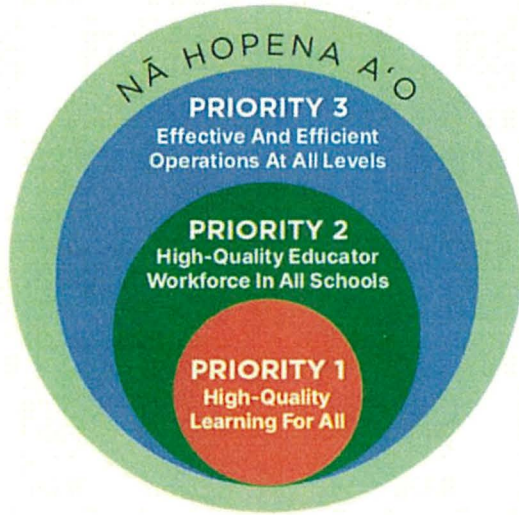
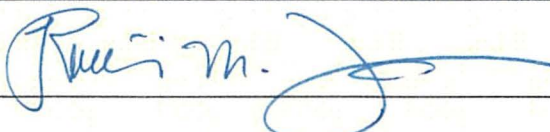




Maunawili Academic Plan SY 2026-2027

1465 Ulup'i Street
Kailua, HI 96734
(808) 807-0850
www.maunawili.k12.hi.us

- ☐ Title I School
☒ Non-Title 1 School

Submitted by Principal Kau'i M. Tanaka	
	Apr 2, 2026

Approved by Complex Area Superintendent Lanelle Hibbs	
	04/13/2026

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	English Language Arts	Mathematics	Science	Social Studies
K-2	'23 Wonders ▾	Ready ▾	Mystery Science	Scholastic News
3-4	'23 Wonders ▾	Ready ▾	Amplify	Scholastic News
5-6	'23 Wonders ▾	Ready ▾	Amplify	Studies Weekly

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-2	IXL, i-Ready, Heggerty, Wonderworks	IXL, i-Ready, Struggly	BrainPop	BrainPop
3-6	IXL, i-Ready, Wonderworks	IXL, i-Ready, Struggly	BrainPop	BrainPop

UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

This section highlights school-administered **screening, and/or other progress monitoring assessments** designed to quickly identify the needs of students in **Kindergarten through Grade 9** who may require additional support.

Please utilize the dropdown list to identify the **screening and/or progress monitoring assessments** used, and specify the grade level(s) or course name. If “Other” is selected, please manually identify the assessment. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics
K-1	Other: ▾ PAST	Select One ▾
K-6	I-Ready ▾	I-Ready ▾
K-6	DIBELS ▾	Select One ▾

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:
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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: 2024-2025

Type of Last Visit: Full Self-Study -

Year of Next Action: 2027-2028

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

Year of Next Self-Study:

2030-2031

Please identify **critical student learning needs** and the **root/contributing cause** why these needs have been prioritized.

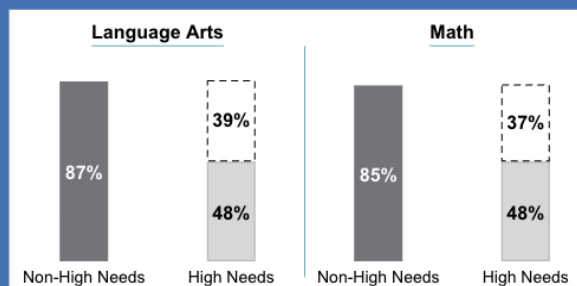
"What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?"

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

1 **Student Need:** Our achievement gap is an area of need. We need to focus on closing the achievement gap between high-needs and non-high needs students. Both gaps are over 35% which has increased since last year.

Equity in Student Learning

- Non-High Needs:** Percent of students demonstrating proficiency who are not High Needs.
- High Needs:** Percent of students demonstrating proficiency who are English Learner, Economically Disadvantaged, and/or Special Education students.
- Achievement Gap:** Difference in proficiency rates between Non-High Needs and High Needs students.



Strive HI data are also reported by key student characteristics (e.g., High Needs subgroup, major race/ethnicity).

