



Webling Elementary School Academic Plan SY 2026-2027

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- ☐ Title I School
☒ Non-Title 1 School

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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-6	Other: - Magnetic Literacy	Other: - Ready Classroom		
	Select One -	Select One -		
	Select One -	Select One -		

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

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
K-5	Magnetic Reading / Foundations			
6	Wonders			

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	HI KRA ▾	HI KRA ▾
K	Teacher Created ▾	Teacher Created ▾

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: [\[Insert year\]](#)
 Type of Last Visit: [Select One](#)

Year of Next Action: [\[Insert year\]](#)
 Type of Next Action: [Select One](#)

Year of Next Self-Study:
[\[Insert year\]](#)

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	Student Need: Students need to consistently transfer and apply metacognitive strategies (e.g., self-monitoring, planning, and goal-setting) across content areas, specifically using academic vocabulary and structures to clearly articulate problem-solving steps in Math and synthesize information in ELA to achieve grade-level proficiency. Root/Contributing Cause: 1. Lack of Consistent Instructional Framework and Implementation a. Lack scaffolded skill progression b. Teacher expectation c. Lack of intentional planning
2	Student Need: Students need to independently use and apply proactive social-emotional regulation skills to manage frustration and conflict across settings, which will reduce the frequency of behaviors that result in external counseling referrals. Root/Contributing Cause: 2. Inconsistent expectation and implementation

	a. Insufficient Structured Instructional Time Management b. Prioritize time on core subject implementation
3	<u>Student Need:</u> All students demonstrate improved procedural fluency, conceptual understanding, and reading comprehension in both ELA and Math as teachers engage in a job-embedded professional learning system focused on evidence-based instructional practices across content areas. <u>Root/Contributing Cause:</u> 3. Inadequate Professional Learning Systems a. Professional learning is not intentionally planned or aligned to identified student learning needs in ELA and Math b. Lack of a consistent system for job-embedded coaching and modeling focused on evidence-based instructional practices c. Lack of a systematic process for using student data to inform and differentiate professional learning

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: EL Students Identified Student Need(s): EL students in grades 3-6 need to be able to comprehend math vocabulary, interpret complex word problems, and articulate their mathematical reasoning using precise language supports (e.g., sentence frames, visuals, and vocabulary banks) to accurately solve grade-level math tasks.
2	Targeted Subgroup: Pacific Islanders Identified Student Need(s): Students in the Pacific Islander Subgroup need explicit instruction and practice to master grade-level foundational mathematical concepts (e.g., number sense, place value, and basic operations) to ensure immediate comprehension. Specifically, students must be able to access and apply content-specific vocabulary to understand and correctly respond to mathematical tasks and performance prompts.
3	Targeted Subgroup: Grade 4 Students Identified Student Need(s): 4th Grade students need to strengthen foundational math concepts, specifically requiring them to accurately solve multi-digit computation problems, apply reasoning skills to represent and solve problems, and communicate their mathematical thinking clearly.



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 1B 1C 2A 2B 3A 3B 3C	EA 1.1.1. (1) Implement comprehensive kindergarten readiness assessment system - KRA - Teacher made assessment - iReady - Panorama - Character Strong Strengths and Needs Screener EA 1.1.1. (2) Develop structured intervention response protocols - RTI - Character Strong Tier 2 EA 1.1.1. (3) Implement progress monitoring systems	- Assessment tracker - Grade level data summaries - PLC meeting notes - Implementation fidelity checklist - intervention rosters - referral tracker - Monthly progress monitoring data	WSF, \$ -		

		- Establish monthly progress monitoring for students receiving targeted interventions - Create data tracking systems to measure growth in foundational skills - Schedule regular data review meetings to adjust groupings and interventions	- data dashboards - PLC observation notes			
		[Show]				

