



# He'eia Elementary Academic Plan SY 2026-2027

46-202 Haiku Road Kāne'ohe, HI 96744  
(808) 307-1500  
<https://www.heeiahawks.org>



- ☒ Title I School  
☐ Non-Title 1 School

|                                                                                     |             |
|-------------------------------------------------------------------------------------|-------------|
| Submitted by Principal Danny Garcia                                                 |             |
|  | Apr 6, 2026 |

|                                                                                       |              |
|---------------------------------------------------------------------------------------|--------------|
| Approved by Complex Area Superintendent Sam Izumi                                     |              |
|  | Apr 15, 2026 |

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 | <a href="#">English Language Arts</a> | <a href="#">Mathematics</a>     | Science | Social Studies |
|----------------------------|---------------------------------------|---------------------------------|---------|----------------|
| Grades K-6                 | Other: ▾ Magnetic Literacy            | 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 |
|----------------------------|-----------------------|-----------------------------|-------------------|----------------|
| Grade K                    | Heggerty              |                             |                   |                |
| Grades K-6                 | OG/Morphology         | Generation Genius           | Generation Genius |                |
| Grades 2-6                 | Top Score Writing     | IXL                         |                   |                |
| Grades 2-5                 |                       | Building Thinking Classroom |                   |                |

## 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 |
|----------------------------|-----------------------|-------------|
| Kindergarten - 6           | 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.

|                                              |                                                             |                                 |
|----------------------------------------------|-------------------------------------------------------------|---------------------------------|
| <input checked="" type="checkbox"/> Panorama | <input checked="" type="checkbox"/> School-created template | <input type="checkbox"/> Other: |
|----------------------------------------------|-------------------------------------------------------------|---------------------------------|

## IDENTIFIED SCHOOL NEEDS

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

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

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

Year of Last Visit: 2024

Type of Last Visit: Full Self-Study

Year of Next Action:

Type of Next Action:

Year of Next Self-Study:

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><b><u>Student Need:</u></b></p> <ul style="list-style-type: none"> <li>• A comprehensive system of procedures, expectations and actions <ul style="list-style-type: none"> <li>◦ Specific to He'eia Elementary School students and staff</li> <li>◦ Developing behavioral and academic strengths</li> <li>◦ Clearly defined for all tiers (Tiers 1-3)</li> <li>◦ Data-driven and targeted</li> <li>◦ Proactive and preventative</li> </ul> </li> </ul> <p><b><u>Root/Contributing Cause:</u></b> Shallow understanding of the MTSS by faculty and staff</p>                                                                                                                  |
| 2 | <p><b><u>Student Need:</u></b></p> <ul style="list-style-type: none"> <li>• Consistent and agreed upon instructional processes, language, routines, and systems</li> <li>• Quality Tier 1 Instruction <ul style="list-style-type: none"> <li>◦ The delivery of high-quality, targeted, differentiated instruction using small group instructional strategies (stations, BTC, etc)</li> <li>◦ A clearly identified and agreed upon system of school wide instructional strategies</li> <li>◦ Flexible instructional practices based on targeted needs assessments (iReady diagnostics, teacher observations, etc)</li> </ul> </li> <li>• Quality Tier 2/3 Instruction</li> </ul> |

|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|   | <ul style="list-style-type: none"> <li>○ Regular collaboration and communication between classroom teachers (GL PLCs) and Title 1 support staff (Curriculum Coordinators &amp; RTI tutors)</li> <li>○ Equitable T2/T3 support for both reading and math</li> <li>○ One-to-one attention to target specific skills students need to learn</li> </ul> <p><b><u>Root/Contributing Cause:</u></b> Inconsistent and misaligned school wide instructional practices</p>                                                                                                                                  |
| 3 | <p><b><u>Student Need:</u></b></p> <ul style="list-style-type: none"> <li>● High-quality SPED Inclusion classrooms for all IEP students             <ul style="list-style-type: none"> <li>○ Effective planning, collaboration and communication</li> <li>○ Appropriate instructional support and opportunities (Inclusion models)                 <ul style="list-style-type: none"> <li>■ Gen Ed, SPED teacher and/or EA</li> </ul> </li> <li>○ Appropriate settings and services</li> </ul> </li> </ul> <p><b><u>Root/Contributing Cause:</u></b> SPED inclusion practices needs refinement</p> |

