



Waikele Elementary Academic Plan SY 2026-2027

94-1035 Kukula Street
Waipahu, Hawaii 96797
www.waikelees.org

- ☐ Title I School
☒ Non-Title 1 School

Submitted by Principal Shanell Kagamida (TA)	
	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
Grades K-5	'23 Wonders ▾	i-Ready Classroom Mathematics ▾		
Grade 6	'20 Wonders ▾	i-Ready Classroom Mathematics ▾		

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
Learning Resource - 4 Core, FSC	Teachtown			

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
Grades K-6	I-Ready ▾	I-Ready ▾
Grades K-6 - Rtl-B	Other: ▾ Rtl-B: Strengths and Difficulties Questionnaire	
Grade K	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: March 2024

Type of Last Visit: Full Self-Study

Year of Next Action: May 2027

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

Year of Next Self-Study:

2030

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	Student Need: Improve the percentage of reading proficiency. Root/Contributing Cause: • Spring 2025 SBA results, 68% of students in Grades 3-6 were proficient in reading. • Teachers need to engage in the consistent implementation of HQIM and evidence-based instructional and assessment practices. • Teachers in K-2 are refining their skills and continually developing their pedagogical understanding of foundational literacy.
2	Student Need: Improve the percentage of math proficiency. Root/Contributing Cause: • Spring 2025 SBA results show that 63% of Grades 3-6 students were proficient in mathematics. • Students need critical areas of progressive skills, content knowledge, and conceptual understanding of mathematics from K-6. • Teachers need to engage in the consistent implementation of HQIM and evidence-based instructional and assessment practices.
3	Student Need: Improve the percentage of 5th grade science proficiency. Root/Contributing Cause: • Spring 2025 Science Assessment results show that 61% of 5th graders were proficient in science.

	Teachers are continuing to develop both a deeper understanding and more consistent implementation of NGSS-aligned learning opportunities.
4	<u>Student Need:</u> Improve the percentage of students who are attending school regularly. <u>Root/Contributing Cause:</u> 83% students are attending regularly - Overall school attendance is lower than pre-pandemic attendance data.

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> Increase the proficiency of students receiving IDEA support and services. <u>Identified Student Need(s):</u> According to spring 2025 SBA results, 9.6% of students receiving IDEA support and services were proficient in ELA. According to spring 2025 SBA results, N/A of students receiving IDEA support and services were proficient in Math. According to spring 2025 Science Assessment results, N/A of students receiving IDEA support and services were proficient in Science.
2	<u>Targeted Subgroup:</u> Increase the proficiency of students receiving EL or ML support and services <u>Identified Student Need(s):</u> According to spring 2025 SBA results, 32% of students receiving EL or ML support and services were proficient in ELA. According to spring 2025 SBA results, 28% of students receiving EL or ML support and services were proficient in Math. According to spring 2025 Science Assessment results, N/A of students receiving EL or ML support and services were proficient in Science.
3	<u>Targeted Subgroup:</u> Increase the proficiency of students identified as economically disadvantaged. <u>Identified Student Need(s):</u> According to spring 2025 SBA results, 55.3% of economically disadvantaged students were proficient in ELA. According to spring 2025 SBA results, 51.2% of economically disadvantaged students were proficient in Math. According to spring 2025 Science Assessment results, 51.5% of economically disadvantaged students were proficient in Science.



