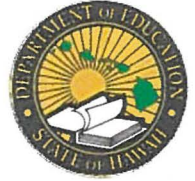


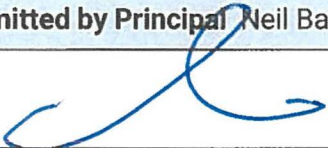
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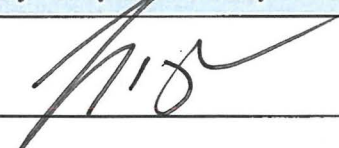


Mauka Lani Elementary Academic Plan SY 2026-2027

92-1300 Panana Street, Kapolei, HI 96707
(808) 305-8800
<https://www.maukalani.k12.hi.us/>

- ☐ Title I School
☒ Non-Title 1 School

Submitted by Principal Neil Battad	
	Date 03/24/26

Approved by Complex Area Superintendent John Henry Lee	
	Date 4/17/26

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
K-5	'20 myView Literacy ▾	enVision Mathematics Common Core ▾	STEMScopes	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
Special Education (PreK, K-5 as appropriate)	TeachTown	TeachTown	TeachTown	
K-5	iReady	iReady		

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-5	I-Ready ▾	I-Ready ▾
Kindergarten	HI KRA ▾	HI KRA ▾

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: [Insert year]
 Type of Last Visit: Select One ▾

Year of Next Action: [Insert year]
 Type of Next Action: Select One ▾

Year of Next Self-Study:
 [Insert year]

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.

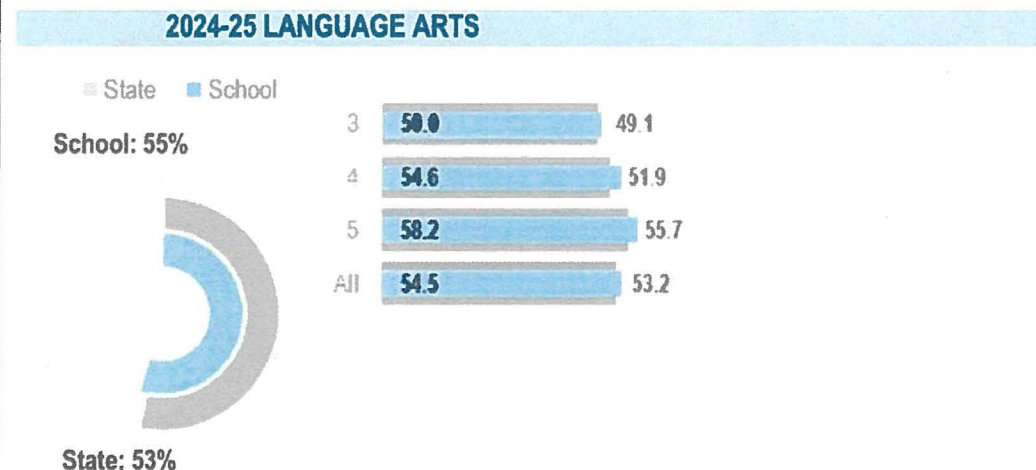
1	<u>Student Need:</u> Students need a scaffolded educational experience that utilizes horizontally and vertically aligned instruction with consistent practices that build mastery year-over-year and provide embedded opportunities to see real world connections to academic standards. <u>Root/Contributing Cause:</u> 1A: Faculty have invested meaningful time in building their collective efficacy with school curriculums. MLES needs to continue to build teachers' instructional practices within the school-wide curriculum to increase rigor and engagement. Teachers and staff need to continue to build their alignment across and between grade levels for student achievement. 1B: Students need exposure and embedded opportunities to engage with career and community resources to deepen their real world connections to standards and improve their career academy continuum readiness.
2	<u>Student Need:</u> All student groups need to demonstrate increased proficiency levels on State assessments in the areas of ELA, Math, and Science. <u>Root/Contributing Cause:</u> 2A: Students should continue to access timely, data driven RTI instruction in core content areas.