<https://adc.hido.us>

Root/Contributing Cause:

- 1A: Non-High Needs students are at 87% proficiency in Language Arts, but High Needs students are at 48% proficiency. Our gap is at 39% for Language Arts. This gap increased from last school year by 6%.

- 1B: Non-High Needs students are at 85% proficiency in Math, but High Needs students are at 48% proficiency. Our gap is at 37% for Math, which is a 2% increase from last year.

2

Student Need: Growth Mindset has shown a significant decrease in the past few years for our students and continues to show decline in our recent data. It has consistently been our lowest skill in grades 3-5 for the past 5 surveys taken. It has been the lowest skill in grade 6 for the past 3 surveys taken.

Grades 3-5:

Dimensions	SY 2024 - 2025			SY 2025 - 2026		
	Fall	Winter	Spring	Fall	Winter	Spring
Self Management	82%	80%	81%	80%	79%	
Sense of Belonging	71%	66%	67%	68%	62%	
Social Awareness	72%	72%	69%	72%	71%	
Growth Mindset	51%	46%	46%	43%	47%	
Grit	68%	69%	72%	70%	69%	
Self Efficacy	64%	63%	58%	63%	61%	
Emotional Regulation	59%	58%	58%	59%	62%	

Grade 6:

Dimensions	SY 2024 - 2025			SY 2025 - 2026		
	Fall	Winter	Spring	Fall	Winter	Spring
Self Management	78%	67%	80%	87%	85%	
Sense of Belonging	66%	50%	61%	80%	71%	
Social Awareness	53%	35%	61%	75%	72%	
Growth Mindset	51%	55%	48%	57%	52%	
Grit	55%	53%	59%	77%	76%	
Self Efficacy	53%	40%	61%	68%	64%	
Emotional Regulation	37%	23%	48%	69%	61%	

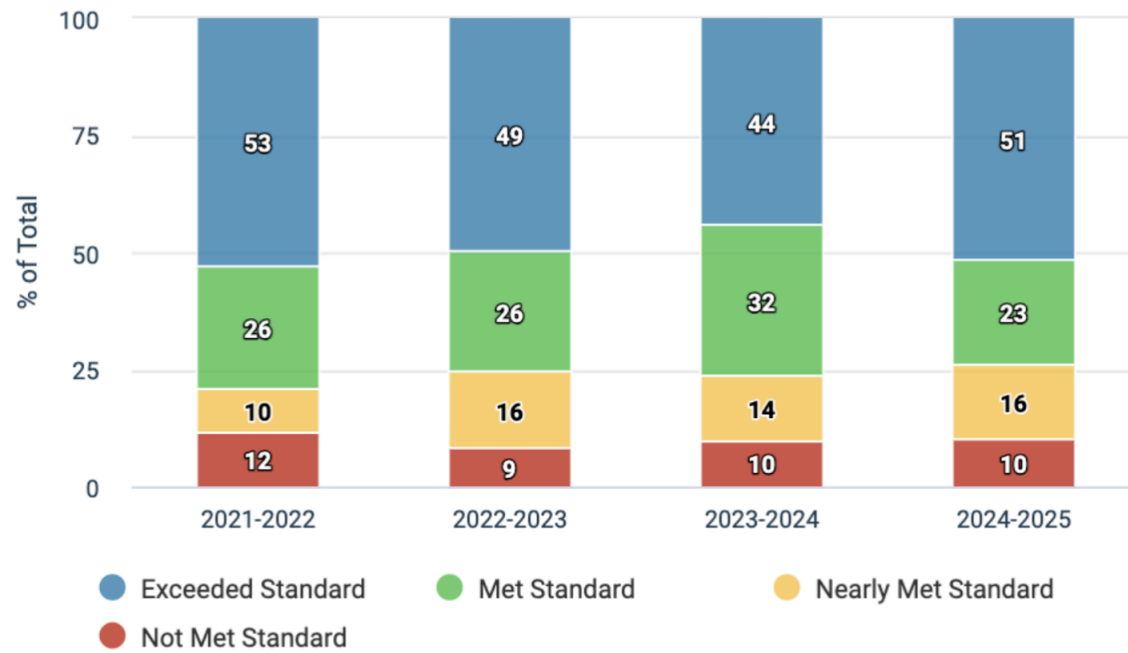
Root/Contributing Cause:

- 2A: Growth Mindset are our lowest scores on our Panorama survey (Grades K-2: N/A, Grades 3-5: 47%, Grade 6: 52%).

