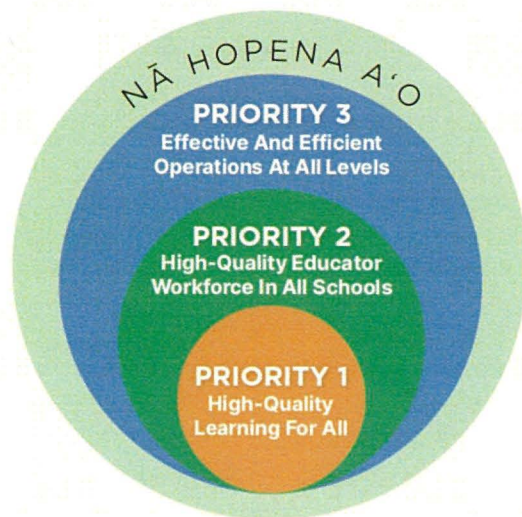
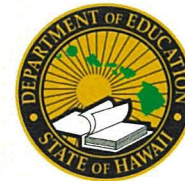




Enchanted Lake Elementary School Academic Plan SY 2026-2027

[770 Keolu Drive, Kailua Hawaii 96734
808-210-0400

<https://www.enchantedlakeelementary.org>

- ☐ Title I School
☒ Non-Title 1 School

Submitted by Principal Noel Richardson	
Noel Richardson	Apr 2, 2026

Approved by Complex Area Superintendent Lanelle Hibbs	
<i>Lanelle Hibbs</i>	04/13/2026

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

TABLE OF CONTENTS

VIABLE QUALITY CURRICULUM.....3

UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS.....4

HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS).....4

IDENTIFIED SCHOOL NEEDS.....5

PRIORITY 1.....7

 ★ GOAL 1.1.....7

 ★ GOAL 1.2.....10

 ★ GOAL 1.3.....12

PRIORITY 2.....14

PRIORITY 3.....15

 ★ GOAL 3.3.....15

 ★ Family and Community Engagement.....16

 ★ Other Systems of Support.....17

APPENDIX A: SCHOOL COMMUNITY COUNCIL ASSURANCES FORM.....18

APPENDIX B: BELL SCHEDULE.....21

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
Kinder-5th Grade	'23 Wonders ▾	HMH Into Math ▾	Stemscopes	TBD
6th Grade	'22 MyPerspectives ▾	HMH Into Math ▾	Stemscopes	TBD

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-6th	iReady Language Arts	iReady Math	Stem Scopes	Teacher Created
	Heggarty	IXL		
	Accelerated Reader			

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
Kinder	KEA ▾	I-Ready ▾
All Grade Levels	I-Ready ▾	I-Ready ▾

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: WASC Three Year Mid-Term Report Update
- ☒ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: 2025

Type of Last Visit: Mid-Cycle Report & Visit -

Year of Next Action: 2027-2028

Type of Next Action: Full Self-Study -

Year of Next Self-Study:

2027-2028

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 | <p>Student Need: Desired Outcome 1.1.2: The idea state for all students reading proficient by the end of third grade would be by the end of the school year: Grade 3 will achieve 45% proficiency "above standard"* in the area of "Reading" on the SBA assessment. Grades K-2 will achieve an average of 75% student proficiency rate on the following areas: vocabulary, comprehension (Lit) and comprehension (Information) on the iReady Universal Screener.</p> <p>* School opted to select a higher standard than state. State standard is "above standard/met-near standard"</p> <p>Root/Contributing Cause: <u>Root/Contributing cause(s):</u> (Page 11,12, 13 CNA document)</p> <p>R.C. 1.2.1 Lack of utilizing data team process. Lack of professional development in LETRS for grades K,1,2 and 3.</p> <p>1A) 0% of SPED and EL students are at grade level for reading (iReady). SPED and EL students need more support to meet grade level standards. Disadvantaged students need more support in meeting the standards.</p> <p>2B) Possible factor-inconsistent RTI</p> <p>3C) Lack of Grammar (linguistics)</p> <p>4D) Lack of Vocabulary</p> |
|---|--|