	• 2B: Mauka Lani needs to continue to strengthen our MTSS practices to improve student outcomes. • 2C: Students need to experience stronger interdisciplinary instruction to provide more opportunities to show mastery across subject areas.
3	<u>Student Need:</u> Students need access to embedded opportunities (Positive classroom environment, Choose Love Curriculum, engagement activities, Choose Love Ambassador program, school clubs, community events, etc) that will promote positive relationships, belonging, and increase regular school attendance. <u>Root/Contributing Cause:</u> • 3A: Students need to increase their overall sense of belonging through multiple opportunities to build connections on campus (in class and extracurricular). • 3B: Students need to increase their overall sense of engagement through a variety of learning and enrichment activities (in class and extracurricular).

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 **Targeted Subgroup:** Students reading below grade level

Identified Student Need(s):



% PROFICIENT IN LANGUAGE ARTS BY GRADE

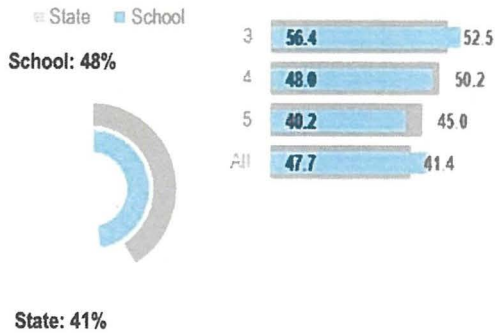
SCHOOL	3	4	5	ALL GRADES
2022-23	46.5%	33.3%	48.3%	43.0%
2023-24	53.6%	46.5%	55.1%	51.6%
2024-25	50.0%	54.6%	58.2%	54.5%

While MLES scholars continue to show positive growth in ELA proficiency, all students need to continue to build their mastery of grade level standards. Students not performing at grade level will receive timely supports to improve their skills.

2 **Targeted Subgroup:** Students performing below grade level in Mathematics

Identified Student Need(s):

2024-25 MATH



% PROFICIENT IN MATH BY GRADE

SCHOOL	3	4	5	ALL GRADES
2022-23	51.1%	38.2%	37.6%	42.3%
2023-24	51.2%	37.2%	35.8%	41.4%
2024-25	56.4%	48.0%	40.2%	47.7%

While MLES scholars continue to show positive growth in math proficiency, all students need to continue to build their mastery of grade level standards. Students not performing at grade level will receive timely supports to improve their skills.

3 **Targeted Subgroup:** Students receiving Special Education Services

Identified Student Need(s):

SUBGROUP	LANGUAGE ARTS			MATH			SCIENCE		
	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25
Special Education	13.7%	4.1%	4.5%	10.3%	0.0%	13.0%	10.0%	10.0%	0.0%

Students receiving Special Education services continue to underperform compared to their general education peers in all content areas. Special education students will receive differentiated instruction and specifically designed instruction in order to meet their learning needs.



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.	3A	Kindergarten students will: • Be assessed on the KTEA assessment within the first 30 days of entering school. • Be assessed using the Kindergarten grade level assessment • Be assessed using the iReady Universal screener (Math and Reading) • Have access to Kinder Kick-Start or Kinder transition programs prior to the start of school to build social, emotional, and academic readiness skills. • Receive targeted RTI instruction based on universal screeners and classroom data PreK students enrolled at MLES will: • Work on identified goals in order to meet pre-readiness skills to enter Kindergarten. • Have opportunities to engage in current Kindergarten classes and programs to support readiness. All assessments will be utilized as data to determine kindergarten RTI groupings and curriculum map modifications.	- KEA - Universal Screener - RTI data - Curriculum assessments	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☒ Other:__, \$

