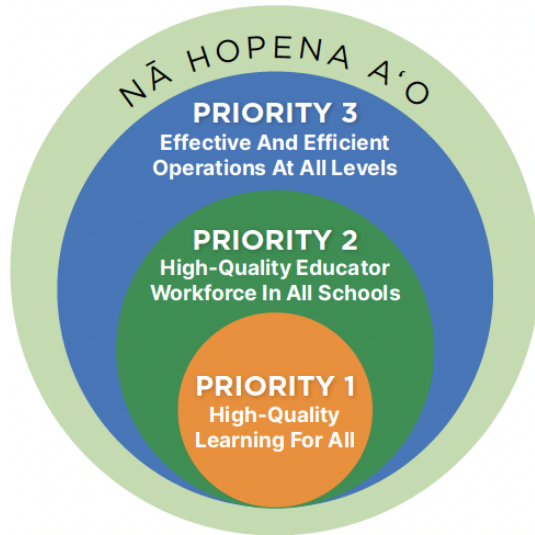
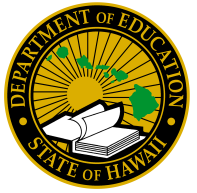




Mākaha Elementary School Academic Plan SY 2026-2027

84-200 Na'auao Place
Wai'anae, HI 96792
makahasurfers.com

- ☒ Title I School
☐ Non-Title 1 School

Submitted by Principal Leslie Ziu	
	Mar 19, 2026

Approved by Complex Area Superintendent Disa Hauge	
	04/06/2026

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	'20 Wonders ▾	Ready ▾	Mystery Science	Teacher Created
K-6	Magnetic Reading ▾	NW Complex-wide curriculum map		
K-2	Magnetic Reading Foundations			

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

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
K-6	IXL Language Arts	IXL Mathematics		
K-2	Heggerty Phonemic Awareness and Phonics			
K-6	Imagine Learning (English Language Learners)			
Grade 5			IXL Science	
Kindergarten	UFLI Foundations			

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 ▾ 3x a year per Complex Area schedule	I-Ready ▾ 3x a year per Complex Area schedule
2-6 Checks for Understanding	DnA (formerly Galileo) 2x a year per Complex Area schedule	DnA (formerly Galileo) 2x a year per Complex Area schedule
K-2	DIBELS ▾ 3x a year per Complex Area schedule	
Kindergarten	KEA	KEA
English Language Learners	WIDA Access ▾	

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: ECSSS

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 (Completed 11/21/2025)
- ☒ Other current assessment/self-study report: 3/15/2024 (WestEd CNA)
- ☒ Current Western Association of Schools and Colleges (WASC) report: Completed 4/22/2024

Year of Last Visit: 2024

Type of Last Visit: Mid-Cycle Report & Visit -

Year of Next Action: 2028-2029

Type of Next Action: Full Self-Study -

Year of Next Self-Study:
2028-2029

SW1

Please identify critical student learning needs and the root/contributing cause(s) why these needs have been prioritized.

"What should we prioritize to support our students and help us become the complex area we aspire to be? Why is this happening? What do we know?"

1	<u>School Area Need:</u>	In November 2025, members of the Mākaha Elementary School Leadership Team met to discuss the data regarding student learning and trend identification. From this data driven discourse, the first critical/prioritized student learning need is to increase the over math proficiency schoolwide. For the past three school years, the data has shown a steady decline from 28.6% in 2022-23 to 23.4% in 2023-24 and then 21.1% in 2024-25. This is a concerning trend that is a high magnitude priority given the urgent, widespread, and multi-grade impact.
	<u>Root/Contributing Cause(s):</u>	There are some inconsistencies schoolwide in the implementation of our evidence-based Tier 1 instruction as the math curriculum started three years ago. Since the curriculum is relatively new and we still have staff turnover, we are growing in our ability to effectively unpack lessons to maximize student engagement and results. The school has not in recent years provided consistent opportunities for families to see student work and/or engage in academic involvement activities.
2	<u>School Area Need:</u>	In November 2025, members of the Mākaha Elementary School Leadership Team met to discuss the data regarding student learning and trend identification. From this data driven discourse, the second critical/prioritized student learning need is to narrow the achievement gap between our High Needs and Non-High Needs students across content areas.