Reading Proficiency 1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently <u>receive necessary and timely support</u> to become proficient.	1A 1B 1C 2A 2B 3A 3B 3C	EA 1.1.2 (1) Implement a Structured Literacy Approach - PLCs will identify priority reading standards and skills for each grade level - Develop common formative assessments aligned to science of reading components - Establish consistent data analysis protocols to track student reading progress EA 1.1.2 (2) Create Tiered Reading Intervention System - Conduct diagnostic assessments to identify struggling readers - Form flexible small groups based on specific skill needs (phonics, decoding, fluency) - Implement Magnetic Literacy with fidelity	- PLC meeting notes - priority standards tracker - coaching observations - CFA tracker - PLC meeting notes - coaching observation notes - PLC observation notes - fidelity checklist - iReady growth data - Assessment tracker - grade level data summaries - intervention plan - Intervention roster - Monthly progress monitoring - data coaching observation notes - Fidelity checklist - coaching observation notes - iReady growth data	WSF, \$ - CLSD Grant		
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		EA 1.1.2. (3)Provide Professional Development on Science of Reading • Train teachers on explicit, systematic instruction • Develop observation and coaching tools specific to elements of the science of reading and explicit instruction. • Teachers will observe model lessons that demonstrate effective phonics and reading instruction. EA 1.1.2. (4)Targeted Extended Learning Opportunities • Design small-group support focused on specific reading standards where students struggle • Implement a summer reading academy for students needing additional support Conduct Quarterly Reading Data Reviews	• PD attendance logs • coaching observation notes • fidelity checklist • Coaching observation notes • feedback logs • fidelity checklist • Observation schedule • debrief notes • coaching follow up • observation notes • Intervention roster • Monthly progress monitoring • data coaching observation notes • Enrollment tracker • attendance data • pre and post assessment data • family feedback • Meeting notes			
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		- Leadership team facilitates quarterly strategy sessions to analyze reading data - Teachers celebrate growth and develop instructional adjustments for struggling readers - Monitor progress toward grade-level reading proficiency benchmarks EA 1.1.2. (5)Family and Community Engagement - Provide resources for families to support reading learning at home - Communicate regularly with families about student progress and available supports [Salazar]	- data analysis protocol - fidelity checklist - quarterly benchmark data - Data walls - coaching observation notes - PLC meeting notes - Reading proficiency tracker - coaching observation notes - iReady growth data - Communication log - family workshop attendance - family survey data - Communication log - family survey data - family feedback			
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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. <i>Required for AMR schools.</i>	1A 1B 1C 2A 2B 3A 3B 3C	EA 1.1.3(1) Data-Driven Instruction and Assessment - Implement quarterly benchmark assessments aligned to math standards - Establish grade-level data teams to analyze student performance patterns - Create common formative assessments to monitor progress between benchmarks - Set clear interim measures for each quarter (similar to the example with 65%, 75%, 80% proficiency targets) EA 1.1.3(2) Targeted Extended Learning Opportunities - Design small-group tutoring focused on specific math standards where students struggle - Implement a summer math academy for students needing additional support	- Assessment tracker - grade level data summaries - quarterly benchmark data - Meeting notes - data analysis protocol - fidelity checklist - quarterly benchmark data - CFA tracker - PLC meeting notes - coaching observation notes - Quarterly benchmark data - iReady diagnostic data - common formative assessment data - Intervention roster - Monthly progress monitoring - data coaching observation notes - Enrollment tracker	WSF, \$ -		
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		EA 1.1.3(3) Curriculum Alignment and Instructional Quality • Provide professional development on high-quality math instruction and problem-solving • Implement consistent instructional practices across grade levels • Ensure vertical alignment of math concepts EA 1.1.3(4) Progress Monitoring and Support Systems • Develop an early warning system to identify students at risk of not meeting proficiency • Implement a tiered intervention system with increasingly intensive supports	• attendance data • pre and post assessment data • family feedback • PD attendance logs • coaching observation notes • student performance data • Lesson plan review • coaching observation notes • grade level PLC notes • Meeting notes • pacing guide tracker • grade level PLC notes • Early warning tracker • intervention roster • family communication log • Intervention roster • Monthly progress monitoring data • coaching observation notes			