2	Student Need: Desired Outcome 1.1.3: The ideal state for all students to be proficient in mathematics by the end of 6th grade: (Overall KPI (Key Performance Indicators) for Math is as follows: By the year 2029 Math proficiency will be 78%, average 1.23% growth each year up to year 2029) Grade 3-6 will achieve a 2% gain from the previous year's SBA Math baseline as follows: SY 2023-2024: 72% SY 2024-2025: 74% SY 2025-2026: 76% SY 2026-2027: 78% SY 2027-2028: 78% Sy 2028-2029: 78% Grades K-2 will achieve 75% proficiency on iReady Math Universal Screener. (n=total number of students tested) Root/Contributing Cause: <u>Root/Contributing cause(s):</u> (Page 16,17, 18 and 19 CNA document) R.C. 1.1.3 Not using the data team process 1A) All grade level are not systematically looking at student work/data 2B) All grade levels are not systematically identifying areas of needs. 3C) All grade levels are not using identified areas to develop an action plan. 4D) All grade levels are not monitoring progress of plans.
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: High-Needs Students Identified Student Need(s): Decrease the student achievement gap in English Language Arts (ELA)/Math (Page 12 and 18 CNA document)



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.	R.C. 1.1.1 C.C. 1A C.C.1B C.C.3B C.C.4B	EA 1.1.1 (1) Provide a 3 week kindergarten summer start program for incoming kindergarten students. <i>(Domain 3:Instruction Indicator 3.3)</i> EA 1.1.1 (2) 100% of Kindergarteners entering Enchanted Lake are assessed using the KEA within 30 days after the start of school. EA 1.1.1 (4) By the end of the year, Kindergarten teachers will identify next steps for next year and possible professional development needs. <i>(Domain 2: Talent Indicator 2.2 Target professional learning opportunities)</i> [Accountable Leads Kindergarten Teachers/ART lead assigned to this section] Rationale: BOE policy ACT 210 Metric: KEA Assessment Report [No KPI connection] Notes: Kinder should be giving the following assessments/screeners: Letter names, Letter sounds, Phonemic Awareness, SRSS-IE, i-Ready	KEA assessment data iReady Universal Screener Screeners: Letter names, letter sounds and phonemic awareness Data team plans/minutes	☒ Summer Start Funding Total \$9000 Kinder Summer Start 15 days@4.5hrs @\$42/hr for teacher =\$2835 23 hrs@\$42/hr =\$966 15 days@3.5hrs@ \$26/hr x2 for PPE support=\$2730 Sub days for PD: TBD

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.	R.C. 1.2.1 C.C 1A) C.C 2B) C.C 3C) C.C 4D)	E.A. 1.1.2 (1) Ensure all K-1-2-3 engage in the <i>data team process</i> using defined protocol. Domain 3:Instruction: Indicator 3.1 Diagnose and respond to student learning needs E.A. 1.1.2 (2) Continue professional development through PLCs on Tier I instruction. (Domain 2: Talent Indicator 2.2 Target professional learning opportunities) [Accountable Leads Grades K, 1, 2 and 3 /ART lead assigned to this section] Instructional Focus Science of Reading with the emphasis on the following: Kinder: Letter Naming and Sounds , Segmenting/Blending, and Vocabulary. 1st: Letter Naming and Sounds , Segmenting/Blending, Vocabulary, Winter till the end of school: Oral Reading Fluency 2nd: Letter Naming and Sounds , Segmenting/Blending, Vocabulary and Oral Reading Fluency 3rd: Oral Reading Fluency Def: [Proficiently] Students school meets or exceeds on SBA ELA. Metric: KPI 1 Language Arts Proficiency Target: 80% of our students should be proficient. (Meeting KPI) K-1: Letter names, Letter sounds, Phonemic Awareness, universal. 1st grade Phonemic Awareness Assessment (Heggarty/Wonders)	Data team protocol iReady Science of reading assessments (ie Letter names, Letter sounds, Phonemic Awareness, Vocabulary and Oral Reading Fluency) 3rd grade SBA ELA	☒ WSF, \$ Sub Cost:TBD Wonders Consumables :TBD Heggarty:TBD
--	---	---	---	--

Mathematics Proficiency 1.1.3. All students are proficient in mathematics by the end of 6th grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient.	R.C. 1.1.3 C.C. 1A C.C.1B C.C.3B C.C.4B	E.A. 1. 1. 3 (1): Ensure all grade levels continue to engage in the data team process using defined protocol. (Domain 3:Instruction: Indicator 3.1 Diagnose and respond to student learning needs) E.A. 1.1.3 (2) All grade levels continue to use “powerful instructional practices” as identified by the ILT(Instructional Leadership Team). (Complex aligned) [Accountable Leads all grade levels/ART lead assigned to this section] Instructional Focus Building Thinking Classrooms Strategies in conjunction with Collaboration. Metric: KPI 2: Math Proficiency Def: [Proficiently] Students school meets or exceeds on SBA Math Target: 75% of our students should be proficient. (Meeting KPI)	Grade 3 through 6 SBA Math data K-6 iReady Math Data Data team plans/minutes Support plans developed and monitored	☐ WSF, \$ iReady Screener Cost: ~\$28,356 Into Math Cost:~TBD
--	--	---	--	--

