



'Ewa Elementary School Academic Plan SY 2026-2027

91-1280 Renton Road
Ewa Beach, Hawaii 96706
<https://www.ewa.k12.hi.us>

- ☒ Title I School
☐ Non-Title 1 School

Submitted by Principal Stanley G. Tamashiro Jr.	
<i>Stanley G. Tamashiro Jr.</i>	Mar 3, 2026

Approved by Complex Area Superintendent Jon Henry Lee	
<i>Jon Henry Lee</i>	4/9/26

Directions for completing the School Academic Plan template can be found in the [Academic Plan Template Guidance document](#).

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VIABLE QUALITY CURRICULUM

This section highlights the **comprehensive instructional programs** and **supplementary instructional materials** used by each core subject area.

Please utilize the dropdown list to select the **comprehensive instructional program(s)** being used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the program. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
K-5	'17 EL Education K-5 Language Arts ▾	i-Ready Classroom Mathematics ▾		
3-5			Amplify	

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

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-5	I-Ready ▾	I-Ready ▾

HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

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

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

☐ Panorama ☒ School-created template ☐ Other:

IDENTIFIED SCHOOL NEEDS

Academic Plans require the identification of school needs based on data and other information analyzed as part of the school improvement process. The **Comprehensive Needs Assessment (CNA) Data Workbook** (linked [here](#)) and **Lei Kulia** (linked [here](#)) are data resources to help guide and support continuous school improvement.

This section highlights the critical student learning needs that require immediate attention for improvement, student subgroup(s) achievement gaps, and root/contributing cause for those needs and gaps, as identified in one or more of the following:

- ☒ Current CNA
- ☐ Other current assessment/self-study report:
- ☒ 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: 2026

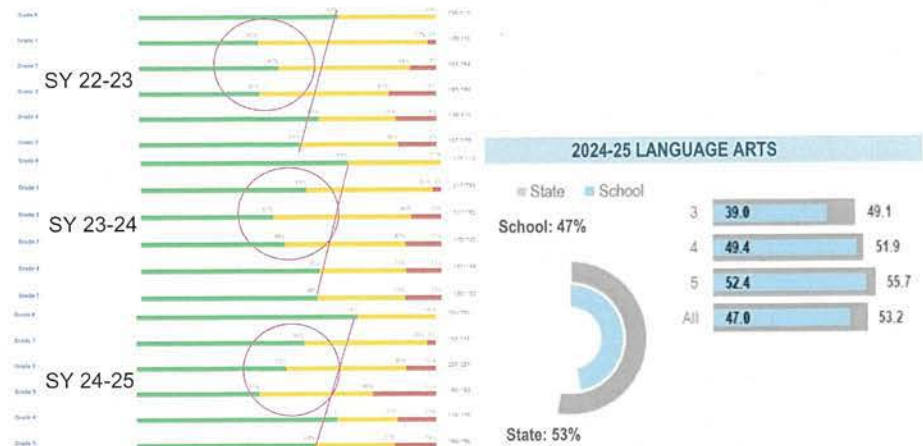
Type of Next Action: Mid-Cycle Report (No Visit) ▾

Year of Next Self-Study:
2029

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?”

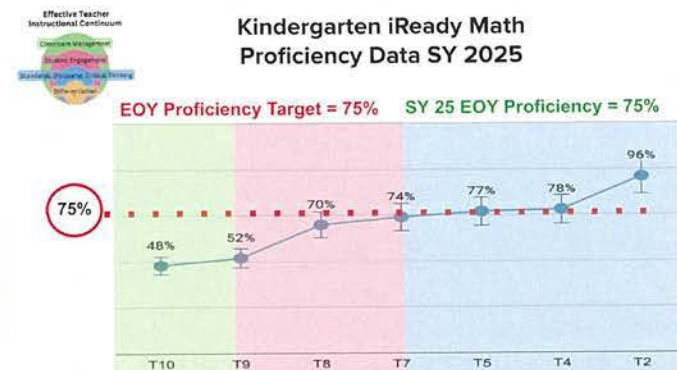
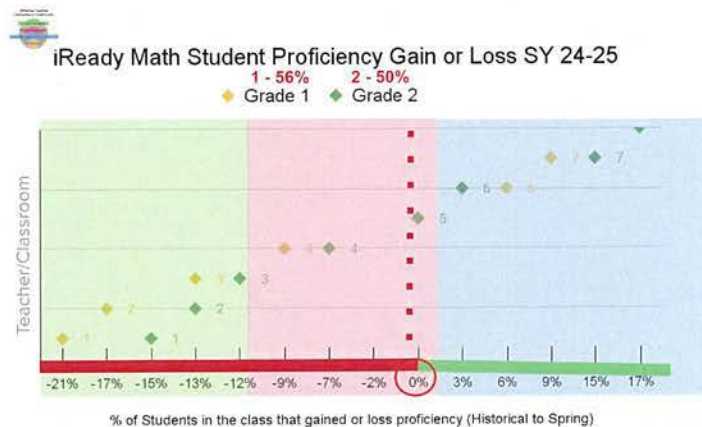
Please number the student need and root/contributing cause for ease of cross-referencing.