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		▪ Schedule regular data review meetings to adjust instruction and interventions ▪ Create student self-monitoring tools for tracking progress toward math goals EA 1.1.3(5) Family and Community Engagement ▪ Provide resources for families to support math learning at home ▪ <i>Communicate regularly with families about student progress and available support</i> [Sarbida]	• Meeting notes • data analysis protocol • fidelity checklist • quarterly benchmark data • Progress chart tracker • student led conference notes • family feedback • Communication log • family workshop attendance • family survey data • Communication log • family survey data • family feedback			
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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 1C 2A 2B 3A 3B 3C	EA 1.1.4. (1) Data Analysis and Monitoring Systems - Implement a comprehensive data disaggregation system to track performance by student groups - Establish regular data team meetings focused specifically on analyzing achievement gaps - Create quarterly benchmark assessments with interim measures that track progress by student group - Develop early warning indicators to identify students needing additional support before they fall behind - Grade level teams use consistent data analysis protocols during PLCs to monitor student group performance and adjust instruction accordingly. EA 1.1.4. (2) Targeted Instructional Strategies - Provide professional development on culturally responsive teaching practices	- Data tracker - grade level PLC notes - quarterly benchmark data - Meeting notes - data analysis protocol - fidelity checklist - quarterly benchmark data - Assessment tracker - disaggregated data summaries - quarterly benchmark data - Early warning tracker - intervention roster - family communication log - PLC observation notes - fidelity checklist - quarterly benchmark data - PD Attendance logs - Coaching Observation Notes - Student Survey Data	WSF, \$ - CLSD Grant		
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		• Implement differentiated instructional strategies based on student needs • Create common formative assessments that inform adjustments to instruction • Establish teacher instructional teams that focus on evidence-based practices for diverse learners EA 1.1.4. (3) Multi-Tiered Support Systems • Develop a three-tiered support framework with increasingly intensive interventions • Provide intervention aligned to core instruction for identified students • Implement small-group tutoring focused on specific standards where student groups struggle	• Coaching observation notes • intervention roster biweekly • progress monitoring data • CFA tracker • PLC meeting notes • Coaching observation notes • Meeting notes • Student work samples • Coaching observation notes • Training attendance logs • Tier placement tracker • Coaching observation notes • Intervention roster • Biweekly progress monitoring data • Family communication log • Intervention roster			
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		• Create a written referral process for appropriate academic and social-emotional services EA 1.1.4. (4) Family and Community Engagement • Establish two-way communication systems with families in multiple languages • Create partnerships to address mental and physical needs that may affect learning • Develop a system to document satisfaction of services received by families EA 1.1.4. (5) Equity-Focused Professional Learning • Provide ongoing teacher training on addressing unconscious bias in instruction	• Biweekly progress monitoring data • Coaching observation notes • Referral tracker • Response time log • Satisfaction survey data • Communication log • family survey data • translation tracker • Partnership tracker • Referral log • Satisfaction survey data • Satisfaction survey data • Referral tracker • Partnership review notes • PD attendance logs • Coaching observation notes • Student survey data			
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		Implement side-by-side learning opportunities for teachers and leaders	- Learning walk notes - reflection logs - Coaching observation notes			
		Create professional learning communities focused on closing achievement gaps	- PLC meeting notes - Data analysis protocol - Fidelity checklist - Quarterly benchmark data			
		EA 1.1.4. (6) Growth Mindset and Student Agency Implement strategies to develop students' metacognitive skills	- Coaching Observation notes - Student work samples - Student survey data			
		Create systems for students to track their own progress toward learning goals	- Progress chart tracker - Student led conference notes - Family feedback			
		Establish protocols for celebrating incremental achievements	- Recognition tracker - Morning announcement logs - Student survey data			
		Design scaffolded experiences for students to set and pursue their own learning goals	- Coaching observation notes - Student work samples - Student survey data			
		[Snow]				

