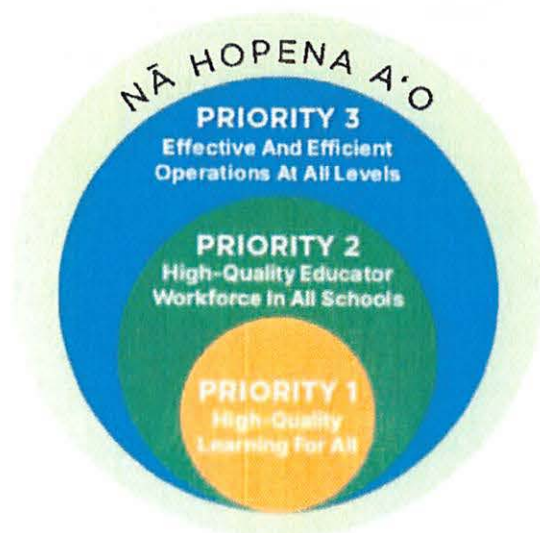




Momilani Elementary School

Academic Plan

SY 2026-2027

2130 Hookiekie Street, Pearl City, HI 96782
(808) 307-5812
<https://www.momilani.k12.hi.us/>

STATE OF HAWAII
DEPT OF EDUCATION
LEeward OAHU DIST
26 MAR 27 P 3:20
ADMINISTRATION

- ☐ Title I School
☒ Non-Title 1 School

Submitted by Principal Garrett M. Arakawa	
	Mar 27, 2026

Approved by Complex Area Superintendent Richard Fajardo	
	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	English Language Arts	Mathematics	Science	Social Studies
Kindergarten	'20 Into Reading -	Ready -	Teacher Created	Teacher Created
1st-3rd	'20 Into Reading -	Ready -	Teacher Created	Teacher Created
4th-6th	Other: - Read Side by Side	Ready -	Teacher Created	Teacher Created

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	iReady Toolbox, OG, iReady	iReady Toolbox	Mystery Science, Near Pod	Near Pod
Gr. 4-6	MyAccess			

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	KEA ▾	I-Ready ▾
K-3	DIBELS ▾	

HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

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

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

☐ Panorama ☒ School-created template ☐ Other:

IDENTIFIED SCHOOL NEEDS

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

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

- ☐ Current CNA
- ☐ Other current assessment/self-study report:
- ☒ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: 2024

Type of Last Visit: Full Self-Study -

Year of Next Action: 2027-2028

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

Year of Next Self-Study:

2031

Please identify **critical student learning needs** and the **root/contributing cause** why these needs have been prioritized.
"What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?"

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

1	<u>Student Need:</u> Increase ELA, Math, and Science Proficiency Rates <u>Root/Contributing Cause:</u> Reading Foundational Strategies, Collective Intervention, and Collaborative mindset for improvement
2	<u>Student Need:</u> Advancing K-6 Career Connected Learning Pathways <u>Root/Contributing Cause:</u> Connecting students to realistic learning experiences will increase engagement and retention, improve soft skills, and provide an alternative way to access content.
3	<u>Student Need:</u> Increase emphasis on Social Emotional Learning and School Connectedness <u>Root/Contributing Cause:</u> Implement best practices for student-staff engagement to foster a sense of belonging.

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

1	<u>Targeted Subgroup:</u> High Needs/Not achieving students <u>Identified Student Need(s):</u> Reading and Math Proficiency, Social-Emotional Learning & School Connectedness
2	<u>Targeted Subgroup:</u> ELL <u>Identified Student Need(s):</u> Language Opportunities, scaffolded build-in language development, Learning Community Development
3	<u>Targeted Subgroup:</u> Students Not Proficient <u>Identified Student Need(s):</u> Reading and Math Proficiency, Social-Emotional Learning & School Connectedness