- | | |
|---|---|
| 1 | <p>Student Need: Students need rigorous core instruction in ELA and Math that engages all learners to meet or exceed grade level expectations.</p> <p>Root Causes:</p> <p>1A) Inconsistent implementation of high-rigor, engaging instructional strategies. Leadership needs to structure supports to differentiate for the range of teachers’ needs, from teacher-centered coaching to student-centered coaching, and school wide data practices. A significant portion of the teaching staff consists of early-career educators and emergency hires who require more intensive support and professional development to master high-rigor instructional strategies and data-informed practices. Variations in teacher experience levels have led to inconsistent instructional rigor.</p> |
|---|---|

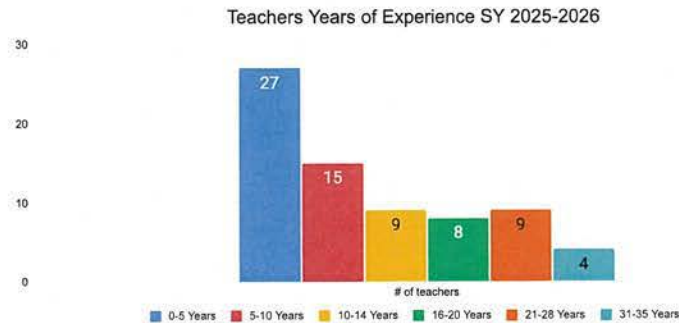


Grades 1-3 math proficiency is significantly lower than the school trend trajectory.

Grade 3 ELA SBA proficiency is 10% below the state grade 3 average and grades 4 and 5 are 2-3% below the state proficiency average.



In grades 1 and 2, in 4 of 7 classrooms there was a loss of student proficiency ranging from 21% of students to 7% of students. In kindergarten, 4 of 8 classes were below target proficiency, as low as 27% below.

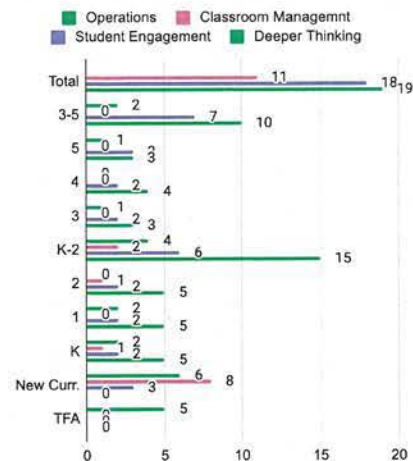


Increase in the number of newer teachers, majority in grades K-3. Need to support teacher efficacy.

2 **Student Need:**
Students need to think critically and build conceptual knowledge through discourse to problem solve.

