Mānana Elementary School
Academic Plan
SY 2025-2026

1147 Kumano Street
Pearl City, HI 96782
808-307-5300
manana.k12.hi.us

☑ Non-Title 1 School ☐ Title 1 School ☐ Kaiapuni School (Self Contained) ☐ Kaiapuni School (Shared School Site)

Submitted by Principal Bryan Loo		Approved by Complex Area Superintendent Richard Fajardo	
Bryan Loo Bryan Loo (Apr 8, 2025 12:54 HST)		RDF	4/15/25

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

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
Kindergarten - Grade 6	'23 Wonders ▾	i-Ready Classroom Mathematics ▾	STEMscopes	HCSSS
	Select One ▾	Select One ▾		
	Select One ▾	Select One ▾		

Please list all supplementary instructional materials used to enrich or 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
Grade 2 - Grade 6	Beable			
Kindergarten - Grade 6	iReady Teacher Toolbox/ Personalized Instructruction	iReady Teacher Toolbox/ Personalized Instructruction	Mystery Science	

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:

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 <u>screening and/or progress monitoring assessments</u> 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
Kindergarten	HI KRA ▾	HI KRA ▾
Kindergarten - Grade 6	I-Ready ▾	I-Ready ▾
Kindergarten - Grade 2	DIBELS ▾	Teacher Created ▾

IDENTIFIED SCHOOL NEEDS

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 Comprehensive Needs Assessment (CNA)
- ☑ Other current assessment/self-study report: March 2025
- ☑ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: 2025
Type of Last Visit: Full Self-Study ⁃

Year of Next Action: N/A
Type of Next Action: N/A

Year of Next Self-Study:
N/A

	Please identify <u>critical student learning needs</u> and the <u>root/contributing cause</u> 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> English/Language Arts (ELA) Achievement <u>**Root/Contributing Cause:**</u> To improve student achievement, we need to continue to strengthen differentiated and multi-tiered instruction to meet the needs of all students.
2	<u>**Student Need:**</u> Math Achievement <u>**Root/Contributing Cause:**</u> To improve student achievement, we need to continue to strengthen differentiated and multi-tiered instruction to meet the needs of all students.
3	<u>**Student Need:**</u> Career-connected education (CCE) <u>**Root/Contributing Cause:**</u> To support the Pearl City complex K-12 Academies construct, we need to expand career/college exposure, exploration, and experiences for grades K-6.

	In order to address student subgroup(s) achievement gaps, please list the <u>targeted subgroup(s)</u> and their <u>identified need(s)</u>. Enabling activities should address identified subgroup(s) and their needs.
1	**Targeted Subgroup:** High Needs (Special Education [SPED]) **Identified Student Need(s):** Provide differentiation, use appropriate supplemental instructional materials.
2	**Targeted Subgroup:** High Needs (English Learner [EL]) **Identified Student Need(s):** Provide instruction across the content areas that bridges EL students' prior personal and cultural background knowledge in the first/second languages.
3	**Targeted Subgroup:** High Needs (Economically Disadvantaged [F/R Lunch %]) **Identified Student Need(s) :** Free/reduced = 40%. Provide extended learning opportunities, continue Project-Based Learning, expand Career Connected Education (CCE), and continue PTO and school parental involvement initiatives. SY 2023-2024 Strive HI Achievement Gap Language Arts = 27%; Math = 18%

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?* *Reference the Identified School Needs section.*	**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 (Initial & Intermediate Outcomes)** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and provided necessary and timely support to develop foundational skills for learning.	Kindergarten readiness currently predicts later academic success.	Schools will administer an assessment to students entering Kindergarten. (KEA and local school assessments) Kindergarten Entry Assessment (KEA) will be administered to all students entering kindergarten. Kindergarten teachers and Curriculum Coordinator will oversee and monitor implementation. [Principal, Curriculum Coordinator]	KEA; HI KRAassessment data Kindergarten Teacher created assessments KPI - 100% of Kindergarten students assessed on KEA	☑ 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 receive necessary and timely support to become proficient. | SLN #1 and #3

<mark>WASC - Continuous Growth</mark>

All teachers provide high quality reading instruction using approved viable curriculum and supplemental programs. | Students (K-6) will receive rigorous ELA instruction through an approved curriculum (McGraw Hill Reading Wonders v. 2023)