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> <i>Estimate the additional amount needed for enabling activities.</i>
1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and <u>provided necessary and timely support</u> to develop foundational skills for learning. <i>Required for PWCA Elem Academic Plan</i>	Selected Kindergarten Readiness Assessment is required by the Department of Education	Schools will administer an assessment to students entering Kindergarten. (KEA and local school assessments) The Kindergarten Readiness Assessment is provided to all entering Momilani Kindergarten students before the 30th day of the school year. -Kindergarten Teachers	100% of incoming Kindergarteners are assessed by the 30th day of school KPI- 100% Kindergartners assessed ready	☒ 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.	The 2024 SBA data shows that 24.2% of our third-grade students aren't yet meeting reading standards.	• Support implementation of high-quality curriculum and reading strategies • Implement Targeting Interventions and Instructions • Utilize Universal Screener 3 times a year • Provide additional training or resources to strengthen Curriculum, Instruction or Assessment	- SBA - Universal Screening Data - Intervention Data	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
Mathematics Proficiency 1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient.	The 2024 SBA data shows that 24.2% of our third-grade students aren't yet meeting math standards.	• Support implementation of high-quality curriculum and reading strategies • Utilize Universal Screener 3 times a year • Implement Targeting Interventions and Instructions • Provide additional training or resources to strengthen Curriculum, Instruction or Assessment	☐ SBA ☐ Universal Screening Data ☐ Intervention Data	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.	Based on the 2024-25 STRIVE HI report, there was an achievement gap of 35% and 36%, respectively, for Language Arts and Mathematics	• Provide additional training or resources to strengthen Curriculum, Instruction or Assessment • Provide additional instructional supports (eg. RTI staff, tutoring, support curriculum) • Provide additional resources to support the diverse learning and social-emotional needs of our student population • Coordinate Professional Development for Momilani teachers to strengthen flexible instructional situations to deepen learning. (eg. Small Group Instruction, Building Thinking Classrooms) • Enhance collaboration around student success, supporting the academic growth of all students	-i-Ready Universal Screener -Smarter Balanced Assessment <u>Key Checkpoints</u> ELA Prof in 3rd and 6th Grade (SBA/ Univ. Screener) Math Prof in 3rd and 6th Grade (SBA/ Univ. Screener)	☒ 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.	Supporting our students in their transition to middle school is essential for their success	• Continue to develop and implement the K-12 Pearl City Complex Learner Pathway to deepen our students' connection to their own learning • Utilize the Pearl City High School and Highlands Intermediate School Graduate Profile and Academy Continuums to design learning and activities to support the flow of the Career Connected Construct and Academy Design • Participate in planned articulation meetings between Pearl City elementary schools and Highlands Intermediate (HIS) and/or Pearl City High School • Support transition to HIS via 6th-grade visit to HIS	-Attendance of 6th grade visit -Meeting Agendas/Minutes KPI: programs for newly entering students	☒ 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.

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)
- Teachers network throughout the complex area.
- Individualized school support based on needs

All K-6 students will experience 2 Career-Connected PBL units

- PBL 101 training or similar will be provided to staff who may need the training
- Support the collaborative process for PBL development within our staff

PD feedback

PWCA Teacher Implementation Survey Results

-PBL Units
-Career Connected
Field Trips
Attendance

- ☒ WSF, \$
- ☐ Title I, \$
- ☐ Title II, \$
- ☐ Title III, \$
- ☐ Title IV-A, \$
- ☐ Title IV-B, \$
- ☐ IDEA, \$
- ☐ Homeless, \$
- ☐ Grant: __, \$
- ☐ Other: __, \$

TOTAL = \$

All students demonstrate proficiency in writing across multiple genres by the end of sixth grade; students performing below grade-level expectations are provided with immediate, targeted interventions to accelerate their progress toward mastery.	A lack of a standardized, K-6 vertical writing framework leads to fragmented instruction, where writing expectations and grading rubrics vary significantly between grade levels and content areas.	• Develop and implement a vertically aligned Pre-K–6 writing framework that utilizes a spiraling curriculum to introduce increasingly complex rhetorical skills, supported by a published scope and sequence to ensure instructional continuity across all grade levels. • Provide targeted professional development for all K-6 staff on 'Writing Across the Curriculum' strategies to standardize the instruction of various genres and ensure consistency in student writing expectations across all grade levels.	- SBA - Student Writing Samples - Teacher Assessments	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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★ **GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.**

