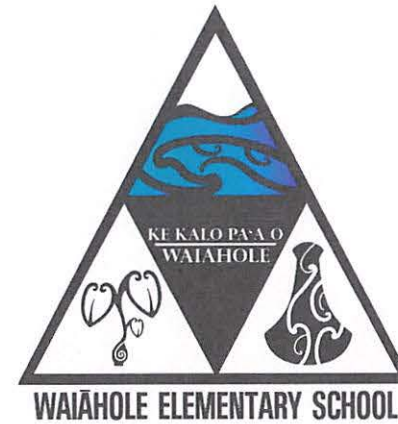




Waiāhole Elementary Academic Plan SY 2026-2027

48-215 Waiāhole Valley Road Kāne'ohe, HI 96744
(808) 210-0500

<https://www.waiaholekeiki.org/>

- ☒ Title I School
☐ Non-Title 1 School

Submitted by Principal Alexandra Obra	
	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	English Language Arts	Mathematics	Science	Social Studies
K-6	Other: ▾ Ready	i-Ready Classroom Mathematics ▾	Mauka-to-Makai PBL Units	Mauka-to-Makai PBL Units
K-3	Other: ▾ Really Great Reading (Phonics/Phonemic Awareness)			
K-2	Other: ▾ Learning Without Tears, Fly Leaf Decodeables			

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
SpEd K-6	Teach Town	Teach Town	Not Applicable	Not Applicable

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-6	I-Ready ▾	I-Ready ▾
1-6	Other: ▾ Benchmark Assessment System	
K-2	Other: Flyleaf Decodeables	
K-2		Other: ▾ Assessing Math Concepts
3-6		Other: ▾ Listening to Learn

HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

The Department is committed to ensuring that every student receives the support necessary for success. This commitment includes providing personalized support to meet individual student needs, documenting student interventions and monitoring progress.

How does your school document **HMTSS student interventions**? Please select all that apply. If "Other" is selected, please explain.

☒ Panorama ☐ School-created template ☐ Other:

IDENTIFIED SCHOOL NEEDS

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

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

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

Year of Last Visit:
Type of Last Visit:

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	<u>Student Need:</u> Students have not made steady gains in ELA according to iReady and the Smarter Balanced Assessment. <u>Root/Contributing Cause:</u> • Kumu have a limited understanding of evidence-based and research-based practices • Kumu have a limited understanding of progression of skills • Pre-requisite skills data may not always be used to guide instruction • There is a lack of consistent intentional planning • There is a lack of content knowledge • There is inconsistent data collection and data analysis to inform instruction
2	<u>Student Need:</u> Students have not made steady gains in math according to iReady and the Smarter Balanced Assessment. <u>Root/Contributing Cause:</u> • Kumu have a limited understanding of evidence-based and research-based practices • Kumu have a limited understanding of progression of skills • Pre-requisite skills data may not always be used to guide instruction • There is a lack of consistent intentional planning • There is a lack of content knowledge • There is inconsistent data collection and data analysis to inform instruction

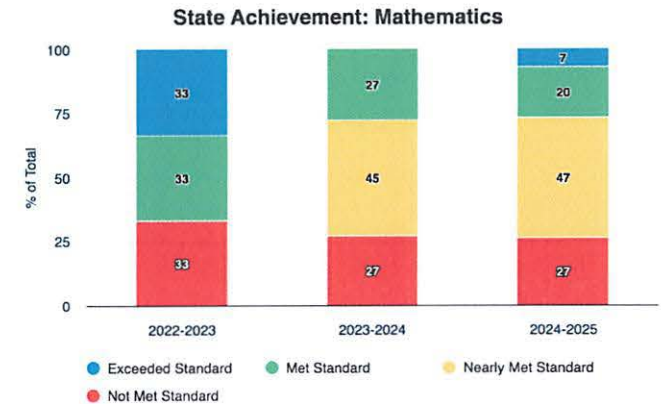
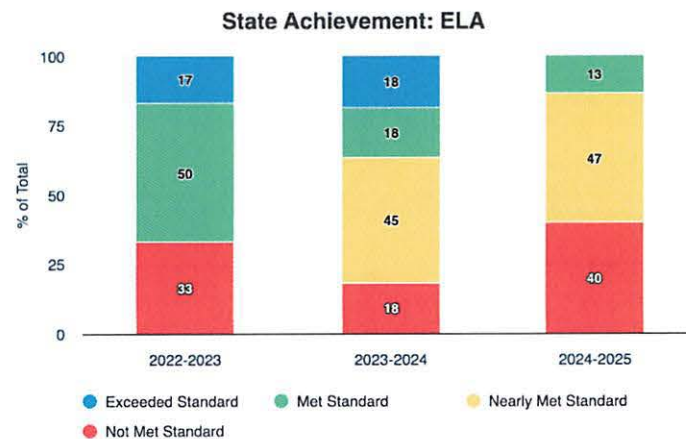
3	<u>Student Need:</u> Male students (Native Hawaiian, Low SES, special education) are not performing academically and behaviorally up to their potential <u>Root/Contributing Cause:</u> • There is a lack of natural opportunities to practice EF and SEL strategies • There is a lack of Integration and consistency of implementation of EF and SEL strategies throughout the day
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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:

Native Hawaiian

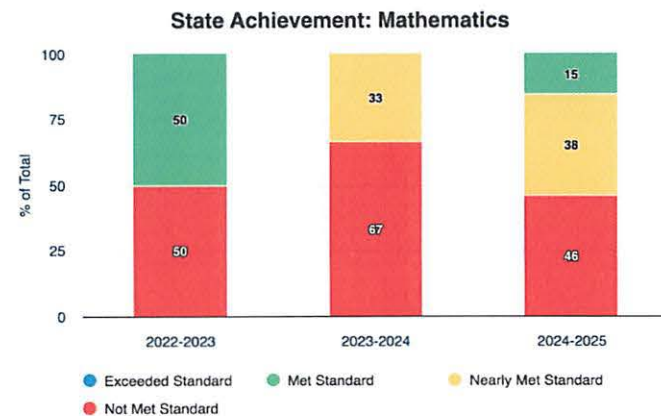
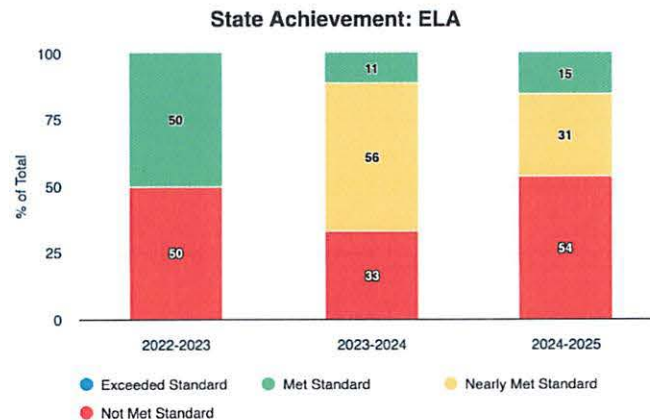


Identified Student Need(s): Between 2022 and 2025, there has been a significant and continuous decline in proficiency for Native Hawaiian students, with Math meeting/exceeding rates dropping from 66% to 27% and ELA proficiency falling from 67% to just 13%, indicating an urgent need for strong Tier 1 core instruction as well as targeted academic intervention.

2

Targeted Subgroup:

Low SES



	Identified Student Need(s): Since the 2022-2023 school year, proficiency for Low SES students has decreased sharply and remained stagnant at low levels, with only 15% of students meeting the standard in both Math and ELA as of the 2024-2025 school year																																								
3	Targeted Subgroup: IDEA/504 State Achievement: ELA <table><thead><tr><th>Year</th><th>Exceeded Standard</th><th>Met Standard</th><th>Nearly Met Standard</th><th>Not Met Standard</th></tr></thead><tbody><tr><td>2022-2023</td><td>0</td><td>0</td><td>0</td><td>100</td></tr><tr><td>2023-2024</td><td>0</td><td>33</td><td>0</td><td>67</td></tr><tr><td>2024-2025</td><td>0</td><td>17</td><td>0</td><td>83</td></tr></tbody></table> State Achievement: Mathematics <table><thead><tr><th>Year</th><th>Exceeded Standard</th><th>Met Standard</th><th>Nearly Met Standard</th><th>Not Met Standard</th></tr></thead><tbody><tr><td>2022-2023</td><td>0</td><td>0</td><td>0</td><td>100</td></tr><tr><td>2023-2024</td><td>0</td><td>0</td><td>67</td><td>33</td></tr><tr><td>2024-2025</td><td>0</td><td>0</td><td>33</td><td>67</td></tr></tbody></table> Identified Student Need(s): Performance for students with disabilities has remained critically low over the three-year period, characterized by 0% proficiency in Math since 2022 and a recent decline in ELA that has left 83% of the subgroup in the 'Not Met' category as of 2025	Year	Exceeded Standard	Met Standard	Nearly Met Standard	Not Met Standard	2022-2023	0	0	0	100	2023-2024	0	33	0	67	2024-2025	0	17	0	83	Year	Exceeded Standard	Met Standard	Nearly Met Standard	Not Met Standard	2022-2023	0	0	0	100	2023-2024	0	0	67	33	2024-2025	0	0	33	67
Year	Exceeded Standard	Met Standard	Nearly Met Standard	Not Met Standard																																					
2022-2023	0	0	0	100																																					
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2024-2025	0	0	33	67																																					

This Academic Plan brings Waiāhole Elementary’s Hōkūpa‘a to life: grounded and capable learners rooted in aloha ‘āina, with strong minds and academic excellence. Our priorities align to Waiāhole Kahua of Strong Tier 1 Core Instruction, Executive Functioning and Social Emotional Learning, and Sustained ‘Āina Education — ensuring that academic rigor, belonging, and cultural grounding work together to advance achievement for all students.

If we strengthen **Tier 1 core instruction**, intentionally develop **students’ executive functioning and social emotional skills**, and provide **authentic ‘āina learning experiences**, then students will become **engaged, self-regulated learners who achieve academic success and demonstrate the qualities of the Waiāhole Graduate Profile**.



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 and Name of Accountable Lead(s)	Monitoring of Progress	Anticipated 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.	State of Hawai'i Act 210 (§302A-A) State Strategic Plan (Implementation Plan) - Desired Outcome 1.1.1 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).	REQUIRED BY THE COMPLEX AREA: All kindergarten students are assessed for social, emotional, and academic readiness. (SW6) <u>Accountable Leads</u> Kindergarten Kumu Alexandra Obra, Po‘o Kumu	KEA assessment data (LEI Kūlia) List of identified keiki at “emerging readiness”	See Financial Plan for amounts: ☐ WSF ☐ Title I

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.	Complex Area Plan: • There is a need for K-12 alignment. • There is a need for teacher articulation and collaboration to improve instructional practices across our schools. • There is a need to reflect on best practices and ways to improve so staff increase their effectiveness.	REQUIRED BY THE COMPLEX AREA: All CK schools implement an ELA Academic RTI system that includes: • Universal Screening (iReady) • Multi-Tiered Systems of Support (RTI support for all grade levels that include small group instruction and targeted instruction) ◦ Alignment of ELA standards and instructional practices ◦ Use of Explicit Instruction • Progress Monitoring • Data-Based Decision Making School Priority Areas: K-6 Kumu and SpEd K-6 Kumu will use data to inform their planning, instruction and assessments (SW5) (SW6) • Continue to implement and monitor students foundational phonics and phonemic awareness knowledge with Really Great Reading • Utilize Flyleaf decodeables to allow students to apply phonics knowledge • Utilizing 6+1 Writing Traits Rubric to inform instruction • Continue implementing and utilizing Writing Revolution strategies • Participate in professional development in the areas of: Phonics/Phonemic Awareness, Comprehension Strategies (Strategies that Work) and Six Traits of Writing • Grades 4-6 will implement the RGR Obit Program as an intervention program.	K-6 Kumu & SpEd Kumu ELA Plans K-6 & SpEd K-6 ELA Progress Monitoring Data Reading Playground Data Fly Leaf Tracker BAS Tracker Writing Baseline Data K-6 & SpEd K-6 ELA Classroom Indicator Data	See Financial Plan for amounts: ☒ WSF ☐ Title I
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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 and Name of Accountable Lead(s)	Monitoring of Progress	Anticipated Source of Funds
		- Track ELA classroom indicators every 4-5 weeks <u>Accountable Leads</u> K-6 Kumu SpEd K-6 Kumu Donna Kawasaki, Academic Coach Alexandra Obra, Po'o Kumu <u>PreK Priority Areas:</u> PreK EOEL & PreK Kumu will: - Use special words and special word games to help keiki learn letter names and letter sounds. - Implement games, sorting words by letters, turning all their cards over, picking one and reading it, making a story from your words. Etc <u>Accountable Leads</u> PreK EOEL & PreK SpEd Alexandra Obra, Po'o Kumu	<u>Special Words</u> Observational notes Students work Videos TSG Checkpoints	