Teachers and Educational Assistants will:

• Provide daily, explicit systematic **Tier 1** instruction in all components of reading
• Provide daily, explicit, systematic, data driven **Tier 2** interventions to target student needs
• Provide daily, explicit, systematic data driven **Tier 3** interventions to target individual student needs
• Monitor the implementation of ECRI (grades K-2)
• Receive professional development for revised ELA standards
• Receive professional development on research-based literacy strategies
• Develop students' critical thinking and problem-solving skills (GLO 3)
• Implement collaborative projects and activities that require students to work together, communicate effectively, and solve complex problems (GLO 2) as best practice in all instructional areas.
• Empower students to become self-directed learners by providing opportunities for self-assessment and goal setting
• Ensure that learning targets are clearly communicated, and success criteria are consistently used to guide instruction and assessment.

[Principal, Curriculum Coordinator] | Universal Screener

Teacher created Formative Assessments

Wonders Summative Assessments

Progress Monitoring Assessments

Mānana Multi-Tiered System of Supports (MTSS) documentation

Grade K-2 EOY Fluency Targets (ECRI)

Pearl City-Waipahu Complex Area 5th Quintile Language Arts 2029 Target - 82.07% | ☑ 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 receive necessary and timely support to become proficient. | SLN #2 and #3

==WASC - Continuous Growth==

Teachers receive training to provide high quality math instruction using approved viable curriculum to help students | Students (K-6) will receive rigorous math instruction through an approved curriculum (i-Ready Classroom Mathematics)

Teachers and EAs will:
• Monitor student progress using progress monitoring assessments at the end of each quarter.
• Provide additional interventions to students not meeting grade level or screener levels
• Provide differentiated and multi-tiered instruction
• Provide opportunities to develop students' critical thinking and problem-solving skills (GLO 3) is an area for continued focus.
• Plan/implement collaborative projects and activities that require students to work together, communicate effectively, and solve complex problems (GLO 2) as best practice in all instructional areas.
• Empower students to become self-directed learners by providing opportunities for self-assessment and goal setting
• Ensure that learning targets are clearly communicated, and success criteria are consistently used to guide instruction and assessment.

[Principal, Curriculum Coordinator] | Universal Screener

Smarter Balanced Assessment (SBA) Practice assessment

Teacher created Formative Assessments

i-Ready Classroom Mathematics assessments

Pearl City-Waipahu Complex Area 5th Quintile Math 2029 Target - 76.85% | ☑ WSF, $
☐ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |

| Narrow the Achievement Gap

1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. | SLN #1 and #2

==WASC - Continuous Growth==

To ensure equitable outcomes for all students, we need to continually monitor and address the achievement gap between students with and without high needs. | All students, K - 6 will take the i-Ready universal screener three times a year (fall, winter, and spring).

All students, K - 2 will receive DIBELS foundational reading screener three times a year (fall, winter, and spring).
Teachers will:
• Analyze baseline data to identify student needs
• Differentiate/target instruction and interventions
• Progress monitor
• Collect/discuss data
• Collaborate with school team if more is needed to meet student needs

All teachers will participate in professional development to strengthen Mānana's Multi-Tiered System of Supports (MTSS):
• Teaching and learning strategies
• Response to intervention
• Standards deconstruction
• Success criteria
• Sexual Violence Prevention

All teachers will engage in Professional Learning Communities (PLCs) focused on data analysis, instructional planning, assessment, and effective learning strategies.

[Principal, Curriculum Coordinator, Counselor, Student Services Coordinator] | Key Checkpoints:

Language Arts Proficiency in 3rd

Universal Screener Data

Math Proficiency in 3rd grade

Strive Hi School Performance Report

Pearl City-Waipahu 5th Quintile Science 2029 Target - 76.41% | ☑ WSF, $
☐ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |