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>	2A 2B 3A 3B	EA 1.1.5 (1) Orientation and Familiarization Program - Schedule tours and shadow days for elementary students to visit middle schools EA 1.1.5 (2) Academic Readiness Support - Implement targeted skill-building in organizational strategies and time management - Align curriculum between 6th and 7th grade to ensure continuity - Use data to identify students needing additional support before transition EA 1.1.5 (3) Social-Emotional Preparation - Conduct small group sessions addressing common transition concerns - Develop student self-monitoring tools for social-emotional well-being	- Participation tracker - family feedback survey - student transition data - Coaching observation notes - student self-monitoring charts - family feedback - Meeting notes - pacing guide tracker - grade level PLC notes - Early warning tracker - intervention roster - family communication log - transition data - Session attendance log - student survey data - family feedback - SEL self-monitoring tracker - student survey data - Panorama SEL data	WSF, \$ -		
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		Train teachers on supporting anxiety related to school transitions [Uehara]	- PD attendance logs - coaching observation notes - student survey data			
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WES.1 All students demonstrate consistent academic growth and achievement as a result of high quality instruction that integrates social-emotional learning to support the whole child.	1A 1B 1C 2A 2B 3A 3B 3C	EA WES.1 (1) Develop and Implement a Standards-Aligned Instructional Framework - Leadership Team and GLCs create a K-6 standards progression document with clear vertical articulation and identify 3-5 priority standards per grade level each quarter - Curriculum Coordinator builds shared lesson planning templates that include learning targets, instructional strategies, formative checks, and embedded SEL competencies - Leadership Team facilitates quarterly vertical articulation sessions to ensure scaffolded skill progression from K-6 - Teachers design and deliver standards-aligned lessons that integrate SEL competencies such as self-awareness, self-regulation, and collaboration into daily academic tasks - Teachers embed SEL instruction into morning meetings and academic tasks using evidence-based SEL curricula with fidelity EA WES.1 (2) Establish Data-Driven Instructional Practices - Grade Level Teams develop common formative assessments aligned to priority standards and use consistent data analysis protocols during PLCs to monitor academic and SEL indicators	- Standards progression document - Priority standards tracker - PLC meeting notes - Lesson plan review - coaching observation notes - PLC meeting notes - Meeting notes - Vertical alignment tracker - Grade level PLC notes - Coaching observation notes - Lesson plan review - Student survey data - Fidelity checklist - coaching observation notes - Panorama SEL data - CFA tracker - PLC meeting notes - Data analysis protocol - Fidelity checklist	WSF, \$ - CLSD Grant		
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		- Leadership Team develops observation and coaching tools that reinforce priority standards and SEL integration and facilitates cross-grade level meetings to examine student work and calibrate expectations - Teachers use checks for understanding and active engagement strategies to make real-time instructional adjustments - Teachers use both academic and SEL screening data to identify students needing additional support and adjust groupings and instruction accordingly EA WES.1 (3) Deliver High Quality Rigorous Instruction Daily - Teachers use shared lesson planning templates to deliver standards-aligned lessons that balance direct instruction, guided practice, and independent work - Teachers pre-teach key academic vocabulary and explicitly teach reading comprehension strategies across all content areas - Teachers use graphic organizers, text structure previews, and cooperative learning strategies to support student comprehension and engagement	- Coaching observation notes - feedback logs - cross-grade level meeting notes - Coaching observation notes student engagement data - Lesson plan review - Screening data tracker - intervention roster - PLC meeting notes - Lesson plan review - Coaching observation notes - PLC meeting notes - Coaching observation notes - Student work samples - iReady growth data - Coaching observation notes			
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		- Teachers co-create classroom norms with students and explicitly teach and reinforce behavioral expectations and SEL routines including consistent transitions and check-ins throughout the day - Teachers bring one lesson plan per week to PLC for feedback and calibration of rigor and SEL integration EA WES.1 (4) Build Teacher Capacity Through Targeted Professional Learning - Curriculum Coordinator and Literacy Coach deliver training on the science of reading and evidence-based SEL curricula implementation - Academic Coach provides job-embedded coaching using a "learn-try-reflect" cycle focused on integrating standards-based instruction with SEL practices - Leadership Team facilitates quarterly strategy sessions to celebrate growth and plan instructional adjustments for both academic and SEL goals	- Student work samples - Student survey data - Coaching observation notes - Behavior data - Student survey data - Lesson plan tracker - PLC meeting notes - Coaching observation notes - PD attendance logs - Coaching observation notes - Fidelity checklist - Coaching observation notes - Feedback logs - Teacher reflection notes - Meeting Notes - Data analysis protocol - Fidelity checklist - Quarterly benchmark data			
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		Grade Level Teams engage in collaborative planning using shared templates and protocols to integrate SEL practices into academic instruction [Salazar/Uehara]	- PLC meeting notes - lesson plan review - coaching observation notes			
WES. 2 All student experience maximized learning time through well structured lessons, resulting in increased engagement and consistent academic growth across content areas.	1A 1B 1C 2A 2B	EA WES.2 (1) Establish Schoolwide Expectations for Maximizing Instructional Minutes - Instructional Leadership Team develops and communicates clear schoolwide expectations for transitions, instructional routines, and classroom procedures - Teachers explicitly teach and consistently reinforce transition routines and classroom procedures to minimize lost instructional time - Teachers implement structured lesson routines that balance direct instruction, guided practice, and independent work - Teachers use frequent checks for understanding and active engagement strategies to maximize student participation during instructional time	- Observation notes - staff survey data - communication log - Coaching observation notes - behavior data - instructional time tracker - Coaching observation notes - lesson plan review - student engagement data - Coaching observation notes - student engagement data - lesson plan review - Observation notes	WSF, \$ - CLSD Grant		