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>	Kindergarten readiness currently predicts later academic success.	100% of Kindergarteners including incoming students are assessed (KEA and local school assessments), and the data will be used to determine appropriate and timely support to develop foundational skills for learning. Grade K teachers, Resource Teachers, Counselors	% Kindergartners assessed KEA Data Rtl A Progress Monitoring Rtl B Progress Monitoring	☐ 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>Optional for PWCA Elem Academic Plan</i>	It is important to provide equity of access to grade level curriculum to all students.	Waikele teachers will: • administer the iReady Universal screener to all students 3x per year and utilize the data to provide interventions and closely monitor students who fall below grade level proficiency • implement Wonders reading curriculum to all students, including WonderWorks, utilizing instructional strategies (building background, explicit instruction, modeling, practice, immediate feedback) structural routines (e.g., consistent small group schedule, duration of small group instruction, targeted lessons) • utilize data from formative assessments to provide timely support for students to become proficient Literacy Coordinator & Classroom Teachers	SBA - 70% Universal Screener target: 68 → 70% (all) Performance on Wonders and/ or WonderWorks Assessments Rtl Progress Monitoring (documentation of HMTSS interventions)	☒ WSF, \$19,000 ☒ WSF \$24,000 ☐ 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. <i>Optional for PWCA Elem Academic Plan</i>	It is important to provide equity of access to grade level curriculum to all students.	Waikele teachers will: • administer the iReady Universal screener to all students 3x per year and utilize the data to provide interventions and closely monitor students who fall below grade level proficiency • implement iReady Classroom utilizing high quality tier 1 instructional strategies • utilize data from formative assessments to provide timely support for students to become proficient Math Coordinator & Classroom Teachers	SBA - 65% Universal Screener target: 62→ 65 % (all) Progress Books - performance on iRCL Rtl Progress Monitoring (documentation of HMTSS interventions)	☒ WSF, \$4,000 ☐ 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. <i>Required for all schools.</i>	It is important to provide equity of access to grade level curriculum to all students.	Waikele Elementary will provide effective supports and services to students identified as Special Education (LR), English Learners (EL), and economically disadvantaged through: • SES - Continue to implement learning from PD on differentiated instruction • LR - SDI (Specially Designed Instruction) and Teachtown • LR - ELA WonderWorks - utilize data from formative assessments to provide appropriate timely support for students to targeted growth • LR - Ready Classroom - utilize extended Wednesdays to C2C (collaborate to calibrate) and plan for upcoming math instruction using: ◦ the Grade Level Planning template, ◦ iRCL progression videos ◦ math support logs • EL - Sheltered Instruction and English as a Second Language /English Language Development (ESL/ELD) ◦ Pull-out documentation and checkins for EL teachers and Classroom teachers to collaborate. LR, EL, and Classroom Teachers (SES)	Performance from high-needs subgroups: SBA & Universal Screener's benchmark targets • ELA Proficiency SES: 55.3% → 60% LR: 9.6% → 30% EL: 32% → 45% • Math Proficiency SES: 51.2% → 55% LR: —% → 30% EL: 28% → 40% WIDA ACCESS GTT 85% Progress monitoring data with target	☒ WSF, \$18,600 ☐ 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>	It is important for students to engage in experiences that prepare for a successful transition from elementary to middle school.	Waikele Elementary will provide opportunities for 6th grade students to transition successfully from elementary to middle school by: • orienting 6th grade students to WIS (LET) • facilitating the completion of the personal transition plan template • facilitating college and career exploration through the guidance curriculum • conducting individual transition meetings for LR students • providing WIS with data for the following: ○ EL recommendations for placement in AVID EXCEL and/or Targeted Math ○ ELA & Math student achievement results ○ teacher recommendations for class placement Grade 6 Teachers, Counselor, EL Coordinator & SSC	Achievement Data from the Intermediate PTP Template	☐ 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.	Waikele Elementary students will participate in two high-quality project-based learning projects and will engage with professionals at the school level or in the community to increase their projects' authenticity and to receive professional feedback. All Waikele Elementary teachers will participate in articulations that focus on the refinement of the two high-quality project-based learning projects. PBL Lead & Classroom Teachers	Professional feedback form Pacing guide/PBL Project Planner Updated	☒ WSF, \$25,000 ☒ WSF, \$45,000 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$ TOTAL = \$