		The data shows that this achievement gap has widened significantly in recent years. In English Language Arts, there was more than a fourfold achievement gap increase within a two year span (School Year 2024-2025 showed a 38.1% achievement gap in 2024-2025 compared to an 8.3% percent gap in 2023-2024). In Math, there was also more than a fourfold achievement gap increase within a two year span (School Year 2024-2025 showed a 6.4% achievement gap in 2024-2025 compared to an 6.4% percent gap in 2023-2024). This trend also extends to a lesser extent in Science as the achievement gap grew from 24.6% in 2023-2024 to 36.9% in 2024-2025. According to Lei Kulia, approximately 276 out of 385 of our students currently fall under the “High Needs” category, meaning the majority of our students are lagging in achievement due to this gap. Therefore, this is also a concerning trend that is a high magnitude priority given its widespread impact.
	<u>Root/Contributing Cause(s):</u>	Our upper grade teams have had the most concentrated turnover of teachers when the gaps become larger and more prominent. Our high needs students generally benefit from lessons with high engagement activities and discourse, which remains a schoolwide area of focus and improvement. Given this is a newer area of concern in our data, discussion and understanding of the achievement gap has not been an explicit focus in staff development when it comes to growth mindset and our students' full capabilities.
In order to address student equity, please list the targeted subgroup(s) and their identified needs. Enabling activities should address identified subgroup(s) and their needs.		
1	<u>Targeted Subgroup:</u>	Economically Disadvantaged
	<u>Identified School Area Need(s):</u>	59% of students at our school are considered disadvantaged and they need effective, accelerated instruction in an accepting environment with culturally responsive instruction.
2	<u>Targeted Subgroup:</u>	Students with Individualized Education Programs (IEPs)
	<u>Identified School Area Need(s):</u>	24% of our students are receiving special education services. These learners are a diverse group with specific learning needs. They need access to Tier 1 instruction to the fullest extent possible and individualized support as needed.

PRIORITY 1: HIGH-QUALITY LEARNING FOR ALL

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

Desired Outcome "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?"	Enabling Activities "How will we achieve the desired outcome?"	Monitoring of Progress "How will we know progress is being made?"	Title I (SW)	Anticipated Source of Funds and Estimate of Additional Amount Needed
		Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"			
1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness.	Root Cause 2	Enabling Activities EA 1.1.1(1): MES Kindergarten classes will administer the Kindergarten Entry Assessment (KEA). EA 1.1.1(2): MES Kindergarten classes will have a staggered start to the school year. This will allow teachers to administer the KEA to smaller groups of students. Name of Accountable Lead: Jennifer Lee	KEA Results KEA Completion Rates DIBELS	SW6	----- Total: \$0
1.1.1a All entering kindergarten students are provided necessary and timely support to develop foundational skills for learning.	Root Cause 2	Enabling Activities EA 1.1a: MES Kindergarten and PreSchool classes will work with families to build early literacy skills at both school and home. This includes a partnership with the AlwaysDream early literacy program. Name of Accountable Lead: Sarah Dennis	DIBELS AlwaysDream Data	SW6	WSF: \$13,200 ----- Total: \$13,200
Reading Proficiency					
1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently receive necessary and timely support to become proficient.	Root Cause 2	EA 1.1.2(1): K-6 will maintain the integration of guaranteed viable curriculum in alignment with the state. We will utilize Curriculum Maps and Pacing Guides to enhance common formative assessments (CFA). The data from CFAs will guide curriculum and instructional decisions during Data	iReady Reading DnA Data DIBELS	SW1 SW3 SW6	Title 1: \$120,000 (Curriculum & teacher) ----- Total: \$120,000

		Team meetings. EA 1.1.2(2): Teachers use data from CFAs to run the 6-Step data team process. EA 1.1.2(3): IRA teachers to provide student instructional support so teachers can consistently monitor student progress through participating in data teams to provide student instructional support for grade level content/skill specific need areas (SW 6 Title 1). EA 1.1.2(4): Provide Science of Reading Professional Development for all teachers. EA 1.1.2(5): K-6 will continue to implement RtI blocks 4-5x a week for 30 minutes. SPED subgroup will adjust duration based on need. EA 1.1.2(6): Teachers administer BOY, MOY, EOY DIBELS assessment and use assessment data to modify instruction and curriculum. Name of Accountable Lead: Jennifer Lee, Upper Elementary Academic Coach (TBD), Charles Gumm	SBA Block SBA Interim		
1.1.2a. All students decode fluently by winter of grade 1, and those who do not receive necessary and timely support to become fluent.	Root Cause 2	EA 1.1.2a(1): Kindergarten Summer Start is provided to upcoming kindergarteners during the summer prior to their first year of kindergarten. EA 1.1.2a(2): K-2 will use the Magnetic Reading Foundations for foundational skills - Phonemic Awareness and Phonics. EA 1.1.2a(3): RtI-A groups during phonics instruction will be ability based with smaller groups for those who need more support. Name of Accountable Lead: Jennifer Lee	DIBELS	SW6	WSF: \$30,000 ----- Total: \$30,000