		- Administrative Team monitors and provides feedback on effective use of instructional time through regular classroom observations - Teachers embed SEL check-ins and reflection routines into daily lesson structures - Teachers use consistent SEL language and routines during transitions to minimize lost instructional time [Sarbida/Snow]	- feedback logs - instructional time tracker - Coaching observation notes - Panorama SEL data - student survey data - Coaching observation notes - behavior data - instructional time tracker			
WES.3 All students demonstrate improved academic achievement that results from teacher participation in professional development	1A 1B 1C 2A 2B 3A 3B 3C	EA WES.3 (1) Develop and Implement a Coherent Professional Learning Framework - Principal and Academic Coach create a comprehensive year-long professional learning plan that directly addresses identified root causes and improvement goals - Leadership Team establishes clear roles and responsibilities for supporting teacher development including coaches, GLCs, and mentors - Leadership Team establishes a mentoring system for new and mid-year hires to ensure consistent support and onboarding	- PL plan tracker - PD attendance logs - coaching observation notes - Role and responsibility document - staff survey data - coaching observation notes - Mentoring tracker - meeting notes - mentor feedback logs	WSF, \$ - CLSD Grant		

		- Teachers actively participate in professional learning sessions and set individual professional learning goals aligned to school improvement priorities - Teachers complete self-assessments to identify their own professional learning needs and share goals with their coach or GLC EA WES.3 (2) Implement Job-Embedded Learning Structures - Academic Coach and Grade Level Chairs establish regular peer observation cycles with structured protocols for feedback and reflection using a "learn-try-reflect" cycle - Academic Coach provides differentiated job-embedded coaching based on teacher experience and classroom observation data - Teachers participate in peer observation cycles and visit demonstration classrooms to observe and discuss effective instructional practices - Teachers implement strategies learned through coaching and professional learning into daily classroom instruction	- PD attendance logs - individual goal tracker - coaching observation notes - Self-assessment tracker - coaching observation notes - GLC meeting notes - Observation schedule - peer observation notes - reflection logs - Coaching observation notes - feedback logs - teacher reflection notes - Observation schedule - debrief notes - coaching follow up observation note - Coaching observation notes			
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		- Teachers engage in collaborative co-planning sessions during PLCs to develop standards-aligned lessons that incorporate evidence-based strategies EA WES.3 (3) Monitor and Adjust Professional Learning Implementation - Leadership Team uses classroom observation data and student achievement data to assess the effectiveness of professional learning initiatives - Leadership Team provides timely and strategic feedback to teachers after observations and data reviews using consistent feedback templates - Leadership Team schedules quarterly deep-dive reviews to assess strategy effectiveness and make responsive adjustments to the professional learning plan - Teachers use "3-2-1" reflection notes to capture observations, questions, and next steps after professional learning and implementation	- student growth data - teacher reflection notes - PLC meeting notes - lesson plan review - coaching observation notes - Observation data student - achievement data - PL effectiveness tracker - Feedback log - observation notes - teacher reflection notes - Meeting notes - strategy effectiveness tracker - PL plan adjustment log - Reflection note tracker - PLC meeting notes - coaching observation			
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		- Teachers contribute to quarterly deep-dive reviews by sharing classroom-level data and implementation evidence - Teachers participate in collaborative problem-solving sessions to identify barriers to implementation and propose solutions [Salazar/Snow]	notes - Deep-dive review notes - classroom data tracker - teacher contribution log - Session notes - barrier tracker - solution implementation log			
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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>	1A 1B 1C	EA 1.2.1 (1) Establish an Attendance Monitoring System - Create data team to track attendance patterns weekly and identify students with chronic absenteeism - Develop tiered intervention protocols for students with different attendance needs - Implement consistent communication protocols for families when absences occur	- Attendance data tracker - data team meeting notes - intervention roster - Tiered intervention protocol - intervention roster - fidelity checklist - Communication log - family	WSF, \$		