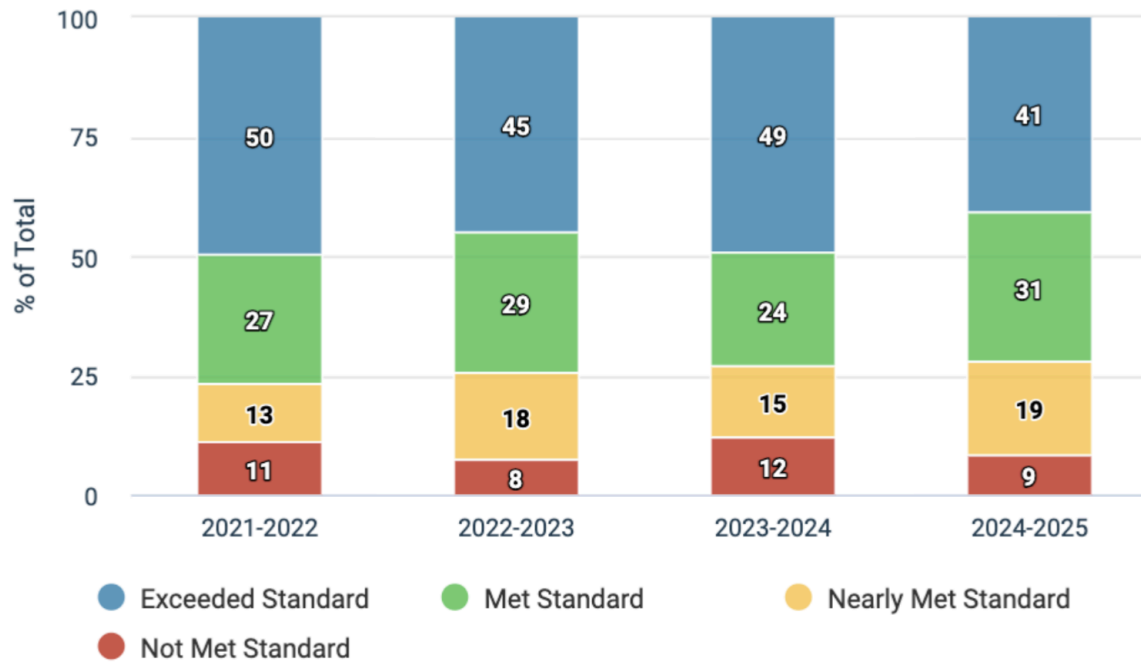
3

Student Need: Our data show that students who are “meeting” and “nearly meeting” are not advancing to the next levels of “exceeding” and “meeting” in both ELA and Math.

ELA:



Math:



Root/Contributing Cause:

- 3A: Tier 1 instruction is not supporting growth in bubble students. Possible inconsistencies in Tier 1 implementation and a need to increase student voice in the classroom.

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

1	<u>Targeted Subgroup:</u> High-need students: including students who are English Learners, in Special Education, or are economically disadvantaged. <u>Identified Student Need(s):</u> The achievement gap between high-need and non-high-need students in language arts is at 39%. The achievement gap between high-need and non-high-need students in math is at 37%.
2	<u>Targeted Subgroup:</u> All students. <u>Identified Student Need(s):</u> Growth Mindset on the Panorama survey is our consistently lowest topic. (Grades 3-5: 47%, Grade 6: 52%)
3	<u>Targeted Subgroup:</u> Bubble students. <u>Identified Student Need(s):</u> Student growth to the next achievement level.