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:** Low Socio-Economic Status (SES) 52% of overall student population

**Identified Student Need(s):**

| ELA              | 21-22 | 22-23 | 23-24 | 24-25 |
|------------------|-------|-------|-------|-------|
| All Students     | 46.8% | 48.8% | 55%   | 53.7% |
| Low SES Students | 37.7% | 36.4% | 45.8% | 43.9% |

| Math             | 21-22 | 22-23 | 23-24 | 24-25 |
|------------------|-------|-------|-------|-------|
| All Students     | 41.7% | 40.4% | 39.6% | 44.7% |
| Low SES Students | 33.8% | 27.7% | 31.1% | 37%   |

**2** **Targeted Subgroup:** Native Hawaiian & Pacific Islander (NHPI) 57% of overall student population

**Identified Student Need(s):**

| ELA              | 21-22 | 22-23 | 23-24 | 24-25 |
|------------------|-------|-------|-------|-------|
| All Students     | 46.8% | 48.8% | 55%   | 53.7% |
| Native Hawaiian  | 31.1% | 38.1% | 46.5% | 49.4% |
| Pacific Islander | 52.1% | 46.1% | 61.5% | 50%   |

| Math             | 21-22 | 22-23 | 23-24 | 24-25 |
|------------------|-------|-------|-------|-------|
| All Students     | 41.7% | 40.4% | 39.6% | 44.7% |
| Native Hawaiian  | 22.8% | 28.8% | 32.9% | 35.9% |
| Pacific Islander | 60.8% | 42.3% | 30.7% | 27.7% |

**3** **Targeted Subgroup:** Special Education (SPED) 12% of overall student population

**Identified Student Need(s):**

| <b>ELA</b>        | <b>21-22</b> | <b>22-23</b> | <b>23-24</b> | <b>24-25</b> |
|-------------------|--------------|--------------|--------------|--------------|
| All Students      | 46.8%        | 48.8%        | 55%          | 53.7%        |
| Special Education | 5.8%         | 6.6%         | 11.5%        | 34.7%        |

| <b>Math</b>       | <b>21-22</b> | <b>22-23</b> | <b>23-24</b> | <b>24-25</b> |
|-------------------|--------------|--------------|--------------|--------------|
| All Students      | 41.7%        | 40.4%        | 39.6%        | 44.7%        |
| Special Education | 8.5%         | 3.3%         | 11.5%        | 17.3%        |

**4** **Targeted Subgroup:** English Learners (EL) 4% of overall student population

**Identified Student Need(s):**

| <b>ELA</b>       | <b>21-22</b> | <b>22-23</b> | <b>23-24</b> | <b>24-25</b> |
|------------------|--------------|--------------|--------------|--------------|
| All Students     | 46.8%        | 48.8%        | 55%          | 53.7%        |
| English Learners | 0%           | 20%          | 40%          | 28.5%        |

| <b>Math</b>      | <b>21-22</b> | <b>22-23</b> | <b>23-24</b> | <b>24-25</b> |
|------------------|--------------|--------------|--------------|--------------|
| All Students     | 41.7%        | 40.4%        | 39.6%        | 44.7%        |
| English Learners | 22.2%        | 9.0%         | 0%           | 25%          |