		Accountable Leads: Nathan Takahashi, Jessica Kam, Tiffany Olivares Neil Battad		
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.	2A, 2B, 2C	Students will: • Be assessed on the iReady universal screener. • Continuous exposure and monitoring through AR Star Reading Assessment and iReady lessons • Receive targeted RTI instruction in identified ELA areas of need Teachers will: • Utilize various assessments to track student progress towards grade-level standards. • Utilize common grade-level pacing maps. • Utilize common rubrics and grading. • Give timely feedback on student work • Read daily with small groups • Utilize the schoolwide curriculum for Reading. Students not on grade level in the area of Reading will be supported through the use of: • Differentiated instruction in the area of Reading • Assigned RTI groupings based on their reading skill ability (as determined by Admin/Teachers) • Parent communication on progress • Be given the opportunity to participate in Summer Learning programs to continue to build their mastery of grade level skills Accountable Leads: Nathan Takahashi, Jessica Kam, Tiffany Olivares Neil Battad	-Schoolwide universal screener data -SBA Data -Grade level fluency data - RTI data - Curriculum assessments -Summer Hub attendance	☒ 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.	2A, 2B, 2C	Students will: • Be assessed on the iReady universal screener. • Utilize iReady for a differentiated support system. • Receive targeted RTI instruction in identified Math areas of need Teachers will: • Utilize various assessments to track student progress towards grade-level standards. • Utilize common grade-level pacing maps. • Utilize common rubrics and grading. • Give timely feedback. • Utilize the schoolwide curriculum for Math. Students not on grade level in the area of Math will be supported through the use of: • Differentiated instruction in the area of Math • Assigned RTI groupings based on their Math skill ability (as determined by Admin/Teachers) • Parent communication on progress • Be given the opportunity to participate in Summer Learning programs to continue to build their mastery of grade level skills Accountable Leads: Nathan Takahashi, Jessica Kam, Tiffany Olivares, Neil Battad	-Schoolwide universal screener data -SBA Data - RTI data - Curriculum assessments -Summer Hub attendance	☒ 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 all schools.</i>	1A, 2A, 2C	All students will be supported through equitable opportunities and interventions. • All teachers in a grade level will utilize formative assessments (exit tickets, etc) to assess their students on an on-going basis. • All teachers will analyze student assessments to inform instruction and create RTI groups to address student needs • All teachers will differentiate and/or scaffold lessons to improve student achievement. • All staff will check in on the well being of students. • Teachers will receive PD in identified growth areas to improve teacher practice to better reach all students Accountable Leads: Nathan Takahashi, Jessica Kam, Tiffany Olivares, Neil Battad	-Schoolwide universal screener data -SBA Data - RTI data - Curriculum assessments -PD logs	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school. <i>Required for all schools.</i>		All students • Meet and Greet • Beginning of the School Year postcards. • Parent teacher conferences to communicate with families about students' progress towards meeting grade level expectations. Incoming Kindergarten: • Kinder Kick-Start • Kinder tour/Orientation 5th grade students are: • Exposed to Honouliuli Middle School expectations. • Exposed to Honouliuli Middle School classes, rotations, clubs, and activities. • Are invited to middle school transition events. New students: • Campus tour Special Education • Preschool Transition Opportunities with Kindergarten classes • Middle school transition meetings ◦ Parent/Team meeting for student placement Teachers will: • Continue to implement schoolwide curriculum to build a comprehensive K-5 academic program Accountable Leads:	-Family event sign in sheets -Kinder Kickstart program data -Transition meeting minutes -Grade level articulation/planning minutes	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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		Cheryl Castillo, Kalani Lundgren, Jaimi Dennis, Jessica Kam, Tiffany Olivares		
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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>	3A, 3B	All MLES teachers will follow the school-wide attendance protocol to proactively reach out to families prior to students reaching chronic levels of absenteeism. The attendance team (composed of Vice Principals, Counselors, School Social Worker, and Family Court Representative) will meet twice a month to reach out to families with attendance concerns in alignment with school-wide attendance protocol. MLES Staff will encourage attendance via: • Attendance initiatives (awards, incentives) • Targeted intervention plans for students with high levels of tardies and/or absences • Creating a school climate that is welcoming and supportive of all students (Choose Love, student ambassadors, etc) MLES will provide extra-curricular activities as an incentive for students to attend school to participate: • After school classes/Clubs • Choose Love Ambassadors • Student Council • Intramural Sports	-Attendance team meetings -Panorama data	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