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>	R.C. 1.1.4 C.C. 1A C.C.1B C.C.3B C.C.4B	E.A. 1. 1. 4 (1): Ensure all grade levels continue to engage in the data team process using defined protocol. (Domain 3:Instruction: Indicator 3.1 Diagnose and respond to student learning needs) EA. 1.1. 4 (2)Continue to update MTSS plan using Ci3t as a guiding framework, to address the following areas: <i>academics, behavioral, social/emotional and physical.</i> [Complex Area of Focus] <i>All students are supported in this process, particular emphasis is given to: Disadvantage, Special Education and ELL students.</i> E.A. 1.1.4 ELES will will have a team that participates in EL Success Initiative ELLT and ELDT team) at the <i>Complex and school level</i> to support the teaching of language and content in tandem through professional learning opportunities(i.e., XXXXexamples) to close the achievement gap for all of our EL students. [Accountable Leads all grade levels/ART lead assigned to this section] Metric: KPI 1 Language Arts Proficiency High Needs vs Non-High Needs. KPI 2 Math Proficiency High Needs vs Non-High Needs.	Grade 3 through 6 SBA data K-6 iReady Reading Data K-6 iReady Math Data Data team plans/minutes	☒ WSF, \$ iReady Screener Cost: ~\$28,356 Into Math Cost:~26,000 ☒ WSF: Sub days
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>	R.C. 1.1.5 C.C. 1A C.C.1B C.C.3B C.C.4B	E.A. 1. 1. 5 (1): 6th grade to continue to connect our students with KIS through school visit, registration support and interest activities such as band, Ho'opili, etc. [6th grade teacher and ART accountability lead] Metric: No Metric or reporting KPI	Survey Perception Data	☐ Cost: N/A

★ **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>	R.C. 1.2.1 C.C.1A C.C.2B C.C.3C C.C.4D	E.A 1.2.1 (1) By the end of Quarter 1: update school's current attendance plan in relation to the new State plan, revise/update school plan to include reward and support system for students. E.A 1.2.1 (2) Create an MTSS system using Ci3t as a guiding framework, to address the following areas: academics, behavioral, social/emotional and physical. (Complex aligned) (Domain 1 Leadership: Indicator 1.1 Prioritize improvement and communicate its urgency.) [Classroom teachers/Counselor/ ART lead assigned to this] Metric: KPI 5:Regular Attendance % of students attending 90% of the instructional year.	New Attendance Plan developed Daily attendance rate 90% student attending report Student feedback	☐ 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>	R.C. 1.2.2 C.C.1A C.C.2B C.C.3C C.C.4D	E.A. 1.2.2 All grade levels commit to incorporating SEL type of activities at least once a week during the school year, using Panorama Playbook. (MTSS) (Complex aligned) <i>Domain 3:Instruction: Indicator 3.3 Remove barriers and provide opportunities</i> [Classroom teachers/ ART lead assigned to this] Metric: No KPI Metric. Locally school referral data. Lei Kulia	Panorama SEL survey results SQS survey results SEL activities conducted in the classrooms observed during walkthroughs.	☒ WSF, \$2000 Recognition awards for assemblies

1.2.3. All students experience a Nā Hopena A'o environment for learning. <i>Required for all schools.</i>	R.C. 1.2.3 C.C.1A C.C.2B C.C.3C C.C.4D	E.A. 1.2.3 (1) Maintain school web and social media sites showcasing activities and programs at the school. E.A. 1.2.3 (2) Continue to pursue activities that bring parents to the campus E.A. 1.2.3 (3) Continue to pursue activities that support the KOLEA Code (PBIS/MTSS) (Complex aligned) (Domain 4: Culture: Indicator 4.1 Build a strong community intensely focused on student learning). [ART lead assigned to this] No KPI metric Locally SQS survey	Parent feedback through surveys Social media statistics monitor. SQS surveys	☐ WSF: \$3,600 ☐ Activities expenses for KOLEA Code activities:TBD
---	---	--	---	--

★ **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>	R.C. 1.3.1 C.C.1A C.C.2B C.C.3C C.C.4D	E.A. 1.3.1 (1) Collaborate with PBL RT our vision for future PBL projects, which would be supporting our students to engage in career, community (Aina based) and civics focused projects. [Complex Area of Focus] (Domain 3: Instruction: Indicator 3.3 Remove barriers and provide opportunities.) [ART accountable lead] No Metric PBL projects/cumminating event	Number of PBL projects that are civics focused that contain all of the "elements" of the PBL experience.	☐ WSF, \$TBD