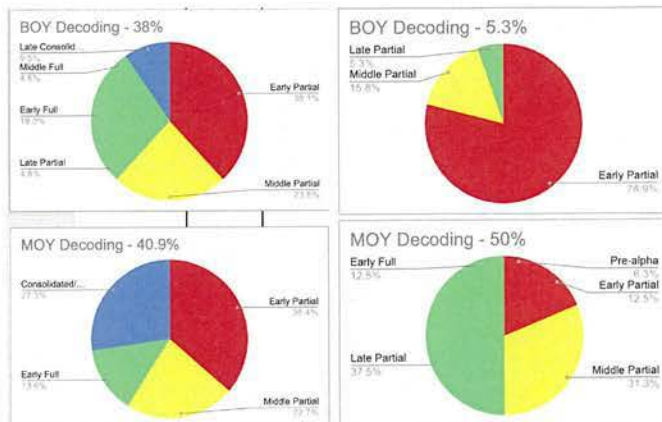
Root/Contributing Cause:

2A) Instruction often prioritizes task and lesson completion over learning process (TDC, RTTW) and critical thinking, resulting in limited application of concepts and skills.



Learning Walk data determined that students need opportunities to think critically and build conceptual knowledge.

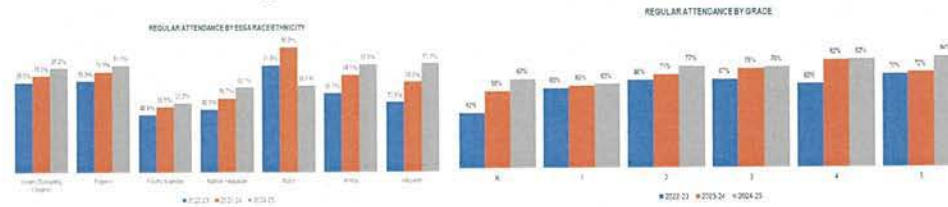
3	Student Need: Students need to understand learning targets to set goals and reflect on their progress to become leaders of their learning. Middle of Year (MOY) <table border="0"> <tr> <td>■ Not Evident</td> <td>71%</td> </tr> <tr> <td>■ Somewhat Evident</td> <td>8%</td> </tr> <tr> <td>■ Evident</td> <td>21%</td> </tr> </table> MOY Learning Walk data reflects Learning Targets are evident, students have opportunities to connect learning and tasks to targets, and reflect on their progress in 21% of classrooms.	■ Not Evident	71%	■ Somewhat Evident	8%	■ Evident	21%
■ Not Evident	71%						
■ Somewhat Evident	8%						
■ Evident	21%						
	3A) Inconsistent implementation of using learning targets for teachers and students to know the purpose of the task and what they are learning. 3B) Inconsistent implementation of data informed practices. 3C) Inconsistent implementation of teacher feedback loops.						
4	Student Need: Students need timely and equitable access to differentiated support. Root/Contributing Cause: 4A) Lack of Leadership to develop and monitor school wide data practices and HMTSS. Leadership needs to establish an HMTSS team and essential data practices specifically within the K-3 grade levels, and across attendance, behavior and academic tiers. 4B) K-2 lacks data monitoring practices that align to school wide monitoring and progression. K-2 Benchmark Skills Decoding BOY-MOY: In grade 1, classroom growth addressing well-below word reading fluency ranges from 2% improvement to 60% improvement.						



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:** Grades K, 1 and Native Hawaiians with high absences

Identified Student Need(s): (Lower regular attendance rate) Attendance trend data suggest strategic actions are needed that targets to improve regular attendance of kindergarteners, first graders and native Hawaiians.

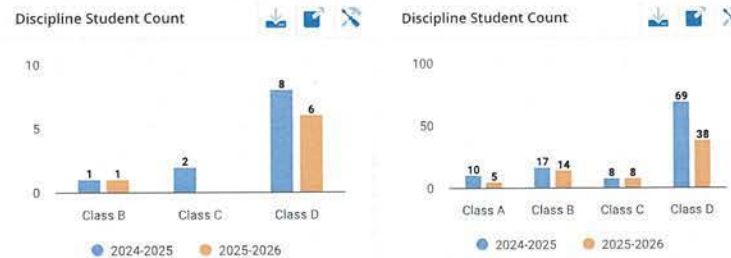


Ethnicity and Grade Level Attendance Rate

Root/Contributing Cause: Lack of strategic actions to improve regular attendance of kindergarteners, first graders and native Hawaiians.

2 **Targeted Subgroup:** Repeat discipline students, males

Identified Student Need(s): Discipline trend data suggest strategic actions are needed that targets to improve discipline incidences of males and incidences at recess.



Female vs. Male Discipline Student Count

In SY 2024-2025, 8 of 77 discipline counts were by females and 69 by males. SY 2025-2026 is trending with the same ratio.