		EA 1.2.1 (2) Develop Student Engagement and Motivation Strategies • PLCs will identify priority engagement strategies and develop common approaches • Teachers will incorporate voice and choice opportunities in assignments to increase student motivation • Design lessons with real-world relevance and cultural connections to boost student interest	response tracker • attendance data • PLC meeting notes • engagement strategy tracker • coaching observation notes • Coaching observation notes • student survey data • attendance data • Coaching observation notes • lesson plan review • student survey data			
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		EA 1.2.1 (3) Create School-Community Partnerships for Attendance Support - Identify and address barriers to attendance (transportation, health, housing) through community partnerships - Develop recognition systems to celebrate attendance improvements and milestones EA 1.2.1 (4) Implement Family Engagement Approach - Create two-way communication systems between school and home about attendance - Host regular family events to build school connection	- Barrier tracker - partnership log - family feedback - Recognition tracker - attendance data - student survey data - Communication log - family response tracker - attendance data - Event attendance log - family feedback survey - school connection data			
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		EA 1.2.1 (5) Conduct Quarterly Attendance Data Reviews • Leadership team facilitates quarterly strategy sessions to analyze attendance data • Teachers collaborate to develop personalized re-engagement plans for chronically absent students • Monitor progress toward attendance benchmarks and adjust strategies as needed [Donnelly]	• Meeting notes • attendance data analysis protocol • fidelity checklist • Re-engagement plan tracker • attendance data • family feedback • Attendance data tracker • quarterly benchmark data • strategy adjustment log			
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1.2.2. All students demonstrate positive behaviors at school. <i>Required for all schools.</i>	1B 1C	EA 1.2.2 (1) Establish Schoolwide Behavior Expectations System - Leadership team will identify and clearly define key expectations across academics, behavior, and social-emotional learning - Teachers will co-create classroom norms with students and explicitly teach routines through role-play and practice - Implement consistent visual reminders and cueing strategies across all learning environments EA 1.2.2 (2) Develop Positive Behavior Recognition Framework - Create routines for recognizing effort, improvement, and character aligned with school values - Implement "Shoutout Monday" to regularly highlight student achievements that demonstrate positive behaviors	- Expectation document - staff survey data - observation notes - Coaching observation notes - behavior data - student survey data - Coaching observation notes - behavior data - student survey data - Recognition tracker - student survey data - family feedback - Shoutout Monday tracker	WSF, \$ -		
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		EA 1.2.2 (3) Implement Data-Driven Behavior Support - Establish behavior data team to track patterns and identify students needing additional support - Teachers will use behavior data to reteach expectations when needed - Align behavior supports across classrooms to ensure schoolwide consistency EA 1.2.2 (4) Build Student Self-Monitoring Skills - Provide explicit instruction on self-regulation strategies across all grade levels	- student survey data - family feedback - Behavior data tracker - data team meeting notes - intervention roster - Behavior data tracker - coaching observation notes - student behavior data - Coaching observation notes - behavior data alignment tracker - Coaching observation notes			
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		• Develop goal-setting protocols for students to track their own behavioral progress • Create reflection opportunities for students to identify what helps them maintain positive behaviors EA 1.2.2 (5) Create Family-School Behavior Partnership • Establish two-way communication systems between school and home about behavior expectations • Host family workshops on supporting positive behaviors at home	• Student survey data • behavior data • Goal-setting tracker • student survey data • behavior data • Coaching observation notes • student reflection notes • student survey data • Coaching observation notes • student reflection notes • student survey data • Workshop attendance log			
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		Provide regular positive feedback to families about student behavior improvements [Kaelan/Uehara]	- family feedback survey - behavior data - Communication log - family response tracker - behavior data			
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1.2.3. All students experience a Nā Hopena A'o environment for learning. <i>Required for all schools.</i>	1A 1B 1C 2A 2B 3A 3B	EA 1.2.3 (1) Embed HĀ Outcomes into Daily Instruction and School Culture - Leadership Team maps each of the 6 HĀ outcomes to academic standards and learning goals across all grade levels - Teachers integrate 'Āina-based learning and Hawaiian language into daily instruction to strengthen students' sense of place and identity - Teachers use protocols that reflect Hawaiian values such as kuleana and aloha during collaborative learning activities EA 1.2.3 (2) Build Teacher Capacity for Culturally Responsive and Place-Based Instruction - Leadership Team trains all staff in culturally responsive pedagogy specific to Hawai'i and the HĀ framework	- HĀ mapping document - PLC meeting notes - Coaching observation notes - Coaching observation notes - Student survey data - HĀ survey data - Coaching observation notes - Student survey data - HĀ survey data - PD attendance logs - Coaching Observation notes - Student survey	WSF, \$ -		
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		- Leadership Team partners with community organizations to support place-based and culturally grounded instruction - Academic Coach provides job-embedded coaching focused on integrating HĀ outcomes into standards-aligned lesson planning EA 1.2.3 (3) Strengthen Student Voice Identity and Well-being Through HĀ - Teachers create structured opportunities for students to share personal stories and cultural connections to place - Leadership Team conducts regular student surveys to measure student sense of belonging	- Partnership tracker - community partner log - student survey data - Coaching observation notes - feedback logs - Teacher reflection notes - Coaching Observation notes - Student Survey data - HĀ survey data - Student survey data - HĀ survey tracker - Quarterly benchmark data			
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		Leadership Team implements schoolwide recognition systems that celebrate student growth across all 6 HĀ outcomes [Sarbida]	- Recognition tracker - Student survey data - Family feedback			
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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 "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?"	Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed for enabling activities.	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2027. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 11, 2026	AMR Semester 2 Check May 14, 2027
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. <i>Required for all schools.</i>	None	EA 1.3.1 (1) Develop a comprehensive K-12 career exploration continuum - Create developmentally appropriate career exploration activities for each grade band - Establish partnerships with local businesses and community organizations for career exposure EA 1.3.1 (2) Create family and community partnership systems - Develop two-way communication channels with families about career/civic programs - Create opportunities for family members to share career experiences [Donnelly]	- Activity tracker - student survey data - career exploration data - Partnership tracker - community partner log - student survey data - Communication log - family response tracker - family feedback survey	WSF, \$ -		

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.	1A	EA 1.3.2 (1) Implement Vertically-Aligned Standards-Based Curriculum - Map elementary curriculum to middle and high school academic expectations - Identify priority content standards and skills at each grade level that build toward high school readiness - Develop common formative assessments aligned to high school readiness indicators - Establish PLC protocols to analyze data and adjust instruction accordingly	- Curriculum mapping document - vertical alignment tracker - PLC meeting notes - Priority standards document - PLC meeting notes - coaching observation notes - CFA tracker - PLC meeting notes - student readiness data - PLC meeting notes - data analysis protocol - fidelity checklist - student readiness data	WSF, \$ -		
	1B 1C 2A 2B					
		EA 1.3.2 (2) Build Early Career Awareness and Exploration				