		Accountable Leads: Cheryl Castillo, Kalani Lundgren, Jaimi Dennis, Jessica Kam, Tiffany Olivares		
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1.2.2. All students demonstrate positive behaviors at school. <i>Required for all schools.</i>	3A, 3B	Administration and faculty will promote positive behavior through a school wide Behavior expectation matrix and school wide PBIS • MLES Behavioral Matrix will be utilized in all areas of the school and by all staff and students. • Teachers will deliver weekly SEL classroom lessons (Choose Love). • Counselors will meet with students who are referred for behavioral concerns. • Staff will recognize students who display positive behaviors ◦ Students can earn Choose Love certificates that they can redeem at the Aloha Shop at least once a month ◦ Students will be recognized with quarterly Choose Love and GLO awards Student Opportunities • Students in grades 4 and 5 will have the opportunity to become "Choose Love Ambassadors" that help plan school wide activities to promote SEL themes and positive relationships (i.e. Fun Fridays, Awards Assemblies, etc) • Students in grades 4 and 5 will have the opportunity to run for election as Student Council members that help promote community engagement, school pride, and provide student input to SCC • Students will have the opportunity to participate in afterschool enrichment activities to build positive peer and adult relationships throughout campus. Accountable Leads: Cheryl Castillo, Kalani Lundgren, Jaimi Dennis	- Panorama - Referral data - MLES Behavioral Matrix - SEL pacing guide	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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1.2.3. All students experience a Nā Hopena A'o environment for learning. <i>Required for all schools.</i>	3A	Students participate in: Belonging: • Family Nights • Daily affirmation • Extra Curricular Programs (Choose Love Ambassadors, Student Council, Intramural Sports, Math Competition Team, School Clubs) • Mauka Lani chant • Grade Level Rotations - Essentials • School Fall Fest • Choose Love Curriculum • Buddy Classroom activities Responsibility: • Positive attendance incentives • Classroom jobs • GLO Awards Excellence: • Award Ceremonies • Achievement incentive (iReady goals, etc) • Student council and representatives • Outstanding Keiki & Presidents award Aloha: • Choose Love Ambassadors • Choose Love SEL lessons • Choose Love Certificates • Mahalograms • Community outreach activities - Fundraisers Total Well-Being: • Extra Curricular activities (i.e. soccer, volleyball, basketball, track, etc) • Boosterthon Fun Run • Choose Love SEL Lessons • Wednesday Essentials • Grade Level programs - DARE (5th), Bike Ed (4th) • Physical Education Classes • Recess Activity Stations at Fun Friday	School Notes and Events	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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		● SVP/Health Education Classes Hawaii: ● May Day ● Place-based field trips ● Aquaponics ● Mauka Lani Chant ● Hawaiian studies (K-2) Accountable Leads: Cheryl Castillo, Kalani Lundgren, Jaimi Dennis, Jessica Kam		
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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 <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>	1B, 3B	Career Opportunities Career Day: - Students in grades K-2 participate in an annual career day event with community members coming to speak to students. - Students in grades 3-5 attend off-campus tours of community organizations. MLES provides students with opportunities to explore interests with after-school classes/clubs. MLES Students will have the opportunity to participate in the Amazing Shake as part of a complex wide initiative to build employability skills. MLES will continue to give our scholars opportunities to engage with various Kapolei High School student groups to give them exposure to future opportunities and build a sense of community with our feeder high school. Examples may include: - Health Academy Students joining our Wellness Night - KHS Engineering Team joining our STEM Night	-Career Day Feedback -Afterschool Enrichment club data	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