Root/Contributing Cause: Lack of strategic actions to improve discipline incidences of males and incidences at recess.



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.
			Implementation	Monitoring	
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	4B T1 4A, 4B	EA 1.1.1(1) 'Ewa will provide a summer transition program for incoming kindergarteners to introduce readiness skills, and gather baseline student data (KEA). EA 1.1.1(2) 'Ewa will provide orientation to kindergarten parents to build knowledge about school, how to support and the importance of attendance. Increase regular attendance of kindergarteners by 10% annually EA 1.1.1(3) Leadership and kindergarten teachers will use KEA data and Benchmark data to differentiate instruction at the start of the school year and monitor student progress to meet the range of students' needs. Accountable Lead: Erin Murakami, Core Curriculum Leader	'Hard' KEA data linked to K Skills Benchmark Data Orientation Agenda includes attendance education Data System established of Kindergarten Benchmark Skills used by all teachers Skills PD Progression targets (BOY, MOY, EOY)	K Skills Cycle Goals: All students meet or exceed quarterly Cycle goals iReady Reading 75%+ proficient. iReady Growth 100%+	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☒ Other:__, \$

Reading Proficiency 1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently <u>receive necessary and timely support</u> to become proficient.	1A, 2A, 3A, 3B, 3C	EA 1.1.2(1) Leadership will provide differentiated support to teachers - Kaizen Learning Meetings, Grow Cycles: Teacher-centered coaching and student centered coaching - Professional development: School level, locally and nationally EA 1.1.2(2) Leadership will provide data analysis protocols and time to calibrate student evidence, to bring staff to a shared understanding of performance levels. - Data-driven Grow Cycle protocols EA 1.1.2(3) Teachers will utilize data to monitor student progress and make timely decisions to address students needs. - K-2 Reading Skills Foundation Data - K-5 ELA Module student evidence EA 1.1.2(4) Teachers will formalize the teacher-to-student feedback loop as a key component of Tier 1 instruction, focusing on making feedback explicit, actionable, and aligned to learning targets as referenced in the curriculum - Evidenced by explicit instruction of learning targets in Learning Walk data, progress monitoring data and documented feedback to students Accountable Lead: Jennifer Tasaka, Vice Principal	KLM Agenda, PC Day Agenda Grow Cycle-Coaching Evidence Data-driven Grow Cycle Evidence EL Ed formative and summative student evidence Learning Walk Data KLM/Grow Cycle Data	SBA ELA KPI target SY '26 49.8% SY '27 53% Grades 3-5 SBA ELA will increase by 3% annually Skill Benchmark Reading Fluency will increase by 10% annually Skills Cycle Data iReady Reading proficiency and growth, gain/loss to historical	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