## 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                                                                                                                                                                                    | Contributing Cause                                                                                                                                                                                                                                                                                                                                      | Enabling Activities<br>and Name of Accountable Lead(s)                                                                                                                                                                                                                           | Monitoring of<br>Progress       | Anticipated<br>Source of Funds                                                                                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|----------------------------------------------------------------------------------------------------------------|
| 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. | <a href="#">State of Hawai'i Act 210</a> (§302A-A)<br>State Strategic Plan ( <a href="#">Implementation Plan</a> ) - Desired Outcome 1.1.1<br>Department Action Item #1: Implement a new Kindergarten Readiness Assessment, including teacher resources and support (School Year (SY) 2023-24; SY2026-27 for Kaiapuni – Hawaiian immersion – students). | <b>REQUIRED BY THE COMPLEX AREA:</b><br>All kindergarten students are assessed for social, emotional, and academic readiness.<br><br>Accountable Lead(s): <ul style="list-style-type: none"> <li>• Admin</li> <li>• Curriculum Coordinators</li> <li>• K teachers</li> </ul> SW6 | KEA assessment data (LEI Kūlia) | See Financial Plan for amounts:<br><input checked="" type="checkbox"/> WSF<br><input type="checkbox"/> Title I |



## 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                                                                                                                                                                                         | Contributing Cause                                                                                                                                                                                                                                                                                                                                         | Enabling Activities<br>and Name of Accountable Lead(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Monitoring of<br>Progress                                                                                                    | Anticipated<br>Source of Funds                                                                                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Reading Proficiency</b><br>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. | Complex Area Plan: <ul style="list-style-type: none"> <li>• There is a need for K-12 alignment.</li> <li>• There is a need for teacher articulation and collaboration to improve instructional practices across our schools.</li> <li>• There is a need to reflect on best practices and ways to improve so staff increase their effectiveness.</li> </ul> | <b>REQUIRED BY THE COMPLEX AREA:</b><br>All CK schools implement an <b>ELA Academic RTI system</b> that includes: <ul style="list-style-type: none"> <li>• Universal Screening (iReady)</li> <li>• Multi-Tiered Systems of Support (RTI support for all grade levels that include small group instruction and targeted instruction)               <ul style="list-style-type: none"> <li>◦ Alignment of ELA standards and instructional practices</li> <li>◦ Use of Explicit Instruction</li> </ul> </li> <li>• Progress Monitoring</li> <li>• Data-Based Decision Making</li> </ul><br>Accountable Lead(s): Admin, ELA CC<br><br>SW6 | [Measures: <ul style="list-style-type: none"> <li>• iReady diagnostic data</li> <li>• Teacher data</li> <li>• SBA</li> </ul> | See Financial Plan for amounts: <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> WSF</li> <li><input checked="" type="checkbox"/> Title I</li> </ul> |



## 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                                                                                                                                                                                                    | Contributing Cause                                                                                                                                                                                                                                                                                                                                         | Enabling Activities<br>and Name of Accountable Lead(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Monitoring of<br>Progress                                                           | Anticipated<br>Source of Funds                                                                                                                                                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Mathematics Proficiency</b><br>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. | Complex Area Plan: <ul style="list-style-type: none"> <li>• There is a need for K-12 alignment.</li> <li>• There is a need for teacher articulation and collaboration to improve instructional practices across our schools.</li> <li>• There is a need to reflect on best practices and ways to improve so staff increase their effectiveness.</li> </ul> | <b>REQUIRED BY THE COMPLEX AREA:</b><br>All CK schools implement an <b>Math Academic RTI system</b> that includes: <ul style="list-style-type: none"> <li>• Universal Screening (iReady)</li> <li>• Multi-Tiered Systems of Support (RTI support for all grade levels that include small group instruction and targeted instruction)               <ul style="list-style-type: none"> <li>◦ Alignment of Math standards and instructional practices</li> <li>◦ Use of Mathematical Discourse</li> </ul> </li> <li>• Progress Monitoring</li> <li>• Data-Based Decision Making</li> </ul><br>Accountable Lead(s): Admin, Math CC<br><br>SW6 | Measures: <ul style="list-style-type: none"> <li>• SBA</li> <li>• iReady</li> </ul> | See Financial Plan for amounts: <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> WSF</li> <li><input checked="" type="checkbox"/> Title I</li> </ul> |