		• KHS MCJROTC participating in various events (i.e. Color Guard at May Day, P.T. stations at Wellness Nights) • MLES Students participating in annual Arts and Communication Academy Showcase Community Opportunities Student Leadership Opportunities • Students in grades 4 and 5 will have the opportunity to become "Choose Love Ambassadors" that help plan school wide activities to promote SEL themes and positive relationships (i.e. Fun Fridays, Awards Assemblies, etc) • Students in grades 4 and 5 will have the opportunity to run for election as Student Council members that help promote community engagement, school pride, and provide student input to SCC Students in all grade levels will have access to enrichment field trips to explore community resources. Students will have the opportunity to engage with community members via guest speakers, HTY productions, etc. Civics Education • All upper grade students will have the opportunity to participate in the election process via Student Council elections • All students in second grade will participate in Civics education through Social Studies lessons that focus on the responsibilities of school, state, and national leaders.		
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		• All students in third grade will participate in research projects on different U.S. presidents. They will also discuss the election process in class. • All students in fifth grade will discuss how the ideals of the Declaration of Independence and their impact on our democracy. Accountable Leads: Nathan Takahashi, Cheryl Castillo, Kalani Lundgren, Jaimi Dennis, Jessica Kam		
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.	1B	MLES provides students with opportunities to explore a variety of interests with after-school classes/clubs. Club offerings may include arts and crafts, music, robotics, STEM, and team sports. MLES will continue to offer engaging Career Day opportunities to show students different career pathways within the community. MLES will work with our feeder high school, Kapolei High School, to build connections between academy programs of study and careers showcased at Career Day. MLES will form a Computer Science committee to ensure better alignment between grade levels of computer science and coding lessons. MLES will continue to offer focused Computer Science instruction in third grade to all scholars. Accountable Leads: Nathan Takahashi, Cheryl Castillo, Kalani Lundgren, Jaimi Dennis, Jessica Kam, Kacey Kikuchi	- Club Attendance Sheets -Career Day feedback -Family Night Sign in Sheets	☒ 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>
2.1.2. All teachers are effective or receive the necessary support to become effective.	2A, 2C, 3B	All teachers are provided with Effective Professional Development (PD) Professional Development may focus on: • Best teaching practices (ex: Project Based Learning, Student engagement, RTI practices) • New teacher mentoring • Technology • Other (Suicide awareness, Whole Child Wellness, etc) *Professional development local and/or out of state Accountable Leads: Nathan Takahashi, Tiffany Olivares, Jessica Kam, Neil Battad	- PD Agendas - Teacher Initiated PD completion - Student Engagement - Panorama scores	☒ WSF, \$ ☐ Title I, \$ ☒ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
Professional Learning Communities (PLCs) address the learning	1A	Grade level Articulation and PLCs will focus on: • Curriculum • Content Knowledge	Articulation Meeting Minutes	☒ WSF, \$ ☐ Title I, \$ ☒ Title II, \$



PRIORITY 2: High-Quality Educator Workforce In All Schools

needs of the faculty and staff		• Alignment of classroom assessments • Common Instructional Practices • Behavior concerns and peer reviews • Horizontal/Vertical alignment • RTI Beginning SPED teachers are encouraged to attend the district-sponsored SPED PLCs Accountable Leads: Nathan Takahashi, Tiffany Olivares, Jessica Kam, Neil Battad	PLC agendas	☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
2.2.2. All school support staff are effective or receive the necessary support to become effective.		Support staff (e.g. Educational Assistants, PPTs, PTTs, PCNC, etc) will be provided with training opportunities to improve their effectiveness in supporting students Training may focus on: • Best teaching practices (ex: Project Based Learning, Student engagement, RTI practices) • Levels of Prompting • Technology and Curriculum implementation • Other (Suicide awareness, Whole Child Wellness, etc)		



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>		Mauka Lani Elementary's School Community Council will: • Have representation from all role groups (Admin, Certificated, Classified, Student, Parent, Community. • Meet no less than quarterly. • Be presented and provide feedback on: ○ Financial Plan ○ Academic Plan ○ Waiver Request Accountable Leads: Neil Battad	- SCC Agendas - SCC Sign-ins - SCC Principal survey	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