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.	1A, 2A, 3A, 3B, 3C	EA 1.1.2(1) Leadership will provide differentiated support to teachers • Kaizen Learning Meetings, Grow Cycles: Teacher-centered coaching and student centered coaching • Professional development: School level, locally and nationally EA 1.1.2(2) Leadership will provide data analysis protocols and time to calibrate student evidence, to bring staff to a shared understanding of performance levels. • Data-driven Grow Cycle protocols EA 1.1.2(3) Teachers will utilize data to monitor student progress and make timely decisions to address students needs. • Exit Tickets, Comprehension Checks, Unit Assessments EA 1.1.2(4) Teachers will formalize the teacher-to-student feedback loop as a key component of Tier 1 instruction, focusing on making feedback explicit, actionable, and aligned to learning targets as referenced in the curriculum • Evidenced by explicit instruction of learning targets in Learning Walk data, progress monitoring data and documented feedback to students Accountable Lead: Jennifer Tasaka, Vice Principal	KLM Agenda, PC Day Agenda Grow Cycle-Coaching Evidence Data-driven Grow Cycle Evidence iReady Data sheets Learning Walks Data KLM/Grow Cycle Data	SBA Math proficiency scores will increase by 2% points annually Students will meet or exceed their historical iReady proficiency, and Kindergarten proficiency will meet or exceed 75% iReady Growth 100%+ Learning Walk Data - Teachers will progress by increasing 'Evident' KLM/Grow Cycle Data	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. <i>Required for all schools.</i>	4, T1, T2	EA 1.1.4(1) Establish a school level HMTSS leadership team. EA 1.1.4(2) HMTSS Framework Development: Establish regular meetings (Admin, curriculum support, SSC, Counselors) to clearly define and document Tier 1, 2, and 3 supports across academics, behavior/SEL, and attendance. EA 1.1.4(3) Regular Monitoring of School Initiatives: Utilize monthly School Leadership team meetings to monitor the effectiveness of school-wide initiatives and refine the Academic Plan. EA 1.1.4(4) Schoolwide Data Systems: Academic: School leadership to establish schoolwide data teams/data informed practices that monitor student progress and determine necessary system supports. 1. SY 2026-2027 a. Priority: K-2 Reading Foundation Data i. Skills Benchmark and Cycle Data b. iReady Math & SBA Math i. Learning Target Progress Monitoring c. 3-5 ELA Interim and SBA ELA i. Learning Target Progress Monitoring Behavior: Counselors to establish data points to identify tiered behavior supports, and determine supports for Tiers 2 & 3. ● Male-Focused SEL Interventions: Implement targeted SEL programs and strategic recess management to address the high number of discipline incidents involving males.	Designated HMTSS Team members Regularly Scheduled Meetings- Agenda & Notes School-Created HMTSS Template Data Driven Grow Cycles Data points and supports are determined Strategic Plan for tier 2 % 3 behaviors	Decrease in discipline incidences of males, and recess incidents	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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		Attendance: Counselors to establish data points to identify tiered attendance supports, and determine supports for Tiers 2 & 3. ● Strategic Attendance Actions: Develop specific outreach and support strategies targeting kindergarteners, first graders, and Native Hawaiian students to improve regular attendance trends. Accountable Lead: Jennifer Tasaka, Vice Principal	Strategic Plan for tier 2 % 3 attendance	Increase in regular attendance of K, gr.1 and Native Hawaiian students	
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>	4	EA 1.1.5 Continue to execute transition plans: ● Ewa will provide a summer transition program for incoming kindergarteners to introduce readiness skills ● Parent Welcome & tour for new registrants with SSCs ● New student screening and strategic class placement ● End of SY Transition day to next grade level ● Middle school registration and orientation meetings ● Transition meetings with Ewa Makai and Honouliuli Middle ● Counselor focused support - one counselor for grade K and grade 5 (transition grades) Accountable Lead: Jennifer Tasaka, VP	Event & Meeting Calendar Feedback from students and parents		☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

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

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
1.2.1. All students desire to and attend school regularly. <i>Required for all schools.</i>	4	EA 1.1.1(1) School and teachers will implement procedures to communicate regularly with parents about attendance. EA 1.2.1(2)Support students with (the desire to attend school) social-emotional wellness: school wide practice of Comunidad circle, the Ewa Way and habits of character embedded in learning and community, structured recess activities, and classroom incentives. EA 1.2.1(3)Counselors to establish data points to identify tiered attendance supports for Tiers 2 & 3. EA 1.2.1(4)Develop specific outreach and support strategies targeting kindergarteners, first graders, and Native Hawaiian students to improve regular attendance trends. Accountable Lead: Elise Rego, Counselor	Increase % of students attending regularly (Strive HI) School-Created MTSS Template SART data	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

1.2.2. All students demonstrate positive behaviors at school. <i>Required for all schools.</i>	4	EA 1.2.2(1) Support students with social-emotional wellness: school wide practice of Komunidad circle, the Ewa Way and habits of character embedded in learning and community, structured recess activities, student council initiated activities and various modes of counseling support. EA 1.2.2(2) Counselors to establish data points to identify tiered behavior supports, and determine supports for Tiers 2 & 3. Male-Focused SEL Interventions: Implement targeted SEL programs and strategic recess management to address the high number of discipline incidents involving males. EA 1.2.2(3) Professional Development, provided by local and national organizations will support counselors and SSCs and with continued professional growth and school initiatives. Accountable Lead: Elise Rego, Counselor	School Discipline data - decrease in incidences School-Created MTSS Template	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
1.2.3. All students experience a Nā Hopena A'o environment for learning. <i>Required for all schools.</i>		EA 1.2.3(1) Students will experience The Ewa Way is Kaizen, Kina'ole and Komunidad- encompassing the SEL and dispositions that support students with social-emotional wellness, GLOs, behavior expectations, Komunidad circle and habits of character in EL Education. The Ewa Way, and Ewa School's strong sense of community correlates to students experiencing a Nā Hopena A'o like environment for learning. The Ewa Way connection to Nā Hopena A'o Accountable Lead: Elise Rego, Counselor	Student discipline incidences 3-5 Student SEL Data K-2 Teacher Perception Data EES School Climate Data EES Classroom Data	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