Mathematics Proficiency					
1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient receive necessary and timely support to become proficient.	Root Cause 1	EA 1.1.3(1): Math Gap: K-6 will continue implementing iReady Math as our core curriculum. EA 1.1.3(2): Curriculum Maps, Pacing Guides will be used to refine common formative assessments (CFA). CFA data will be used during Data Teams to inform curriculum and instruction. EA 1.1.3(3): Job-Embedded Professional Development furnished to teachers -All teachers will participate in the professional development. -All teachers will reflect during and after PD and lessons taught to implement next steps. -Instructional Leadership Team (ILT) and peer walkthroughs will occur during the year to provide feedback and reflect on their own practice. EA 1.1.3(4): All teachers know the essential standards, when to teach them (monthly pacing guides), and how they will be assessing students (monthly common formative assessments (CFA)). EA 1.1.3(5): Teachers administer BOY, MOY, EOY math iReady assessment and use assessment data to modify instruction and curriculum. EA 1.1.3(6): Teachers use data from the monthly CFA to run the 6-Step data team process. Name of Accountable Lead: Jennifer Lee, Upper Elementary Academic Coach (TBD), Charles Gumm	iReady Math DnA Data SBA Block SBA Interim	SW3 SW6	Title 1: \$120,000 (Curriculum & teacher) ----- Total: \$120,000

1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.	Root Cause 1 Root Cause 2	EA 1.1.4(1): Provide tutoring to supplement classroom instruction. -Tier 2 reading and math students' parents will be offered afterschool tutoring support. -Students will attend tutoring sessions at least 2xs a week for 45 minutes to access support. -Students will get personalized tutoring based on their needs, some through the Ignite Program. Name of Accountable Lead: Jennifer Lee, Upper Elementary Academic Coach (TBD), Charles Gumm	Walkthrough Data DnA/Math CFAs iReady Reading/Math	SW5 SW6	Title 1: \$10,000 (PTT After School) WSF: \$30,000 ----- Total: \$40,000
1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.	Root Cause 2	EA 1.1.5(1): As needed, individual transition meetings are held with Waianae Intermediate. EA 1.1.5(2): 6th grade Field trip to Waianae Intermediate School (WIS). Name of Accountable Lead: Francine Kodama	Transition Meeting Minutes	SW6	----- Total: \$0

★ **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?”		Monitoring of Progress “How will we know progress is being made?”	Title I (SW)	Anticipated Source of Funds and Estimate of Additional Amount Needed
		Name of Accountable Lead(s) “Who is responsible to oversee and monitor implementation and progress?”				
1.2.1. All students desire to and attend school regularly.	Root Cause 2	EA 1.2.1(1): Attendance procedures are in place and consistently used.		Chronic Absenteeism Rate below past school year	SW5 SW6	WSF: \$10000 ----- Total: \$10000
		EA 1.2.1(2): Implement incentive programs to encourage positive behaviors and academic achievements. For example, Spelling MAKAHA, HERO Store, Classroom incentives (ex. Lunch bunch), Awesome Attendance & Perfect Attendance Awards, Ohana Fairs, Ohana Nights, Spirit Weeks, and collaboration with Hoa Aina o Makaha.		Awardees for "Awesome Attendance" and "Perfect Attendance"		
		EA 1.2.1(3): Establish appropriate relationships with students (ex. 17 proactive strategies, classroom culture).		Panorama Survey Results		
		EA 1.2.1(4): Check ins and home visits will be conducted by the Counseling department.		Attendance RTI Data		
		EA 1.2.1(5): Establish relevant connections between the established content and careers. An example of this are Career and Technical Education (CTE) career day, CTE Wednesdays, and CTE showcase.				
		Name of Accountable Lead: Dane Toyama, Upper Grades Counselor (TBD), Donna Omoto, Jessica Mishima-Donahue				
1.2.2. All students demonstrate positive behaviors at school.	Root Cause 2	EA 1.2.2(1): Implement incentive programs to encourage positive behaviors. For example, Student of the quarter, HERO store/HERO points, GLO awards.		Report Cards - GLOs	SW5 SW6	WSF: \$6000 ----- Total: \$6000
		EA 1.2.2(2): Non-school hours opportunities will provide		Logs: Parent-Teacher Communication logs		