## 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                                                                                                                               | Contributing Cause                                                                                                                                                                                                                                                                                                                                        | Enabling Activities<br>and Name of Accountable Lead(s)                                                                                                                                                                                                                                                                  | Monitoring of<br>Progress                                                                            | Anticipated<br>Source of Funds                                                                                            |
|-----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| 1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. | Complex Area Plan: There is a need for K-12 alignment.<br><br>State Strategic Plan ( <a href="#">Implementation Plan</a> ) - Desired Outcome 1.1.4<br>Action Item #5: Expand support for students who are new to a school (e.g., transition centers), including English Learners, military-connected students and students with disabilities (SY2023-24). | <b>REQUIRED BY THE COMPLEX AREA:</b><br>All CK schools will: <ul style="list-style-type: none"> <li>• Participate in the <b>CK EL Success Plan</b> Design Team Meetings</li> <li>• Implement one high-leverage strategy for each CK EL Success Plan goal</li> </ul><br>Accountable Lead(s): Admin, EL Coord, CCs<br>SW6 | Data used: <ul style="list-style-type: none"> <li>• WIDA</li> <li>• SBA</li> <li>• iReady</li> </ul> | See Financial Plan for amounts:<br><input checked="" type="checkbox"/> WSF<br><input checked="" type="checkbox"/> Title I |
|                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                           | <b>REQUIRED BY THE COMPLEX AREA:</b><br>All CK schools will utilize <b>Goalbook</b> to ensure there are quality goals and objectives in all Individual Educational Plans (IEPs).<br><br>Accountable Lead(s): Admin, SPAT<br>SW6                                                                                         | Measures:<br>Goalbook Usage Report (Quarterly)                                                       | See Financial Plan for amounts:<br><input checked="" type="checkbox"/> WSF<br><input type="checkbox"/> Title I            |



## 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Contributing Cause                                                                                                                                                                                                                                                                                      | Enabling Activities<br>and Name of Accountable Lead(s)                                                                                                                                                                               | Monitoring of<br>Progress                                                                                                                                                   | Anticipated<br>Source of Funds                                                                                                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| <p>1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.</p> <p>1.2.3. All students experience a Nā Hopena A'o environment for learning.</p> <p>1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.</p> <p>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.</p> | <p>Complex Area Plan: There is a need for clear transitions between and across schools.</p> <p>State Strategic Plan (<a href="#">Implementation Plan</a>) - Desired Outcome 1.3.1 All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities</p> | <p><b>REQUIRED BY THE COMPLEX AREA:</b><br/>All CK schools will have a plan and/or matrix to document how they address their <b>Complex Graduate Profile</b>.</p> <p>Accountable Lead(s): Admin, CCs, Leadership Team</p> <p>SW6</p> | <p>Measures:</p> <ul style="list-style-type: none"> <li>• KEA</li> <li>• EOEL</li> <li>• K Start</li> <li>• King Inter Honor Roll List</li> <li>• Learning Walks</li> </ul> | <p>See Financial Plan for amounts:</p> <p><input checked="" type="checkbox"/> WSF</p> <p><input type="checkbox"/> Title I</p> |

★ **GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.**

| Desired Outcome                                               | Contributing Cause                                     | Enabling Activities<br>and Name of Accountable Lead(s)                                                                                                                                                                                                                                                                                                                                                             | Monitoring of Progress                                                                                                                              | Anticipated Source of Funds                                                                                                   |
|---------------------------------------------------------------|--------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| 1.2.1. All students desire to and attend school regularly.    | Shallow understanding of the MTSS by faculty and staff | <p>We will implement an <b>Attendance system</b> that includes:</p> <ul style="list-style-type: none"> <li>Tracking and monitoring attendance</li> <li>Peer Review to discuss at-risk students and next steps</li> <li>Attendance incentives (Hawk feathers, lunch bunch, awards, etc.)</li> </ul> <p>SW6</p> <p>Accountable Leads:</p> <ul style="list-style-type: none"> <li>Counselor</li> <li>Admin</li> </ul> | <p>Measures:</p> <ul style="list-style-type: none"> <li>Attendance data (LEI Kūlia)</li> <li>Peer Review</li> </ul>                                 | <p>See Financial Plan for amounts:</p> <p><input checked="" type="checkbox"/> WSF</p> <p><input type="checkbox"/> Title I</p> |
| 1.2.2. All students demonstrate positive behaviors at school. | Shallow understanding of the MTSS by faculty and staff | <p>Implement a schoolwide <b>PBIS program</b> (HAWKS, GLOs, HĀ) that develops character, culture, behavior, and a strong sense of belonging to self, school, and community.</p> <p>SW6</p> <p>Accountable Leads:</p> <ul style="list-style-type: none"> <li>Admin</li> <li>Counselor</li> </ul>                                                                                                                    | <p>There will be a decrease in Class A and Class B student misconduct offenses (compared to SY 2024-2025) as evidenced by Infinite Campus data.</p> | <p>See Financial Plan for amounts:</p> <p><input checked="" type="checkbox"/> WSF</p> <p><input type="checkbox"/> Title I</p> |