		- Integrate career awareness into projects, reading, and classroom discussions - Use interest surveys and reflection journals to connect learning to future goals - Partner with local businesses, alumni, and families to share career pathways [Snow/Uehara]	- Coaching observation notes - lesson plan review - student survey data - Student survey data - reflection journal tracker - coaching observation notes - Partnership tracker - community partner log - student survey data			
1.3.3. All students graduate high school with a personal plan for their future.	1A 1B 1C	EA 1.3.3. (1) Develop Student Self-Management and Goal-Setting Skills Implement explicit instruction in goal-setting and self-monitoring strategies	- Coaching observation notes - student survey data - student goal tracker	WSF, \$ -		

		• Create structured opportunities for students to track their own progress toward learning targets • Build metacognitive skills that help students understand their own strengths and interests • Establish mentoring programs to connect students with positive role models [Donnelly]	• Progress tracker • coaching observation notes • student survey data • Coaching observation notes • student survey data • career interest inventory • Mentoring tracker • meeting notes • student survey data			
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PRIORITY 2: High-Quality Educator Workforce In All Schools

- ★ All students are taught by effective teachers.
- ★ All schools are staffed by effective support staff.
- ★ All schools are led by effective school administrators.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2027. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 11, 2026	AMR Semester 2 Check May 14, 2027
WES. 4 All students receive consistent, high-quality instruction as the school develops and implements a comprehensive system to recruit, retain, and build the capacity of a highly qualified and stable educator workforce.	3A 3B 3C	EA WES. 4 (1) Develop a Proactive Recruitment and Retention System - Principal and Leadership Team develop a proactive recruitment plan that includes early outreach to teacher preparation programs to build a qualified candidate pipeline - Principal develops a succession plan for anticipated retirements to minimize disruption to student learning	- Recruitment plan tracker - Outreach log - Candidate Pipeline Data - Succession plan tracker - retirement projection data - Candidate development log	WSF, \$ -		



PRIORITY 2: High-Quality Educator Workforce In All Schools

		Leadership Team conducts annual stay interviews with all staff to identify retention risks and develop targeted action plans	- Stay interview tracker - retention risk log - action plan development log			
		EA WES. 4 (2) Implement a Structured Induction and Mentoring Program Principal and Academic Coach design and implement a structured induction program for all first and second year teachers that includes regular check-ins observations and feedback cycles	- Induction program tracker - Check-in log - Observation notes			
		Leadership Team identifies and trains experienced teachers to serve as mentors for novice teachers using a simple monthly mentor guide	- Mentor training log - mentoring tracker - Meeting notes			
		Academic Coach provides differentiated job-embedded coaching for novice and non-highly qualified teachers based on classroom observation data	- Coaching observation notes - Feedback logs - Teacher reflection notes			
		Leadership Team develops a clear pathway and support plan for non-highly qualified teachers to meet certification requirements	Certification pathway tracker			



PRIORITY 2: High-Quality Educator Workforce In All Schools

		• Leadership Team implements a recognition system to celebrate educator contributions and build a positive school culture [Matsuda]	• Progress monitoring log • Coaching observation notes • Recognition tracker • Staff survey data • School culture data			
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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>	None	EA 3.3.1 (1) Establish clear SCC structure and membership protocols - Develop clear roles and responsibilities for all SCC members - Create a recruitment timeline and process for filling vacant positions - Ensure representation from all stakeholder groups (teachers, staff, parents, community)	- Role and responsibility document - SCC meeting notes - staff survey data - Recruitment timeline tracker - vacancy log - recruitment process notes - SCC membership tracker - stakeholder	WSF, \$ -		



PRIORITY 3: Effective and Efficient Operations At All Levels

		- Develop onboarding materials for new members to understand purpose and expectations EA 3.3.1 (2) Implement regular meeting structures and communication systems - Establish annual calendar of meetings aligned with school improvement cycle - Create standardized meeting protocols including agenda templates and minute-taking procedures - Develop communication channels between SCC members and their represented groups	- representation data • SCC meeting notes • Onboarding materials tracker • new member survey data • SCC meeting notes • Meeting calendar tracker • SCC meeting notes • attendance log • Protocol document • SCC meeting notes • member feedback • Communication log • SCC member			
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PRIORITY 3: Effective and Efficient Operations At All Levels

		- Implement digital repository for SCC documents and resources accessible to all members EA 3.3.1 (3) Build capacity of SCC members for meaningful engagement - Provide training for SCC members on their roles in the school improvement process - Create opportunities for members to engage with school data and improvement planning - Develop protocols for SCC input on key school decisions	- feedback - stakeholder survey data - Repository tracker - SCC member feedback usage data - Training attendance log - SCC member survey data - SCC meeting notes - Data engagement tracker - SCC meeting notes - SCC member feedback - Protocol document - SCC meeting notes			
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PRIORITY 3: Effective and Efficient Operations At All Levels

