



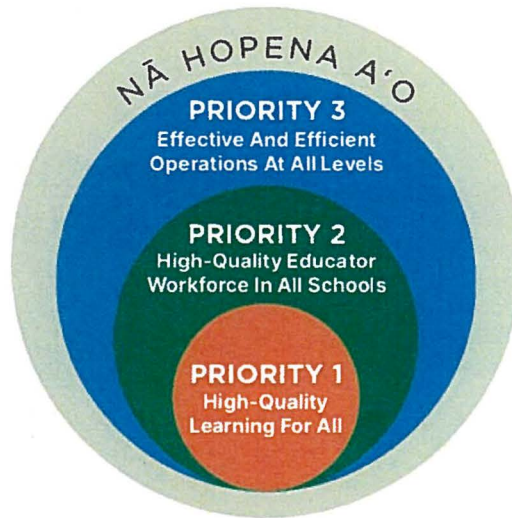
LEEWARD DISTRICT OFFICE

APR 09 2026

Iroquois Point Elementary Academic Plan SY 2026-2027

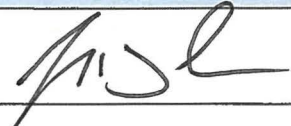
5553 Cormorant Avenue
Ewa Beach, HI 96706
(808) 764-0900

<https://www.iroquois.k12.hi.us/>



- ☒ Title I School
☐ Non-Title I School

Submitted by Principal Melody Habon	
	Date 4/8/2026

Approved by Complex Area Superintendent Jonhenry Lee	
	Date 4/9/26

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

TABLE OF CONTENTS

VIABLE QUALITY CURRICULUM.....	3
UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS.....	4
HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS).....	4
IDENTIFIED SCHOOL NEEDS.....	5
PRIORITY 1.....	7
★ GOAL 1.1.....	7
★ GOAL 1.2.....	10
★ GOAL 1.3.....	12
PRIORITY 2.....	14
PRIORITY 3.....	15
★ GOAL 3.3.....	15
★ Family and Community Engagement.....	16
★ Other Systems of Support.....	17
APPENDIX A: SCHOOL COMMUNITY COUNCIL ASSURANCES FORM.....	18
APPENDIX B: BELL SCHEDULE.....	21

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
Grades K - 6	'23 Wonders ▾	i-Ready Classroom Mathematics ▾	NGSS-aligned lessons (Teacher-created/ supplemental resources)	Social Studies aligned lessons (Teacher-created/ supplemental resources such as NewsELA)

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
Grades K - 2	Enhanced Core Reading Instruction (ECRI)		Scholastic News	
Grades K - 6			Discover Education/ Mystery Science	NewsELA
English Learners	Imagine Learning			
Preschool	TeachTown			

UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

This section highlights school-administered **screening, and/or other progress monitoring assessments** designed to quickly identify the needs of students in **Kindergarten through Grade 9** who may require additional support.

Please utilize the dropdown list to identify the **screening and/or progress monitoring assessments** used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the assessment. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics
Grade K	KEA ▾	
Grades K - 6	I-Ready ▾	I-Ready ▾

HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

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

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

☐ Panorama ☒ School-created template ☐ Other:

IDENTIFIED SCHOOL NEEDS

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

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

- ☒ Current CNA
- ☐ Other current assessment/self-study report:
- ☒ 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 & 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	<u>Student Need:</u> Increase student achievement in English Language Arts (ELA) and Math <u>Root/Contributing Cause:</u> 1a - Downward trend in academic proficiency due to instructional infidelity - the use of simplified assessments or skipped curriculum components/standards in response to student struggles 1b - Implementation gap - varying levels of implementation of core curriculum/standards 1c - Lack of deep analysis of actual student work to close foundational gaps
2	<u>Student Need:</u> Increase student attendance <u>Root/Contributing Cause:</u> 2a - Chronic absenteeism is a crisis level of 60%, with higher rates in SPED (56.8%) and EL (65%) subgroups. 2b - Students are entering grade levels with massive foundational deficits.
3	<u>Student Need:</u> Increase positive behaviors in school