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

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
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>		EA 1.3.1 K-5 students engage in learning topics that connect to community and civic opportunities through EL Education curriculum and other content areas. The school provides opportunities like field trips, special performances, Journey of Learning, Career Day, and the annual Student Showcase that is open to the community. Accountable Lead: Jennifer Tasaka, VP	School Calendar of Events	☐ 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 <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>
Faculty and staff will cultivate a culture rooted in the 'Ewa Way is Kaizen, Kina'ole and Komunidad.		Kaizen - Faculty and staff will engage in professional collaboration to continuously improve and grow through informal and scheduled opportunities like Admin meetings, committees, grade level time, Kaizen Learning Meetings, PC Days and professional development opportunities in school, locally and nationally. Kina'ole: Faculty and staff will demonstrate professional integrity by adhering to school-wide procedures, (What's the Procedure?) ensuring that every task is performed 'the right way' to provide a safe and effective environment. Komunidad: Faculty and Staff will work in partnership to promote a culture of wellbeing, safety and satisfaction. Accountable Lead: Stanley Tamashiro, Principal	SQS Staff Wellness Survey School level feedback, reflections and surveys	☐ 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>
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>		Ewa School Community Council will meet regularly to collaborate with all stakeholders to support continuous school improvement. Accountable Lead: Stanley Tamashiro, Principal	Agenda and Meeting Notes	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
Provide opportunities for parents and the community to be engaged in the learning and success of students.	Support school continuous improvement and well-being	School, parents and community will communicate and collaborate through School Community Council, Seesaw, parent bulletins, notices, website, marquee and student planners to communicate effectively with families and the community. School, parents and community will have opportunities to actively engage in students' learning at in person events like Open House, conferences, Journey of Learnings, Lincoln Day, Student Showcase and other events. Accountable Lead: Stanley Tamashiro, Principal	Agenda and Meeting Notes School Website Seesaw Messages and Usage Report	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

★ Other Systems of Support				
Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
Faculty and staff feel their health, safety and well-being is cared for.	Staff Well-being	School leadership supports the health, safety, and well-being of faculty and staff, actively seeking and responding to their input. • Collaborative Leadership: School Leadership Team and an open-door administration policy. • Positive Culture: Implementation of "The 'Ewa Way" principles. • Staff Wellness & Engagement: Regularly scheduled wellness activities and social events. • Operational Clarity & Support: Clear operational procedures ("What's The Procedure?"), regularly scheduled Admin and School LT meetings, provision of high-quality instructional and operational resources and support/"". Accountable Lead: Stanley Tamashiro, Principal	School Leadership Team meeting & notes Admin Mtg Notes/Reflection Professional Development Staff Survey SQS	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

APPENDIX A: SCHOOL COMMUNITY COUNCIL ASSURANCES FORM

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

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

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

The **'Ewa 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 **Oct. 1, 2025, Dec. 1, 2025** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Dec. 1, 2025, March 2, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☒ Other (list): School Leadership Mtg (12/1/25, 1/12/26, 2/2/26) Core Curriculum Mtgs., Admin Mtgs
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: **March 2, 2026**

Attested:

'Ewa Elementary School Principal	Signature	Date
Stanley G. Tamashiro Jr.		March 2, 2026
SCC Chairperson	Signature	Date
Ilona Kaonohi		March 2, 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.
N/A

Attested:

SCC Chairperson	Signature	Date
Ilona Kaonohi		March 2, 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 <u>hours per year</u> <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>	1080
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement
'Ewa Elementary School Bell Schedule: 'Ewa School Bell Schedule	