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.	R.C. 1.3.2 C.C.1A C.C.2B C.C.3C C.C.4D	KK PBL Agreed Upon Enabling Activity: E.A. 1.3.2 (2) Collaborate with PBL RT our vision for future PBL projects, which would be supporting our students to engage in career, community (Aina based) and civics focused projects. Continue supporting schoolwide PBL implementation, so every student will experience at least one high-quality project (Gold Standard Project Design) (Complex aligned) [Complex Area of Focus] (Domain 3: Instruction: Indicator 3.3 Remove barriers and provide opportunities.) E.A. 1.3.2 (3) Continue to support Before School, Intersessions ,Summer and After School Extended Enrichment Learning Opportunities (ELO) for students. Emphasis on skill development and social well being. (Domain 3: Instruction: Indicator 3.3 Remove barriers and provide opportunities.) [ELO coordinator/ ART accountable lead] No Metric PBL projects/cumminating event Program Surveys	Student surveys	☒ WSF, \$ Before school: \$2307 Fall Break: \$1928 Winter Break: \$6361 Spring Break: \$2931 Total for ELO: ~\$13,527 ☐
---	---	--	------------------------	--



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>
Goal 2.1: All students are taught by effective teachers who are committed to quality teaching and learning for all. <i>(To add additional desired outcomes, duplicate this row)</i>	R.C. 2.1.2 C.C.1A C.C.2B C.C.3C C.C.4D (Page 44 CNA document)	E.A. 2.1.2 (1) Review/retrain ILT on the Cycles of Professional Learning using the rubric. [Complex Area of Focus] (Domain1 : Leadership: Indicator 1.2: Monitor short and long team goals.) E.A. 2.1.2 (2) Map out cycle on on master and PD calendar, before school starts (Domain1 : Leadership: Indicator 1.2: Monitor short and long team goals.) E.A. 2.1.2 (3) Review/Retrain PLCs on data team process to include expectations and outcome of each DT meeting. [Complex Area of Focus] (Domain1 : Leadership: Indicator 1.2: Monitor short and long team goals.) No KPI Metric Local School Measure: ILT Rubric, PD Schedule, DT minutes	Cycle of Professional Learning implementation rubric Professional Development Plan PLC minutes	☒ WSF, \$ Sub Days



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>	R.C. 3.3.1 C.C.1A C.C.1B C.C.3B C.C.4B (Page 46 CNA document)	E.A. 3.3.1 (1) Build relationships with staff, parents and community leaders in an effort to have full membership for the school community council. E.A. 3.3.1 (2) Ensure that the SCC members are connected and informed as to what is happening at the school. (Domain 4: Culture Indicator 4.3-Engage students and families in pursuing education goals) ART accountability Lead] No KPI School Measure SSC Minutes	SCC minutes SCC Self Assessment	None required

★ 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>
Desired Outcome 3.3.2 All families and staff can easily learn about and participate in feedback processes that inform decision making at the school, complex area, and state levels.	R.C. 3.3.2 C.C.1A C.C.1B C.C.3B C.C.4B (Page 48 CNA document)	E.A. 3.3.2 (1) Maintain a school website to "market" the school by showcasing all the things that make the school special thus drawing parents to the school. (Domain 4: Culture Indicator 4.3-Engage students and families in pursuing education goals) ART accountable lead Metric: No KPI Local School: SQS, PTA meeting minutes, GE Applications	Website created Updated regularly Usage statistics	☒ WSF, \$3,900 Website maintenance cost.

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

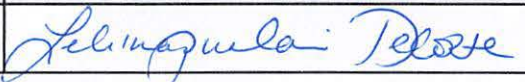
The **Enchanted Lake Elementary School** School Community Council (SCC) recommends the school plans to the Complex Area Superintendent for approval and assures the following:

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 **Jan 21, 2026** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Feb 18, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☒ Other (list): School Leadership Team
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:

Enchanted Lake Elementary School Principal	Signature	Date
Noel Richardson		Mar 25, 2026

SCC Chairperson	Signature	Date
Lelenapualani Decorte		Mar 25, 2026

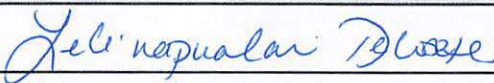
SCC Recommendations to the Academic Plan and Financial Plan:

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.

Attested:

SCC Chairperson	Signature	Date
Lelenapualani Decorte		Apr 2, 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 (Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)	1800
Has an SCC Waiver Request Form been submitted to address bell schedule compliance? School submitted a waiver to be able to do a parent teacher conference for a full day version 4 half days.	☒ Yes ☐ No ☐ N/A, we meet the requirement
Enchanted Lake Elementary School Bell Schedule: 26-27 Bell Schedule	