	<u>Root/Contributing Cause:</u>
	3a - There is a critical need for enhanced self-regulation skills to address a decline in favorable emotional regulation.
	3b - Inconsistent SEL/RTI-B integration and attendance/safety trends

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

1	<u>Targeted Subgroup:</u> Special Education <u>Identified Student Need(s):</u> To increase student attendance and decrease the student achievement gap in ELA and Math
2	<u>Targeted Subgroup:</u> English Learners <u>Identified Student Need(s):</u> To increase student attendance and decrease the student achievement gap in ELA and Math



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> <i>*Add IPES Target here too*</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>
1.1.1. 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.	2b	Kindergarten students will be given: - the Kindergarten Entry Assessment (KEA) and Grade Level created Kindergarten Assessment - Daily instruction in: - Enhanced Core Reading Instruction (ECRI) lessons - Reading Wonders for ELA - Ready Math for Math - Choose Love lessons, the schools SEL program Accountable Lead(s): Instructional Coaches	Results of the KEA Assessment and Grade Level created Kindergarten Assessment iReady Diagnostic Results Panorama	☒ 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 - 1c	• Students will be assessed at least 3x/year on iReady Reading • Students will participate in Response to Intervention (RTI), to meet their individual reading needs • Teachers will: - actively engage in the analysis of actual student work to close reading foundational gaps, at minimum in DDIC meetings - assess the impact of their reading instruction on student performance data - participate in vertical articulation meetings to identify common academic vocabulary in reading - keep their grade level ELA curriculum and pacing maps up to date • Instructional coaches will conduct walkthroughs and coaching cycles to improve teacher practice in implementing core curriculum with fidelity Accountable Lead(s): Instructional Coaches, ELA Group	iReady Diagnostic Results RTI blocks included in the master schedule Grade Level DDIC Meeting Agenda and Notes reflecting student work analysis Grade Level Curriculum Maps and Pacing Maps showing unit completion Walkthrough and Coaching Cycle Data	☒ 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 - 1c	• Students will be assessed at least 3x/year on iReady Math • Students will participate in Response to Intervention (RTI), to meet their individual math needs • Teachers will: - actively engage in the analysis of actual student work to close math foundational gaps, at minimum in DDIC meetings - Assess the impact of their math instruction on student performance data - Participate in vertical articulation meetings to identify common academic vocabulary in math - Keep their grade level Math curriculum and pacing maps up to date • Instructional coaches will conduct walkthroughs and coaching cycles to improve teacher practice in implementing core curriculum with fidelity Accountable Lead(s): Instructional Coaches, Math Group	iReady Diagnostic Results RTI blocks included in the master schedule Grade Level DDIC Meeting Agenda and Notes reflecting student work analysis Grade Level Curriculum Maps and Pacing Maps showing unit completion Walkthrough and Coaching Cycle Data	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
---	----------------	---	--	--

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 - 1c	• Students will participate in Response to Intervention (RTI), 4x/week, to meet their individual academic needs • Teachers will: - Implement schoolwide core curriculum and all the components on a daily basis - Implement the RACE strategy (Restate, Answer, Cite, Explain) schoolwide to support multi-paragraph writing across all genres. - Follow a scope and sequence based on NGSS using common curriculum, with clear expectations, and common protocols (e.g., pre/post common assessments, success criteria for each NGSS standard • Special Education Teachers will collect, analyze data to drive their specially designed instruction and students rate of improvement. • English Learners will receive sheltered instruction Accountable Lead(s): Instructional Coaches	iReady Diagnostic Results RTI blocks included in the master schedule Walkthrough and Coaching Cycle Data	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
--	---------	--	---	--