		support for students to feel successful in school. These opportunities include Place-based After-school Literacy Support (PALS), and after school tutoring. All students in Grades K-6 will be offered to attend a program (sports, tutoring, art, etc.) after school. Teachers will utilize student surveys to determine effectiveness of their program at the beginning, middle and end of their program. EA 1.2.2(4): Implement CHAMPS in grades K-6. EA 1.2.2(5): Implement Tier 1 social emotional learning program. EA 1.2.2(6): Provide multiple and varied opportunities for parent communication. Name of Accountable Lead: Dane Toyama, Upper Grades Counselor (TBD), Donna Omoto, Jennifer Lee, Francine Kodama	Infinite Campus: Referral/Non referral data IRA Folders		
1.2.3. All students experience a Nā Hopena A'o environment for learning.	Root Cause 2	EA1.2.3(1) - The school provides multiple opportunities to acknowledge the success of the whole school as well as individuals within the school. EA1.2.3(2) - Implement place-based projects with Hoa Aina o Makaha. Name of Accountable Lead: Jorell Manoa, Danielle Steger	Hā Assemblies Report Cards - GLOs Committee Meeting Minutes	SW5 SW6	Title IV-A: \$27000 ----- Total: \$27000
1.2.4. All students are supported by a school culture driven by PBIS and HMTSS systems that encourage them to have positive behaviors.	Root Cause 2	EA 1.2.2(1): Tier 1 SEL program to increase social-emotional learning. EA 1.2.2(2): Implement the MES Response to Intervention - Behavior (Rtl-B) Flowchart. Name of Accountable Lead: Dane Toyama, Upper Grades Counselor		SW6	----- Total: \$0

★ **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?” 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?”	Titl e I (SW)	Anticipated Source of Funds and Estimate of Additional Amount Needed
1.3.1. All students engage in a variety of career, community, and civic opportunities.	Root Cause 2	EA1.3.1(1) - Proceed with the implementation of the Career and Technical Education (CTE) program. This program includes: Career Day, Field Trips, CTE Wednesdays, CTE Spirit Week, CTE Showcase. Name of Accountable Lead: Jessica Mishima-Donahue	Student feedback form from CTE Parent survey Teacher survey CTE Attendance Sheet Career Day, Showcase sign-in sheets	SW 5	WSF: \$20000 ----- Total: \$20000
1.3.1a. All students will participate in a complex-wide Ola Moku (Thriving Community) civic learning experience at a DOK4 level.	Root Cause 2	EA1.3.1(2) - Provide opportunities for community and civic projects, which include: Partnership with Hoa ‘Aina O Makaha, Student Council, Computer Science, Guest Speakers, place-based learning focus. Name of Accountable Lead: Jorell Manoa and Danielle Steger	Committee Minutes Student Showcase	SW 5	WSF: \$10000 ----- Total: \$10000
K-12 Alignment					
1.3.2. All students enter intermediate school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.	Root Cause 1 Root Cause 2	EA1.3.2(1) - Provide opportunities for students to demonstrate foundational literacy skills. These skills range from the ability to recognize letters and words to the more advanced capability to understand and critique complex texts. EA1.3.2(2) - Provide opportunities for students to demonstrate numeracy skills. These skills include the ability to apply mathematical concepts in various contexts. EA1.3.2(3) - Provide opportunities for students to demonstrate problem-solving and critical thinking tasks across the curriculum. which fosters an environment where pupils not only absorb information but learn to apply it in	Walkthrough Data iReady Data for math and ELA	SW 6	----- Total: \$0

		various contexts.			
		Name of Accountable Lead: Jennifer Lee, Upper Grades Academic Coach (TBD), and Charles Gumm			

PRIORITY 2: HIGH-QUALITY EDUCATOR WORKFORCE IN ALL SCHOOLS

★ All students are taught by effective teachers.

★ All schools are fully staffed by effective support staff.

★ All schools are led by effective school administrators.