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>
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1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. <i>Required for all schools.</i>	• 1A: A 39% gap for Language Arts between high-need and non-high-need students. • 1B: A 37% gap for Math between high-need and non-high-need students. • 3A: Tier 1 instruction is not supporting growth in bubble students. Possible inconsistencies in Tier 1 implementation and a need to increase student voice in the classroom.	1.1.4 (1) All teachers will continue to be trained in productive struggle in math through ILT to create more effective mathematical teaching practices schoolwide. Accountable Lead: ILT 1.1.4 (2) Improve instructional processes in SPED by • Implement strategies that work utilizing Wonderworks and Teach Town • Share progress monitoring data from these programs during quarterly SPED articulation days. Accountable Lead: SPED Department 1.1.4 (3) Continuation RTI system to support student needs. • Identifying student needs through screening data with learning teams on articulation days. • Creating tier 2 and tier 3 groups, which are progress monitored through Panorama • Doing academic and behavior checks with learning teams to update plans based on student needs • All teachers will participate in Panorama training to monitor RTI in Panorama Accountable Lead: Learning Teams 1.1.4 (4) Learning teams meet regularly and engage in the data team cycle to review student data from screening, progress monitoring, and outcome assessments to identify the next steps for instruction. • Each teacher will identify all high-needs students.	☐ 100% teacher attendance during SPED articulation days	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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		• High-needs students who are not yet performing equally to their peers or showing academic growth will have an action plan developed as either: ○ Being entered into RTI support ○ Being identified as “bubble students” and closely progress monitored within data team cycles Accountable Lead: Academic Coach & Steering 1.1.4 (5) Implementing the use of Stetson forms 1 & 2 in determining student placements and guiding our staffing and scheduling to make student-centered decisions. • Completing form 2 for students in SPED quarterly and/or before their IEP annual. Accountable Lead: Academic Coach & SSC 1.1.4 (6) Learning team meetings and curriculum mapping days will intentionally use time to have instructional alignment between SPED and Gen. Ed. • Gen. Ed. and SPED teachers for each grade level will attend all meetings • Collaboration time during these meetings will allow for: ○ Aligning the curriculum to standards, assessments, and instruction for all students in the grade level ○ Identifying common assessments to be administered as a grade level ○ Planning common, effective instructional practices to be implemented Accountable Lead: Academic Coach & Steering		
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		1.1.4 (7)-Continue to streamline systems and structures (i.e., each school will have a team of educators that participates in EL Success Initiative ELLT and ELDT team) at the Complex and school level to support the teaching of language and content in tandem through professional learning opportunities to close the achievement gap for all of our EL students. Accountable Lead: EL Design Team		
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>	N/A	1.1.5 (1) All 6th-grade students will attend the KIS transition day, and/or KIS Band event where 6th graders from the complex will gather to meet each other and learn about what KIS has to offer. Accountable Lead: 6th grade teachers 1.1.5 (2) To support incoming kindergarteners in a successful transition there will be kindergarten orientation offered to incoming families and Summer Start for incoming students. Accountable Lead: Kindergarten teachers	- 100% attendance at all events - Student surveys (grade 6) at the end of the year	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

★ **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>	N/A	1.2.1 (1) Continue a schoolwide attendance incentive program to recognize students with improved or excellent attendance. 1.2.1 (2) Maintain school-home communication to address and support families with student attendance Accountable Lead: Counselor	☐ Perfect Attendance Awards	☐ 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>	2A: Growth Mindset are our lowest scores on our Panorama survey (Grades K-2: N/A, Grades 3-5: 47%, Grade 6: 52%).	1.2.2 (1) Implement SEL curriculum, Fly Five, schoolwide by following an implementation timeline and providing the necessary training to all faculty. Accountable Lead: MTSS	☐ Increase in Panorama scores, specifically in Growth Mindset ☐ Decrease in referrals	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

