



Manana Elementary School

Academic Plan

SY 2026-2027

1147 Kumano Street
(808) 307-5300

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

- ☐ Title I School
☒ Non-Title 1 School

Submitted by Principal Lisa Tominaga	
Lisa Tominaga TA Principal	Mar 23, 2026

Approved by Complex Area Superintendent CAS Richard Fajardo	
	Date 4/15/26

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

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VIABLE QUALITY CURRICULUM

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

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

Grade Level(s)/Course Name	<u>English Language Arts</u>	<u>Mathematics</u>	Science	Social Studies
K-6	'17 Wonders ▾	i-Ready Classroom Mathematics ▾	STEMscopes	HCSSS
	Select One ▾	Select One ▾		
	Select One ▾	Select One ▾		

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

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
GR. 2-6	Beable			
K-6	iReady Teacher Toolbox/ Personalized Instruction	iReady Teacher Toolbox/ Personalized Instruction	Mystery Science	

UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

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

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

Grade Level(s)/Course Name	English Language Arts	Mathematics
K-6	I-Ready ▾	I-Ready ▾
Kindergarten	HI KRA ▾	HI KRA ▾
K-2	DIBELS ▾	Teacher Created ▾

HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

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

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

☐ Panorama ☒ School-created template ☐ Other:

IDENTIFIED SCHOOL NEEDS

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

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

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

Type of Next Action: Select One ▾

Year of Next Self-Study:

NA

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> English/Language Arts (ELA) and 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.
2	<u>Student Need:</u> Closing the achievement gap between High Needs and Non-High Needs population <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. Currently there is a 33% gap differential for ELA and 375 gap differential for Math between the High Needs and non-High Needs 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.



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 | <p><u>Targeted Subgroup:</u> High Needs (Special Education [SPED])</p> <p><u>Identified Student Need(s):</u> Provide differentiation, use appropriate supplemental instructional materials, systematic data system.</p> |
| 2 | <p><u>Targeted Subgroup:</u> High Needs (English Learner [EL])</p> <p><u>Identified Student Need(s):</u> Provide differentiation, use appropriate supplemental instructional materials, systematic data system.</p> |
| 3 | <p><u>Targeted Subgroup:</u> High Needs (Economically Disadvantaged [F/R Lunch %])</p> <p><u>Identified Student Need(s):</u> [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 2024-2025 Strive HI Achievement Gap Language Arts = 33%; Math = 37%</p> |



PRIORITY 1: High-Quality Learning For All

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

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> Estimate the additional amount needed for enabling activities.
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. <i>Required for PWCA Elem Academic Plan</i>	Kindergarten readiness currently predicts later academic success. SLN #1 and #2	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, GL lead]	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 <u>receive necessary and timely support</u> to become proficient. <i>Required for PWCA Elem Academic Plan</i>	All teachers provide high quality reading instruction using approved viable curriculum and supplemental programs. Literacy routines do not consistently build students' ability to articulate goals, monitor comprehension, and identify corrective next steps. SLN #1 and #2	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. Implement ownership routines within literacy instruction: (a) Students articulate the reading goal and success criteria. (b) Students identify and explain a strategy when comprehension breaks down. Embed ownership review into literacy PLCs. [Principal, Curriculum Coordinator, GL leads]	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% Percent of students who can state the reading objective and success criteria.	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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Mathematics Proficiency 1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient. <i>Required for PWCA Elem Academic Plan</i>	SLN #1 and #2 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, GL leads]	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:__, \$
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1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. <i>Required for PWCA Elem Academic Plan</i>	SLN# 2 equitable outcomes for all students, we need to continually monitor and address the achievement gap between students with and without high needs. Variations in student clarity, agency, and metacognitive awareness contribute to uneven academic growth and achievement patterns across demographic groups.	All students, K - 6 will take the i-Ready universal screener three times a year (fall, winter, and spring). All students, K - 3 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 All teachers will engage in Professional Learning Communities (PLCs) focused on data analysis, instructional planning, assessment, and effective learning strategies. Use ownership routines as equity levers supported by monthly data reviews, structured cause-effect analysis sessions, and leadership calibration protocols to monitor subgroup growth trends.	Language Arts Proficiency in 3rd Universal Screener Data Math Proficiency in 3rd grade Strive High School Performance Report Pearl City-Waipahu 5th Quintile Science 2029 Target - 76.41% 5th Quintile ELA 2029 Target - 76.85% 5th Quintile Math 2029 Target - 82.07% Ownership indicators disaggregated by subgroups show upward trends. Monitoring Month-to-month subgroup growth trends in ELA.	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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		[Principal, Curriculum Coordinator, Counselor, Student Services Coordinator, Data Teams]		
1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school. <i>Required for PWCA Elem Academic Plan</i>	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]	# of behavioral referrals	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