Desired Outcome “What do we plan to accomplish?”	Root/ Contributing Cause “Why are we doing this?”	Enabling Activities “How will we achieve the desired outcome?” 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?”	Title I (SW)	Anticipated Source of Funds and Estimate of Additional Amount Needed
2.4.1. All staff are effective or receive the necessary support to become effective through a system of support that includes robust coaching.	Root Cause 1 Root Cause 2	EA 2.4.1(1): Develop and refine a Model of Instruction to prioritize best Tier 1 instructional practices PreK-6 in alignment with Comprehensive Needs Assessment.			
		EA 2.4.1(2): Institute Peer Walkthroughs: Establishing a culture of peer evaluation can be beneficial. It offers an avenue for teachers to learn from one another, fostering a reciprocal learning environment. A common Walkthrough form will be implemented to maintain consistency and objectivity in feedback.	Model of Instruction Document		
		EA 2.1.1(3): Facilitating Modeling: Demonstrating effective practice through modeling allows teachers to observe and discuss aspects of teaching and learning with the benefit of contextual insight.	Walkthrough data	SW1	Title 1: \$25,000 (Stipends substitute coverage)
			PLC data from lesson studies	SW6	-----
			Coaching cycle data		Total: \$25,000
		EA 2.4.1(4): Designing Personalized and Differentiated Professional Development: Recognizing that each teacher has unique strengths and areas for growth, we will tailor PD to meet diverse needs, capitalizing on best practices through coaching cycles.			
		Name of Accountable Lead: Charles Gumm, Lyman Panui,			

		and Leslie Ziu			
2.4.2. All teachers are supported by an Instructional Leadership team (ILT) led by the principal that charts the school's improvement plan, gives regular classroom feedback, provides professional development opportunities, and supports teams in Professional Learning Communities.	Root Cause 1 Root Cause 2	EA 2.4.2(1): Principal and Leadership Team Walkthroughs: Leadership team members play a crucial role in instructional leadership. Their regular presence in classrooms, armed with a deep understanding of effective pedagogical practices, allows them to provide timely and actionable feedback. EA 2.4.2(2): Utilizing Data Teams: Data Teams that engage in data-informed dialogues about student learning can inform instructional decisions and align efforts across the school. -All teachers will utilize the resources and materials to support their instruction. -During data teams, teachers will access this resource to support their instructional strategy selection for each differentiated level (SW 6 Title 1). EA 2.4.2(3): Ensure Regular Meetings: Schedule frequent and structured PLC meetings, underscoring their importance within the professional landscape of the school. EA 2.4.2(4): Define Clear Objectives: Each PLC will have specific goals, whether it be to improve student outcomes in a certain subject area or to implement a new teaching strategy. EA 2.4.2(5): Foster a Culture of Trust and Open Dialogue: Encourage honest discussions about classroom challenges and allow for the synthesis of collective expertise. EA 2.4.2(6): Provide Necessary Resources: Allocate materials, time, and administrative support to enable PLCs to function effectively and achieve their aims. Name of Accountable Lead: Jennifer Lee, Upper Grades Academic Coach (TBD), Charles Gumm, Lyman Panui, and Leslie Ziu	Walkthrough data Minutes from data teams and PLCs Staff feedback surveys	SW6	----- Total: \$0

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?"	Monitoring of Progress "How will we know progress is being made?"	Title I (SW)	Anticipated Source of Funds and Estimate of Additional Amount Needed
		Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"			
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.	Root Cause 2	EA 3.3.1(1): Documentation and Transparency: Maintain meticulous records of meetings and decisions to foster transparency. Publicly disseminating minutes and resolutions builds trust with the broader school community and provides accountability metrics for SCC activities. EA 3.3.1(2): Formal Feedback Mechanisms: Establish formal mechanisms for community feedback such as surveys, and public comment periods during SCC meetings to gather a broad range of opinions and suggestions, particularly to develop and monitor the Academic Plan. Name of Accountable Lead: Francine Kodama and Leslie Ziu	Agendas and Minutes Posted after the meeting Surveys administered, analyzed, and shared Self-Assessment administered and turned in	SW2 SW3 SW4	----- Total: \$0

★ GOAL 3.3: Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.