Transitions	Students need a seamless learning experience with appropriate support to navigate transitions between elementary, intermediate, and high school.	To ensure a seamless educational journey and facilitate smooth student transitions, we will provide developmentally appropriate activities, early exposure, and structured activities. • Preschool students transitioning to kindergarten will participate in planned kindergarten morning activities and other developmentally appropriate events. • All students (K - 6) will participate in Transition Day at the end of the school year. • All grade 6 students will participate in an orientation at Highlands Intermediate. [Principal, Counselor]		☑ 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.				
College and Career Readiness Skills Implement evidence-based instructional practices in project-based learning (PBL) in multiple subject areas allowing students to experience 2 high quality PBL projects.	SLN #3 ==WASC - Continuous Growth== Connecting students to realistic learning experiences will increase engagement and retention, improve soft skills, and provide an alternative way to access content.	Students will participate in two authentic PBL learning projects. • Learning activities expose students to real world careers and/or the complex's intermediate and high school academies • Learning activities develop success skills that will prepare students for the future [Principal, Curriculum Coordinator]	PD Teacher Survey Feedback Teacher Implementation Survey(s) Student Reflection Survey(s)	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $ **TOTAL = $**

★ 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？ Reference the Identified School Needs section.	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 (Initial & Intermediate Outcomes) "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed to execute the enabling activity.
1.2.1. All students desire to and attend school regularly. (17 or fewer days absent)	SLN #1 and #2 <mark>WASC - Continuous Growth</mark> Faculty and staff will provide support to students/families to return Average Daily Attendance and Chronic Absenteeism percentages to pre-pandemic levels.	Students will: • Participate in social emotional learning (SEL) opportunities in the classroom • Understand schoolwide learning and behavioral expectations through the 3 WEs. • Strengthen MTSS systems and communication pathways to encourage attendance • Utilize programs to re-engage students who have excessive absences [Principal, Counselor]	Daily Attendance Rate Panorama SQS Student Survey Key Performance Indicator (KPI) - 90% of students attending 90% instructional days [MES - 2023-2024 = 87%]	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

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1.2.2. All students demonstrate positive behaviors at school.	Faculty and staff support the learning of and application of success skills	Students will: • Participate in social emotional learning (SEL) opportunities in the classroom • Further develop and build an understanding of interconnectedness by integrating the 3 WEs, our behavior matrix, and social emotional skills. [Principal, Counselor, Student Services Coordinator]	Panorama Survey School Quality Survey (SQS) - Safety and Well-Being Dimensions	☑ 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 Aʻo environment for learning.	Nā Hopena Aʻo or HĀ are six outcomes to be strengthened in every student through K-12. Students need both social and emotional learning skills and academic mindsets to succeed in college, careers, and communities locally and globally.	Students experience a sense of belonging and total well-being through a culture that is built throughout the school and in the classroom. Responsibility, excellence, and aloha for oneself and one another are ingrained through the school's 3 WEs. • Classroom "trust agreements" are co-created with students to compose the optimal learning environment • Students are given opportunities to express voice and choice through a variety of activities • Social Emotional learning opportunities are integrated throughout classroom activities • Students participate in school community activities and demonstrate civic responsibility [Principal, Counselor, Student Services Coordinator, Curriculum Coordinator]	Panorama Student Survey (K-5, 6) School Quality Survey (SQS) Student Group - Safety Dimension	☑ 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?"*	Root/ Contributing Cause *"Why are we doing this?"* *Reference the Identified School Needs section.*	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 (Initial & Intermediate Outcomes) *"How will we know progress is being made?"*	Anticipated Source of Funds *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.	SLN #3 ==WASC - Continuous Growth== Provide Career Connected Education opportunities for career/college exposure, exploration, and experiences.	Students will: • Experience two (2) PBL projects - One project will be aligned to the College and Career Academies of Pearl City High School • Engage with Beable online platform (grade 2 - 6) integrating career exploration and literacy development • Have opportunities to share their experiences along with their strengths and growth areas related to supporting students through career connected education (CCE) • Have an opportunity outside of PBL to explore a variety of careers through a schoolwide Career Week • Participate in grade level activities and demonstrate civic responsibility • Have opportunities for leadership and school ambassador training [Principal, Curriculum Coordinator, Student Services Coordinator, Counselor, Teachers]	Student Feedback Survey Participation in grade level civic responsibility activities	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