1.2.3. All students experience a Nā Hopena A'o environment for learning. <i>Required for all schools.</i>	2A: Growth Mindset are our lowest scores on our Panorama survey (Grades K-2: N/A, Grades 3-5: 47%, Grade 6: 52%).	1.2.3 (1) Provide faculty and staff activities to strengthen their understanding of Nā Hopena A'o and HĀ (eg Define the components of HĀ, create an oli specific to Maunawili, and/or sharing ideas of implementation in faculty meeting) <u>Accountable Lead</u>: Kau'i Tanaka 1.2.3 (2) Provide faculty and staff activities to strengthen their understanding of Foundations of Aloha to strengthen Nā Hopena A'o and HĀ. <u>Accountable Lead</u>: Steering	☐ HĀ Wheel ☐ Evidence of HĀ activities: agendas, pictures, artifacts, etc.	☐ 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 <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>	N/A	1.3.1 (1) Continue Pathways for students in grades 4-6: Providing them with voice and choice in selecting their Pathway. In each Pathway, students will be provided the opportunity to explore the career of their choice Accountable Lead: Steering 1.3.1 (2) Continue opportunity for students in grades K-3 to explore career pathways. Accountable Lead: MTSS	☐ RAISEC Survey ☐ Pathways Registration ☐ Pathway Activities (monitored through activity request or field trip forms) ☐ Steering & K-3 LT Minutes about Pathway planning	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

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. <i>KK PBL</i>	N/A	1.3.2 (1) Every student will be provided with at least one high-quality PBL project that incorporates computer science. 1.3.2 (2) Grade levels will follow shared expectations for PBL projects and PBL showcases. Accountable Lead: Steering	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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PRIORITY 2: High-Quality Educator Workforce In All Schools

- ★ All students are taught by effective teachers.
- ★ All schools are staffed by effective support staff.
- ★ All schools are led by effective school administrators.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
2.1.1. All students are taught by effective teachers. <i>KK ILT</i>	1B: Non-High Needs students are at 85% proficiency in Math, but High Needs students are at 48% proficiency. Our gap is at 37% for Math, which is a 2% increase from last year.	2.1.1 (1) All teachers will participate in the powerful instructional practice (PIP) professional development cycles, including training, safe practice, professional reading, receiving feedback, peer visits, and walkthroughs. 2.1.1 (2) All teachers on ILT will attend quarterly planning days to plan and implement important components of the cycles of professional learning. 2.1.1 (3) All teachers will participate in professional learning on math/writing instruction strategies and implement those strategies in their instruction to build consistent practice. 2.1.1 (4) All grade level learning teams will use the data teams process to co-create common lessons and assessments to measure the impact of student learning and inform next steps in teaching.	☐ ILT Meeting Minutes ☐ Cycles of Professional Learning documentation ☐ Classroom Walkthrough Data ☐ Teacher Reflection Data ☐ Student Formative and Summative Assessment Data	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$



PRIORITY 2: High-Quality Educator Workforce In All Schools

		Accountable Lead: ILT		
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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>	N/A	3.3.1 (1) SCC meetings will be conducted at least once per quarter. Agendas will be posted on the website and minutes will be available for each meeting. 3.3.1 (2) The School Community Council will have the necessary representation for a full membership including teachers, parents, students, and administration. Accountable Lead: SCC Chairperson	☐ SCC membership ☐ SCC meeting dates ☐ 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>
3.3.2 Engage families in meaningful events at our school <i>(To add additional desired outcomes, duplicate this row, including source of funds checkboxes)</i>	N/A	Our PCNC will plan and host events for our families that are connected to improving academic achievement, such as Science Night or 6th Grade Family Night, at least once per semester. Accountable Lead: PCNC	☐ Flyers shared for events ☐ Sign-in sheets	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

APPENDIX A: SCHOOL COMMUNITY COUNCIL ASSURANCES FORM

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

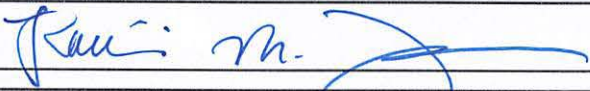
The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name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

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

The **Maunawili** 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 **Apr 1, 2026** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Apr 1, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☒ Other (list): School Leadership Team, Faculty & Staff
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: **Apr 1, 2026**

Attested:

Maunawili Principal	Signature	Date
Kau'i M. Tanaka		Apr 2, 2026
SCC Chairperson	Signature	Date
Marc Wong		Apr 2, 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:
None		

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

Attested:

SCC Chairperson	Signature	Date
Marc Wong		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 <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>	1,077
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☐ N/A, we meet the requirement
Maunawili Bell Schedule: + Maunawili Elementary Bell Schedule	