		- Establish mentoring relationships between experienced and new SCC members EA 3.3.1 (4) Create principal-SCC engagement structures - Establish clear expectations for principal participation and communication - Create protocols for principals to share school data and progress updates - Implement feedback mechanisms between principal and SCC	- decision log - Mentoring tracker - meeting notes - new SCC member survey data - Expectation document - SCC meeting notes - principal participation log - Protocol document - SCC meeting notes - data sharing log - Feedback log - SCC meeting notes - principal response log			
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PRIORITY 3: Effective and Efficient Operations At All Levels

		- Schedule regular check-ins between principal and SCC chair EA 3.3.1 (5) Develop monitoring and accountability systems - Create tracking system for SCC membership, attendance, and participation - Implement annual self-assessment process for SCC effectiveness - Establish reporting mechanisms to share SCC work with broader school community - Develop celebration protocols to recognize SCC contributions	- Check-in schedule log - SCC chair feedback - principal response log - Tracking system - SCC membership log - attendance log - Self-assessment tracker - SCC effectiveness data - action plan log - Reporting tracker - SCC report community feedback survey - Celebration			
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PRIORITY 3: Effective and Efficient Operations At All Levels

		[VP]	tracker • SCC member survey data • community feedback			
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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 "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
WES.5 All families and community members actively participate in meaningful opportunities that support student academic achievement and school improvement as the school builds a welcoming, inclusive, and culturally responsive engagement system <i>Required for AMR schools.</i>	None	EA WES.5 (1) Develop and Implement a Family Engagement Plan - Leadership Team creates family-friendly communications about student progress using visuals and plain language accessible to all families - Teachers schedule regular family check-ins to share student academic progress and home strategies aligned to current learning targets - Leadership Team ensures all materials are translated and interpreters are available so all families can access school communications	- Communication tracker - family feedback survey - family engagement data - Check-in log - family response tracker - family feedback - Translation tracker - interpreter log - family feedback	WSF, \$		

		EA WES.5 (2) Build Staff Capacity to Engage Families Effectively - Leadership Team provides professional development on culturally responsive family engagement strategies and effective communication techniques - Academic Coach uses PLC time to reflect on and improve home-school partnerships EA WES.5 (3) Establish Two-Way Communication and Feedback Systems - Leadership Team conducts regular family surveys and focus groups to gather input and act on feedback - Leadership Team shares school improvement progress with families during regular community events - Leadership Team acts on family feedback and communicates changes made as a result of family input	- PD attendance logs - coaching observation notes - family feedback - PLC meeting notes - home-school partnership tracker - family feedback - Survey tracker - family feedback log - action plan log - Event attendance log - family feedback survey - school improvement report - Feedback action log			
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		[Salazar/VP]	• communication tracker • family feedback			
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★ 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
WES.6 All students receive timely and targeted academic and social-emotional support through a well-implemented Multi-Tiered System of Supports that identifies student needs early and provides equitable access to interventions and extended learning opportunities. <i>Required for AMR schools.</i>	1A 1B 1C 2A 2B	EA WES.6 (1) Implement a Clearly Defined MTSS Framework - Leadership Team clarifies Tier 1 Tier 2 and Tier 3 definitions and supports across academic and SEL domains - Leadership Team uses universal screeners and data protocols for early identification of student needs - Teachers monitor student progress frequently and adjust supports based on data - Leadership Team trains staff on how to refer plan and deliver tiered interventions	- Tier definition document - staff survey data - tier placement tracker - Screener data - tracker data protocol - fidelity checklist - intervention roster - Training attendance log - referral tracker - intervention fidelity checklist	WSF, \$ -		

		EA WES.6 (2) Expand Extended Learning Opportunities - Leadership Team ensures equitable access to extended learning opportunities for all student groups - Teachers provide targeted small group instruction during extended learning time aligned to identified student needs EA WES.6 (3) Build Community Partnerships to Address Student Needs - Principal and Leadership Team identify and activate community partnerships to address the mental physical and social-emotional needs of students - Leadership Team establishes a written referral process for appropriate academic and social-emotional services [Snow/Sarbida]	- Participation tracker - disaggregated access data - family feedback - Intervention roster - biweekly progress monitoring data - coaching observation notes - Partnership tracker - community partner log - satisfaction survey data - Referral process document - training attendance log - referral tracker			
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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 **Webling 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 4/6/26 to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **4/6/26** 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: **4/6/26**

Attested:

Webling Elementary School Principal	Signature	Date
Chad Matsuda	<i>Chad Matsuda</i>	4/7/26

SCC Chairperson	Signature	Date
Rayme Awaya	<i>Rayme Awaya</i>	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.
N/A

Attested:

SCC Chairperson	Signature	Date
Rayme Awaya	<i>Rayme Awaya</i>	4/7/26

APPENDIX B: BELL SCHEDULE

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

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

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