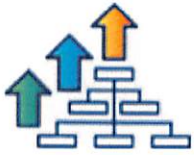| K-12 Alignment	SLN - #3	Students will:		WSF, $
1.3.2. All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.	<mark>WASC - Continuous Growth</mark> Provide Career Connected Education (CCE) opportunities for career/collect exposure, exploration, and experiences.	• Experience two (2) PBL projects - One project will be aligned to the College and Career Academies of Pearl City High School • Engage with Beable online platform (grade 2 - 6) integrating career exploration and literacy development • Develop success skills that will prepare students for the future [Principal, Curriculum Coordinator]	PBL 2x/yr for each student	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

Priority 2
High-Quality Educator Workforce In All Schools

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

Desired Outcome *"What do we plan to accomplish?"*	Root/ Contributing Cause *"Why are we doing this?"* Reference the Identified School Needs section.	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 to execute the enabling activity.
Strengthen pedagogical practices by building school capacity to effectively provide services identified as needing English Learner (EL) Support.	The increasing number of EL students presents the need for faculty and staff to understand and apply second language teaching strategies and methods.	All Hawaii State Teachers Association (HSTA) Bargaining Unit (BU) 05 members must meet the Teaching English to Speakers of Other Languages (TESOL) Sheltered Instruction Qualification (SIQ) requirement by the beginning of the 2026-2027 school year. [Principal, School EL Coordinator]	eHR for HQ website	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

2.1.2 All teachers are effective or receive the necessary support to become effective.	Faculty and staff will participate in professional development to apply research-based strategies of best practice.	New teachers will participate in the PW Complex Area's Induction and Mentoring program: • Beginning teacher professional development • Mentor teacher professional development • New teacher mentoring forums • New teachers paired with an instructional mentor [Principal, School Mentor Teachers]	Strategic Plan Metrics - I & M	

no

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?* *Reference the Identified School Needs section.*	**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 to execute the enabling activity.*
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.	WASC - Continuous Growth When families participate in a variety of ways in their children's education, including decision-making, their children and the school are more successful.	School Community Councils will keep their attention on student achievement by focusing their work on the development, support, and monitoring of the school's Academic and Financial Plan. [Principal, Complex Area Superintendent]	Confirmation of SCC from schools "Community Engagement" section on 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 *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?* *Reference the Identified School Needs section.*	**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 to execute the enabling activity.*	
Provide a diverse range of opportunities for families and the school community to be involved at Mānana Elementary School.	<mark>WASC - Continuous Growth</mark> A supportive network of families and community sends a powerful message that has the ability to motivate students.	Provide parent/community a variety of engagement opportunities to participate with our faculty, staff and students: • Grade level parent activity • Fun Fair • Family Literacy Night • Hour of Code • Winterfest (biennial) • Fitness Day (annual) • Career Week (new) • PBL - expert/client/audience • PBL "Adventures In Learning" showcase • PTO Movie Nights • PTO Holiday Events • PTO Talent Show/Bingo Night [Principal, Curriculum Coordinator, Counselor]	Fun Fair Committee meeting minutes Special Event/Fitness Committee meeting minutes Parent Teacher Organization (PTO) agendas/meeting minutes Student Reflection Surveys Parent Feedback Surveys	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $	

⭐ Other Systems of Support				
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?* *Reference the Identified School Needs section.*	**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 to execute the enabling activity.*

APPENDIX A: SCHOOL 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.**

This section showcases Mānana Elementary School's current bell schedule(s) and total student instructional hours per 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)*	1083
Did your school submit a SCC Waiver Request Form? Please explain.	No
Bell Schedule: MES Bell Schedule	

Bell Schedule (Rev. 4/25)

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

The MANANA 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 or 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 Meeting was conducted to share the school data and gather input on student priorities.

   Date of School Community Meeting: _____

   ☐ A School Community Meeting was conducted to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.

   Date of School Community Meeting: 4/1/2025 _____

   ☒ Other (list) Examples: School Leadership Team, Curriculum Committee
   School Safety Committee, School CSSS Cadre

   4/1/25 - Academic Review Team _____

   4/2/25 - Faculty and Staff _____

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 April 9, 2025 _____.

Attested:

Bryan Loo	*(signature)*	4/11/2025
Typed name of school principal	Signature	Date
Marcie Hamadon	*(signature)*	4/11/2025
Typed name of SCC chairperson	Signature	Date

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.

SCC Recommendation:	Rationale for the SCC Recommendation:	Principal's Response to SCC Recommendation:
NONE		

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

NONE

2