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>	2b	• Community Relations Program Assistant (CRPA) position will be established to transition students to the school, among other responsibilities • Ali'i Ambassadors (student leadership) will welcome new students • Incoming Kindergartners will have the opportunity to participate in the Kick Start Summer Program • Grade 6 students will have an opportunity to participate in the Royale Roundup Assembly for incoming 7th graders to Ilima Intermediate • Counselors will support student transition to the school with check-ins, buddy system, etc. Accountable Lead(s): Community Relations Program Assistant and Counselors	Kindergarten Kick Start Summer Program and Royale Roundup Assembly Information Schoolwide procedures used to welcome new students to school	☒ 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 "What do we plan to accomplish?" *Add IPES Target here too*	Root/ Contributing Cause "Why are we doing this?"	Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed for enabling activities.
1.2.1. All students desire to and attend school regularly. <i>Required for all schools.</i>	2a - 2b	- Develop and implement a multi-tiered attendance system with early warning alerts and intensified outreach especially for transfer students with high absence histories. Example: EveryDay Labs, EEIP, attendance procedures - Students will have an opportunity to join clubs to encourage attendance: sports, robotics, lego, etc. Accountable Lead(s): Counselors	Attendance data Documented multi-tiered attendance system/procedures Student activities/clubs	☒ 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>	3a - 3b	● Students will: - demonstrate behaviors on the ABC behavior chart - receive Choose Love SEL lessons - receive ABC cards and participate in the ABC cart - have an opportunity to receive the Ali'i Pono Award ● Teachers will: - model behaviors on the ABC behavior chart - implement Choose Love SEL lessons - give out ABC cards - have a classroom management plan ● Counselors will: - model behaviors on the ABC behavior chart - implement Choose Love SEL lessons - give out ABC cards and manage the ABC cart - facilitate the Aloha Center Accountable Lead(s): Counselors	Schoolwide ABC Behavior Chart Panorama Classroom Management Plans	☒ 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>	2a - 2b 3a - 3b	● Students will: - receive Choose Love SEL lessons ● Teachers will: - implement Choose Love SEL lessons - Encourage monthly GLO focus ● Counselors will: - implement Choose Love SEL lessons - Identify monthly GLO focus and quarterly Choose Love ingredient, then share with faculty and staff Accountable Lead(s): Counselors	Monthly GLO focus Quarterly Choose Love ingredient	☒ 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 "What do we plan to accomplish?" *Add IPES Target here too*	Root/ Contributing Cause "Why are we doing this?"	Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed for enabling activities.
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. <i>Required for all schools.</i>	Students need the opportunity to develop into well-rounded individuals through exploration and exposure to careers that will help prepare them for their future choices in life.	- Students will participate in: - Career Day - Field trip opportunities that engage them in a variety of career, community and civic opportunities Accountable Lead(s): Community Relations Program Assistant and Counselors	Career Day Information Grade Level Field Trip Opportunities	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
K-12 Alignment 1.3.2. All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.	Students need the opportunity to develop into well-rounded individuals through exploration and exposure to careers that will help prepare them for their future choices in life.	- Students will: - receive computer science instruction - Participate in field trip opportunities that engage them in a variety of career opportunities Accountable Lead(s): Technology Coordinator	Computer Science resource class information Grade Level Field Trip Opportunities	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$



PRIORITY 2: High-Quality Educator Workforce In All Schools

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

Desired Outcome "What do we plan to accomplish?" *Add IPES Target here too*	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.
Create and maintain schoolwide systems/procedures	Systems/procedures keeps everyone aligned and on the same page.	- Faculty and staff will participate in the Continuous School Improvement Process, by providing feedback, to develop the schools: - Comprehensive Needs Assessment - Academic Plan - Financial Plan - The School Operations Team will meet in the weekly huddles to discuss school operations, including administration, SASA, head custodian, cafe manager, community relations program assistant, tech coordinator and counselor. - The core team, including administration and instructional coaches, will meet weekly to discuss curriculum, instruction and assessment, schoolwide initiatives and monitor the academic plan. - The leadership team includes Grade Level Chairs, Instructional Coaches, Administration, Non-Classroom Teachers, and will meet monthly to discuss schoolwide initiatives/needs and monitor the academic plan.	Meeting Agenda and Notes - Core/Leadership Faculty & Staff Vertical Articulation	☒ 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