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

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
Increase parent/family engagement opportunities and participation	3A	Families and community members participate in: • Parent-Teacher Conferences • Family engagement nights/events • May Day • SCC Meetings • Quarterly Assemblies • Meet and Greet Parents will be: • Provided opportunities to give input and suggestions for school events for parents and students. • Provided various opportunities to be involved in their children's as well as their own learning. The school will: • Track parent participation and feedback and use the data to plan for future events. • Create a welcoming environment for parents to feel comfortable asking questions and sharing their concerns. • Provide support to parents and opportunities for them to support their child's learning.	- Family Engagement Agendas - SCC Agendas - Attendee Event Sign-in - Parent surveys and results	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☒ Other:__, \$

		Accountable Leads: All		
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★ Other Systems of Support

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>												
The school will have in place and utilize additional systems of support for students.	The school needs to support the academic and social emotional needs of all students.]	Structure/System: - All teachers will utilize a MTSS system/structure that includes Tier 1, 2, and 3 supports for both academic and social emotional needs - Establishing a system for tracking student progress and providing early intervention for students who are struggling. - All teachers will monitor student data and analyze patterns to proactively intervene. - Student Support Meetings Communication: <table><tr><td>Class Dojo</td><td>Email</td><td>Planners</td><td>Phone calls</td></tr><tr><td>Notes home</td><td>Report cards</td><td>Marquee</td><td>Instagram</td></tr><tr><td>School Messenger</td><td>School website</td><td>Weekly Newsletter</td><td>Parent Teacher Conference Week</td></tr></table> Accountable Leads: All	Class Dojo	Email	Planners	Phone calls	Notes home	Report cards	Marquee	Instagram	School Messenger	School website	Weekly Newsletter	Parent Teacher Conference Week	-Peer Review Data -Participation in Social Skills Groups -RTI Groups	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
Class Dojo	Email	Planners	Phone calls													
Notes home	Report cards	Marquee	Instagram													
School Messenger	School website	Weekly Newsletter	Parent Teacher Conference Week													

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.

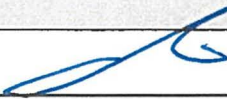
The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name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

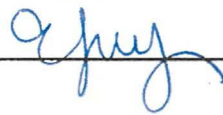
Hawaii State Department of Education School Academic Plan and Financial Plan Annual Assurances and Recommendation for Approval

The **Mauka Lani Elementary** School Community Council (SCC) recommends the school plans to the Complex Area Superintendent for approval and assures the following:

1. The SCC is correctly constituted and was formed in accordance with the Board of Education policy, Department of Education procedures and state law.
2. The SCC reviewed its responsibilities under the Board of Education policy, Department of Education procedures and state law, including those related to the review of the Academic Plan and Financial Plan.
3. The SCC sought and considered all recommendations from the school community or committees before recommending the plans for approval. (Check all that apply)
 - ☐ A School Community Council Meeting was conducted on ☐ **Date** to share the school data and gather input on student priorities.
 - ☒ A School Community Council Meeting was conducted on **Mar 12, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☐ Other (list): *[Insert text. Examples: School Leadership Team, Curriculum Committee, School Safety Committee]*
4. The SCC reviewed the Academic Plan and Financial Plan and found that they are based upon a thorough analysis of student performance data, and use evidence-based interventions.
5. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The principal has provided a clear explanation to the SCC about the status of each of the recommendations made by the SCC regarding the Academic Plan and Financial Plan.
7. This school plan was adopted through consensus or by vote by the School Community Council on: **Mar 12, 2026**

Attested:

Mauka Lani Elementary Principal	Signature	Date
Neil Battad		Mar 12, 2026

SCC Chairperson	Signature	Date
Erin Frey		☐ Date 3.12.26

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
N/A	N/A	N/A
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
Erin Frey		☐ Date 03/24/26

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>	1,095
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement
Mauka Lani Elementary Bell Schedule: Mauka Lani Elementary School Schedule	