## 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                                                                                                                    | Contributing Cause                                                                                           | Enabling Activities<br>and Name of Accountable Lead(s)                                                                                                                                                             | Monitoring of Progress                                                                                               | Anticipated Source of Funds                                                                                    |
|------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| 3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. | Hawai'i Revised Statutes Section §302A-1124<br><a href="#">Mandate to initiate school community councils</a> | <b>REQUIRED BY THE COMPLEX AREA:</b><br>All schools post their <b>SCC Meeting agendas and minutes</b> (separate docs) to their school's website for each SCC Meeting.<br><br>Accountable Lead(s): Admin, SCC Chair | Measures:<br><ul style="list-style-type: none"> <li>• SCC Self-Evaluation</li> <li>• Principal Evaluation</li> </ul> | See Financial Plan for amounts:<br><input checked="" type="checkbox"/> WSF<br><input type="checkbox"/> Title I |

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

| Desired Outcome                                             | Contributing Cause                                     | Enabling Activities<br>and Name of Accountable Lead(s)                                                              | Monitoring of Progress               | Anticipated Source of Funds                                                                                               |
|-------------------------------------------------------------|--------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|--------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| We will have an increase in parent participation in our SQS | Shallow understanding of the MTSS by faculty and staff | There are <b>quarterly parent engagement activities</b> .<br><br>SW5 and SW6<br><br>Accountable Lead(s): Admin, CCs | Parent engagement participation data | See Financial Plan for amounts:<br><input checked="" type="checkbox"/> WSF<br><input checked="" type="checkbox"/> Title I |

## 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 **He'eia 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 **March 10, 2026** to share the school data and gather input on student priorities.
  - ☒ A School Community Meeting was conducted on **March 10, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
  - ☐ Other (list):
4. The SCC reviewed the Academic Plan and Financial Plan and found that they are based upon a thorough analysis of student performance data, and use evidence-based interventions.
5. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The principal has provided a clear explanation to the SCC about the status of each of the recommendations made by the SCC regarding the Academic Plan and Financial Plan.

7. This school plan was adopted through consensus or by vote by the School Community Council on: March 10, 2026

**Attested:**

| He'eia Elementary Principal | Signature                                                                           | Date    |
|-----------------------------|-------------------------------------------------------------------------------------|---------|
| Danny Garcia                |  | 3/31/26 |

| SCC Chairperson                     | Signature                                                                          | Date    |
|-------------------------------------|------------------------------------------------------------------------------------|---------|
| Melissa Cabagbag (Parent/Community) |  | 3-31-26 |

**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: |
|---------------------|---------------------------------------|---------------------------------------------|
|                     |                                       |                                             |
|                     |                                       |                                             |
|                     |                                       |                                             |

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

**Attested:**

| SCC Chairperson                     | Signature                                                                          | Date    |
|-------------------------------------|------------------------------------------------------------------------------------|---------|
| Melissa Cabagbag (Parent/Community) |  | 3-31-26 |

## 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 <u>hours per year</u> (Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours) | 1,095                                                                                                                     |
| Has an SCC Waiver Request Form been submitted to address bell schedule compliance?                                                                                                                            | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A, we meet the requirement |
| He'eia Elementary Bell Schedule: <a href="#">LINK</a>                                                                                                                                                         |                                                                                                                           |