3.3.2. Family/community engagement consists both of opportunities to engage in promoting student success as well as forums for parent and family concerns.	Root Cause 2	EA 3.3.2(1): Support a Community Schools Coordinator (CSC) or Parent Community Networking Center (PCNC) -Increase parent involvement -Family engagement activity will occur at least one per quarter. EA 3.3.2(2): Establish a menu of tailored, top-notch programs and services following the community school model. This encompasses early childhood initiatives,	Data on family involvement from quarterly engagement activities Minutes from family hui gatherings	SW5	Title 1: \$20,000 ----- Total: \$20,000
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		expanded learning opportunities, enriching activities, health services, family involvement, adult education, material aid, and interventions for chronically absent students. Name of Accountable Lead: Community School Coordinator/PCNC			
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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 **Mākaha 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 **Dec 10, 2025** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Mar 11, 2026** 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: **Mar 11, 2026**

Attested:

Mākaha Elementary School Principal	Signature	Date
Leslie Ziu		Mar 19, 2026

SCC Chairperson	Signature	Date
Francine Kodama		Mar 19, 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:
See if there is any money to put aside for after school activities for upper elementary students to get them more involved.	We see more lower elementary students taking advantage of the tutoring but our upper elementary students may need something more after school to be interested.	This is an excellent recommendation and we can certainly look to prioritize spending for upper grade activities like intramurals.
Continue to invest in interesting curriculum like "The Beauty of Rot" through Magnetic Reading.	This unit was interesting to the SCC student representative and made learning more exciting.	This welcome feedback is reinforcing our intention to invest further in the Magnetic Reading curriculum.

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

N/A - None were shared.

Attested:

SCC Chairperson	Signature	Date
Francine Kodama		Mar 19, 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 (Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)	1800 minutes
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement
Mākaha Elementary School Bell Schedule:	

Monday						Tuesday						Wednesday						Thursday						Friday					
Student Start Time		7:45 AM				Student Start Time		7:45 AM				Student Start Time		7:45 AM				Student Start Time		7:45 AM				Student Start Time		7:45 AM			
Teacher Start Time		7:45 AM				Teacher Start Time		7:45 AM				Teacher Start Time		7:45 AM				Teacher Start Time		7:45 AM				Teacher Start Time		7:45 AM			
Start	End	Min	Type	Description (Optional)		Start	End	Min	Type	Description (Optional)		Start	End	Min	Type	Description (Optional)		Start	End	Min	Type	Description (Optional)		Start	End	Min	Type	Description (Optional)	
7:45 AM	8:00 AM	15	Homeroom			7:45 AM	8:00 AM	15	Homeroom			7:45 AM	8:00 AM	15	Homeroom			7:45 AM	8:00 AM	15	Homeroom			7:45 AM	8:00 AM	15	Homeroom		
8:00 AM	10:45 AM	165	Instruction			8:00 AM	10:45 AM	165	Instruction			8:00 AM	10:30 AM	150	Instruction			8:00 AM	10:45 AM	165	Instruction			8:00 AM	10:45 AM	165	Instruction		
10:45 AM	11:15 AM	30	Lunch			10:45 AM	11:15 AM	30	Lunch			10:30 AM	11:00 AM	30	Lunch			10:45 AM	11:15 AM	30	Lunch			10:45 AM	11:15 AM	30	Lunch		
11:15 AM	11:35 AM	20	Recess			11:15 AM	11:35 AM	20	Recess			11:00 AM	11:20 AM	20	Recess			11:15 AM	11:35 AM	20	Recess			11:15 AM	11:35 AM	20	Recess		
11:35 AM	1:45 PM	130	Instruction			11:35 AM	1:45 PM	130	Instruction			11:20 AM	12:45 PM	85	Instruction			11:35 AM	1:45 PM	130	Instruction			11:35 AM	1:45 PM	130	Instruction		
1:45 PM	2:00 PM	15	Closing			1:45 PM	2:00 PM	15	Closing			12:45 PM	1:30 PM	45	Teacher Prep - Ou			1:45 PM	2:00 PM	15	Closing			1:45 PM	2:00 PM	15	Closing		
2:00 PM	2:45 PM	45	Teacher Prep - D			2:00 PM	2:45 PM	45	Teacher Prep - Ou			1:30 PM	2:45 PM	75	Meetings - Outsid			2:00 PM	2:45 PM	45	Teacher Prep - Ou			2:00 PM	2:45 PM	45	Teacher Prep - Ou		
2:45 PM						2:45 PM						2:45 PM						2:45 PM						2:45 PM					