess		
9:35 AM	12:00 PM	145	Instruction			9:35 AM	12:00 PM	145	Instruction			12:00 PM	12:30:00 P	30	Lunch			9:35 AM	12:00 PM	145	Instruction			9:35 AM	12:00 PM	145	Instruction		
12:00 PM	12:30:00 P	30	Lunch			12:00 PM	12:30:00 P	30	Lunch			12:30 PM	1:15 PM	45	Teacher Prep - Du			12:00 PM	12:30:00 P	30	Lunch			12:00 PM	12:30:00 P	30	Lunch		
12:30 PM	2:00 PM	90	Instruction			12:30 PM	1:55 PM	85	Instruction			1:15 PM	2:15 PM	60	Meetings			12:30 PM	1:55 PM	85	Teacher Prep - Du	Teachers attend meeting. Students continue to receive instruction.		12:30 PM	1:45 PM	75	Instruction		
2:00 PM	2:05 PM	5	Passing			1:55 PM	2:05 PM	10	Passing			2:15 PM		-855				2:00 PM	2:05 PM	5	Passing			1:55 PM	2:05 PM	10	Passing		
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