Implement evidence-based instructional practices in project-based learning (PBL) in multiple subject areas allowing students to experience 2 high quality PBL projects. <i>Required for PWCA Elem Academic Plan</i>	Connecting students to realistic learning experiences will increase engagement and retention, improve soft skills, and provide an alternative way to access content.	Coordinate and facilitate professional development for PBL: • Introductory to PBL for new staff (e.g. PBL 101) • Teacher networking throughout the complex area. • Individualized school support based on needs [Principal, Curriculum Coordinator]	PD feedback PWCA Teacher Implementation Survey Results	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$ TOTAL = \$
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★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.

Desired Outcome "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?"	Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed for enabling activities.
1.2.1. All students desire to and attend school regularly. <i>Required for all schools.</i>	Faculty and staff will provide support to students/families to return Average Daily Attendance and Chronic Absenteeism percentages to pre-pandemic levels. SLN #1 and 2	Students will: • Participate in social emotional learning (SEL) opportunities in the classroom • routinely review classroom trust agreements • 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 - 2024-2025 = 88%]	☒ 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>	WASC - Continuous Growth Faculty and staff support the learning of and application of success skills	Students will: • Participate in social emotional learning (SEL) opportunities in the classroom • routinely review classroom trust agreements • 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 # of behavioral referrals	☒ 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>	Nā Hopena A'o 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 # of behavioral referrals	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
				☐

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

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. <i>Required for all schools.</i>	SLN #3 Students often experience academy coursework and exposure opportunities without consistently connecting academic learning to long-term goals. Ownership of learning is not consistently tied to pathway relevance.	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 Integrate student ownership routines into academy coursework so students articulate how daily objectives connect to pathway competencies. Embed structured reflection within academy experiences requiring	Students explain the connection between learning goals and pathway competencies. <i>Evidence</i> Student Feedback Survey Participation in grade level civic responsibility activities Data on Beable with usage minutes and number of lessons.	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

		students to explain how learning prepares them for college, career, and civic participation. [Principal, Curriculum Coordinator, Student Services Coordinator, Counselor, Teachers]		
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.	SLN - #3 Variability in metacognitive skill development limits students' ability to manage complex tasks and advanced coursework within academy pathways.	Implement metacognitive awareness routines in academy-aligned Math and ELA courses to strengthen independent strategy use. Align PLC discussions to monitor ownership behaviors within pathway coursework. 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 • Develop success	Students demonstrate use of metacognitive routines in advanced coursework. 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 <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>
Strengthen pedagogical practices by building school capacity to effectively provide services for High Needs students (i.e. English Learner (EL) and special education, disadvantage)	The increasing number of EL students presents the need for faculty and staff to understand and apply second language teaching strategies and methods. Also understanding how to provide support for students with special needs.	School PD on EL ranging from how to use the annual data to teaching strategies 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. Teachers on cycle will receive quality feedback through EES School PD on differentiating instructional strategies to meet student needs. [Principal, School EL Coordinator, DH for special education, SSC]	eHR for HQ website Quarterly updates on High Needs student progress and awareness	☒ 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

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	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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PRIORITY 3: Effective and Efficient Operations At All Levels

★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.				
Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. <i>Required for all schools.</i>	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, SCC Facilitator]	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 <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
Provide a diverse range of opportunities for families and the school community to be involved at Mānana Elementary School.	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, PTO Board]	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: PTO __, \$

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 **Manana 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 **Date** to share the school data and gather input on student priorities.
 - ☐ A School Community Meeting was conducted on **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**

Attested:

Manana Elementary School Principal	Signature	Date
Lisa Tominaga, Principal		Date

SCC Chairperson	Signature	Date
Insert name of SCC chairperson		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. 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:

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

Attested:

SCC Chairperson	Signature	Date
Insert name of SCC chairperson		☐ Date

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>	[1083 minutes]
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement
Manana Elementary School Bell Schedule: Manana's Bell Schedule	