		Accountable Lead(s): Administration, Instructional Coaches		
Provide Professional Development to faculty and staff	Effective faculty, staff and administrators are essential for student success. Intentional PD enhances employee skills and knowledge to better support our students.	• Faculty and staff will participate in PD that is aligned to the schoolwide initiatives, academic plan and core curriculum. • Training/PD examples but not limited to: - Safety Care - Reading Wonders - Ready Math - Standards - Positive Behavior - English Learners - Students with Disabilities - Poverty Simulation	PD opportunities	☒ 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> <i>*Add IPES Target here too*</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>	Collaborative partnerships with the school, home and community is key to developing the whole child and school community.	School Community Councils (SCCs) will: • Meet monthly • Includes stakeholders: Student, Parent, Community Member, Classified Staff, Certificated Staff, Administration • Provide input on the schools academic and financial plan to ensure alignment with student needs, annually Accountable Lead(s): Administration	SCC Meeting Agenda and Notes posted on the school website	☐ 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>
Increase home-school relationship	2a - 2b Strong home-school relationships foster overall student success.	- Utilize the schoolwide platform (i.e.g, ParentSquare) to communicate and strengthen home-school relationships - School website will be up to date - Provide schoolwide Family Engagement Activities/Events such as but not limited to: - Fall Fest - Winter Fest - May Fest - STEAM Night - Open House Accountable Lead(s): Community Relations Program Assistant, Administration	Information/Flyers for: ParentSquare, schoolwide family engagement activities/events ParentSquare Data	☐ 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 **Iroquois Point Elementary** School Community Council (SCC) recommends the school plans to the Complex Area Superintendent for approval and assures the following:

1. The SCC is correctly constituted and was formed in accordance with the Board of Education policy, Department of Education procedures and state law.
2. The SCC reviewed its responsibilities under the Board of Education policy, Department of Education procedures and state law, including those related to the review of the Academic Plan and Financial Plan.
3. The SCC sought and considered all recommendations from the school community or committees before recommending the plans for approval. (Check all that apply)

- ☒ A School Community Council Meeting was conducted on ^{12/16/2015 and 3/24/2026} ☐ **Date** to share the school data and gather input on student priorities.
- ☒ A School Community Meeting was conducted on ^{12/16/2015 and 3/24/2026} ☐ **Date** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.

☐ Other (list): [Insert text. *Examples: School Leadership Team, Curriculum Committee, School Safety Committee*]

4. The SCC reviewed the Academic Plan and Financial Plan and found that they are based upon a thorough analysis of student performance data, and use evidence-based interventions.
5. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The principal has provided a clear explanation to the SCC about the status of each of the recommendations made by the SCC regarding the Academic Plan and Financial Plan.
7. This school plan was adopted through consensus or by vote by the School Community Council on: ☐ **Date** ^{3/24/2026}

Attested:

Iroquois Point Elementary Principal	Signature	Date
Melody Habon		☐ Date ^{4/8/2026}
SCC Chairperson	Signature	Date
Pono Higa		☐ Date ^{4/8/2026}

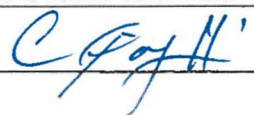
SCC Recommendations to the Academic Plan and Financial Plan:

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
Pono Higa		Date 4/8/2026

APPENDIX B: BELL SCHEDULE

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

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

Total student instructional hours per year <i>(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)</i>	
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement
Iroquois Point Elementary Bell Schedule:  SY26-27 Master Bell Schedule Linked to AcPlan_4.2026.pdf	