Science Proficiency All students are proficient in science and those who are not proficient receive necessary and timely support to become proficient.	It is important to provide equity of access to grade level curriculum to all students.	Grade level teachers will pilot a new science curriculum and incorporate strategies from the NGSS Inquiry Cycle to support all learners. Grade level teachers will participate in TBDDPSP to evaluate the new pilot curriculum. Science Coordinator & Classroom Teachers	HSA benchmark targets - 68% • Science Proficiency 68% SES:58% Progress books	☒ WSF, \$30,240 ☐ 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. <i>Required for all schools.</i>	Regular school attendance is fundamental for academic success and personal development	Waikele Elementary will partner with families to get all students to attend school regularly: - teachers will follow-up and contact parents of students with unexcused absences. - utilize RtI-B articulations to monitor the established attendance policy Administration, Counselors, and Classroom Teachers	% of active students regularly attending school (90% or more after OEC date) Attendance follow-up logs Attendance concerns will be documented and analyzed	☐ 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>	It is important for all students to demonstrate positive behaviors at school so that they become contributing citizens of the global society	All students at Waikele Elementary will engage in Choose Love lessons (Tier 1-RtI-B) All students identified as needing additional support, will receive secondary and tertiary levels of behavior support and monitored through the established RtI-B system Administration, Counselors, and Classroom Teachers	SDQ Data RtI-B Progress Monitoring - HMTSS documentation	☒ WSF, \$25,000 ☐ 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>	It is important for students to feel a strengthened sense of belonging, responsibility, excellence, aloha, total wellbeing and Hawai'i.	Waikele Elementary will continue to revisit and and explore opportunities for integration of Nā Hopena A'o through Choose Love, PBL and GLO reflections Classroom Teachers and Leadership Team	GLO Reflections PBL Reflections Choose Love Lessons	☐ 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. <i>Required for all schools.</i>	It is important to provide opportunities for career exposure, exploration and experiences	Waikele Elementary students will participate in the annual Career & College Fair. Waikele Elementary will create and/or utilize existing community partnerships to support student learning. Academy Pathway Lead & Classroom Teachers	College and Career Fair student reflections. Professional Feedback Form for PBL units	☐ 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.	It is important to provide opportunities for career exposure, exploration and experiences	All Waikele Elementary students will participate in Academy Pathways that provide opportunities for career exposure and exploration, and are aligned to the academies of Waipahu High School. Academy Pathway Lead & Classroom Teachers	Academy Pathway class rosters Academy Pathway curriculum maps	☒ WSF, \$25,000 ☐ 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>
Build capacity by strengthening practices to support students in achieving the standards	It is important to provide effective supports to increase student proficiency	Waikele Elementary will build capacity and strengthen practices by: - providing teachers with professional development through the use of 21 hours and attending school, local, and national PDs - pairing beginning teachers with a mentor for scheduled (weekly/monthly...) reflections to support students in achieving the standards - providing all staff with professional development/training to effectively support students Administration, Resource Teachers, Mentors	Use of 21 hour documentation PD presentation KPI #/% of first and second year teachers participating in state I&M programs documented through Kickup	☒ WSF, \$30,000 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$



★ **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>	It is important to have our community be active participants in the academic and personal growth of our students.	Waikele Elementary will continue to hold SCC meetings Administration	SCC Meeting Minutes	☐ 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>
Waikele Elementary will have opportunities for students to participate in curricular and co-curricular activities to better meet the needs of all students and support their learning and personal development	To promote holistic development, and inspire well-rounded students capable of thriving in various aspects of life.	Waikele Elementary will provide the following opportunities for students to participate in curricular and co-curricular activities to better meet the needs of all students and support their learning and personal development: • Music program (all) • National Elementary Honor Society (Grades 4-6) • Junior Police Officers (Grades 5-6) • E Komo Mai Student Ambassador Program (Grades 3-6) • EL Extended Learning Opportunity ○ Before & After School Programs ○ Summer Program • Waikele Broadcasting Warriors • Yearbook • Intramurals: football, volleyball, basketball, track & field, dance Respective Leads & Coaches	Rosters of all co-curricular and curricular activities Student reflection Intramural Attendance Data	☒ WSF, \$74,000 ☐ 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.

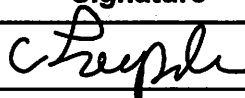
The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name 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 **Waikele 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 **Nov 24, 2025 2:45 PM HST** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Mar 25, 2026 3:30 PM HST** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☒ Other (list): School Leadership Team, Faculty
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 25, 2026**

Attested:

Waikele Elementary Principal	Signature	Date
Shanell Kagamida (TA)		Mar 25, 2026
SCC Chairperson	Signature	Date
Christine Laupola		Mar 25, 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		

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

Attested:

SCC Chairperson	Signature	Date
Christine Laupola		Mar 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>	1,086
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement
Waikele Elementary Bell Schedule: + Waikele Elementary Bell Schedule	