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
1.2.1. All students desire to and attend school regularly.	Recent data from the 2024-2025 Strive HI 97% of students attended instructional days.	- Continue with the Morning Miles Program implementation. - Continue with the implementation of monthly/quarterly attendance rewards. - Continue to foster deepened relationships within our school community	- Infinite Campus Attendance records - EZ Scan Morning Miles Participation Rate	☒ 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.	Recent Panorama SEL and School Quality (SQS) data highlight a critical problem: a declining Sense of Belonging.	- SEL via Choose Love will be implemented. - Coordinate and facilitate the development of a classroom and school culture that positively meets the needs of MES Stakeholders - Developing positive relationships - Building school spirit and pride - Strengthen school-family connectedness - Create opportunities for student participation in additional co-curricular activities	- Panorama SEL Survey - Panorama Student Perception Survey - School Quality Survey	☒ 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.	Ensuring students' safety and connection to self, others, and their culture, thereby strengthening their connection to Hawaii and core values.	- Continue utilizing ClimbHi as our primary resource for sourcing expert presenters to facilitate student learning sessions. - Continue to provide all students with experience mālama 'āina and participate in service learning - Provide education about Hawaiian culture through Hawaiian Studies lessons for all students in PreK-6. Hawaiian Studies is also a part of the grade 4 curriculum	-Participation in school wide service learning -Increased measures in SQS	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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★ **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?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed for enabling activities.
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.	Connecting students to authentic and realistic learning experiences will increase engagement, improve soft skills, and provide an alternative way to access content	- Continue K-6 Career Connected Learning through the implementation of 2 PBL projects. - Continue utilizing ClimbHi as our primary resource for sourcing expert presenters to facilitate student learning sessions. PWCA PBL/ CCE Initiative	PBL 2x/Yr for each student	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
K-12 Alignment 1.3.2. All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.		- Continue K-6 Career Connected Learning through the implementation of 2 PBL projects. - Continue to expose students to Careers and post-high school opportunities via field trips, guest speakers, PBL and other experiences - Continue to develop and implement the K-12 Pearl City Complex Learner Pathway to deepen our students' connection to their own learning	PBL 2x/Yr for each student	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

Learner Pathways Pearl City Complex K-12 Learner Pathways functions as a structured monitoring system that informs continuation, revision, or exit decisions based on evidence of academic impact.	Without clearly embedded monitoring structures tied to strategic goals, initiatives risk persisting without evidence of effectiveness, leading to fragmentation and limited operational coherence.	• Embed student ownership indicators into monthly leadership data reviews supported by documented facilitation protocols and scheduled implementation review cycles aligned to Goal 1.1 and 1.1.4 growth monitoring. • Integrate required ownership routines into walkthrough tools, PLC protocols, and school improvement discussions. • Establish and apply explicit continuation, revision, and exit decision rules based on academic growth evidence. - Leads: Principal, Complex Area Superintendent, Leadership Team	Meeting notes, data review documentation. - <i>Initial</i> Leadership meeting agendas reflect review of ownership indicators and academic growth data. - <i>Intermediate</i> Documented leadership decisions referencing cause-effect analysis. Reduced variation in implementation across schools. - <i>Annual</i> Clear documentation of continuation, refinement, or discontinuation decisions aligned to academic impact.	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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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>
All teachers are effective or will receive the necessary supports to be effective. <i>(To add additional desired outcomes, duplicate this row)</i>	To provide equity and build capacity. This will strengthen instructional practices, which will in turn increase proficiency for all students	Provide teachers with PD training to increase effectiveness: - 21 hours - School PD - Induction & Mentoring Supports - EES/PAS - National Board Certification Provide opportunities for deepened learning on teaching practice, curriculum, instruction, content-knowledge, assessment strategies, etc - Local Conferences - On-going Professional Development - National Conferences	KPI #/% of first and second year teachers participating in state I&M programs # of pd opportunities for support staff	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$



PRIORITY 3: Effective and Efficient Operations At All Levels

★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible for overseeing and monitoring 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.	To support school improvement and academic achievement through increased community involvement in the school.	- School Community Council members are balanced with members represented in various stakeholder roles (i.e. parents, admin, teachers, and students) - The School Community Council meets every quarter.	- SCC agenda minutes - SCC Budget report	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

APPENDIX A: SCHOOL COMMUNITY COUNCIL ASSURANCES FORM

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

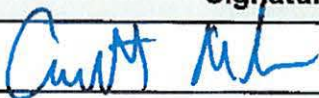
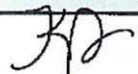
The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name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

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

The **Momilani 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 **Feb 4, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☐ Other (list):
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:

Momilani Elementary School Principal	Signature	Date
Garrett M. Arakawa		☐ Date 3/27/26
SCC Chairperson	Signature	Date
Kendra Nip		☐ Date 3/27/2026

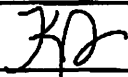
SCC Recommendations to the Academic Plan and Financial Plan:

The School Community Council, in review of the Academic and Financial Plans, has provided the principal with the following recommendations for consideration. These recommendations are included as a means to share these issues with the Complex Area Superintendent and to identify the action taken by the principal on the SCC recommendations. If no recommendations were made, please write "N/A." SCC Chairperson signature is required on both pages.

SCC Recommendation:	Rationale for the SCC Recommendation:	Principal's Response to SCC Recommendation:
N/A		
N/A		
N/A		

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

Attested:

SCC Chairperson	Signature	Date
Kendra Nip		☐ Date 3/27/2026

APPENDIX B: BELL SCHEDULE

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

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

Total student instructional hours per year <i>(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)</i>	1,098
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement
Momilani Elementary School Bell Schedule: Momilani Elementary School - Bell Schedule	