Mathematics Proficiency 1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient.	Complex Area Plan: • There is a need for K-12 alignment. • There is a need for teacher articulation and collaboration to improve instructional practices across our schools. • There is a need to reflect on best practices and ways to improve so staff increase their effectiveness.	REQUIRED BY THE COMPLEX AREA: All CK schools implement an Math Academic RTI system that includes: (SW6) • Universal Screening (iReady) • Multi-Tiered Systems of Support (RTI support for all grade levels that include small group instruction and targeted instruction) ◦ Alignment of Math standards and instructional practices ◦ Use of Mathematical Discourse • Progress Monitoring • Data-Based Decision Making School Priority Areas: K-6 Kumu & SpEd Kumu will use data to inform their planning, instruction and assessments (SW5) (SW6) • Plan and follow a curriculum map for the year: ◦ Major standards (math outs) will be mapped out by quarter • Utilize 1:1 screeners to identify conceptual understanding gaps ◦ Assessing Math Concepts (AMC) (K-2,SpEd, and Grade 3 as needed) ◦ Listening to Learn L2L (3-6, SpEd) ◦ Based on AMC/L2L data, kumu will plan for Tier 2/3 interventions. Kumu will: ■ Create Panorama plans ■ Update data weekly • Identify students needs early by implementing pre-assessments of pre-requisite skills	K-6 Kumu & SpEd Kumu Math Kumu Plans K-6 & SpEd K-6 Math Progress Monitoring Math Outs AMC Data L2L Data Microteaching Data K-6 & SpEd K-6 Math Classroom Indicator Data	See Financial Plan for amounts: ☒ WSF ☐ Title I
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		○ Provide just-in-time support for students to access grade-level content ○ Maintain progress monitoring data sheets for math ● Track math classroom indicators every 4-5 weeks ● Build content knowledge through professional development ● Continue focusing on mathematical teaching practices (purposeful questioning) ○ Collect data and reflect through micro-teaching, peer observations, po'o kumu and academic learning walks <u>Accountable Leads</u> K-6 Kumu SpEd K-6 Kumu Donna Kawasaki, Academic Coach Alexandra Obra, Po'o Kumu <u>PreK Priority Areas</u> PreK EOEL & PreK Kumu will: ● Use quantity cards to play games like goldfish, war, memory, matching, etc. to help with learning to subitize, count and learn written numbers. <u>Accountable Leads</u> PreK EOEL & PreK SpEd Kumu Alexandra Obra, Po'o Kumu	<u>Quantity Cards</u> Observational notes Videos TSG Checkpoints	
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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 and Name of Accountable Lead(s)	Monitoring of Progress	Anticipated 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. State Strategic Plan (Implementation Plan) - Desired Outcome 1.1.4 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).	REQUIRED BY THE COMPLEX AREA: All CK schools will: - Participate in the CK EL Success Plan Design Team Meetings - Implement one high-leverage strategy for each CK EL Success Plan goal (SW5) (SW6) <u>Accountable Lead:</u> Alexandra Obra, Po‘o Kumu	Waiāhole EL Theory of Action Plan	See Financial Plan for amounts: ☐ WSF ☐ Title I
		REQUIRED BY THE COMPLEX AREA: All CK schools will utilize Goalbook to ensure there are quality goals and objectives in all Individual Educational Plans (IEPs). (SW6) <u>Accountable Leads</u> PreK SpEd Kumu SpEd K-6 Kumu Alexandra Obra, Po‘o Kumu	Goalbook Usage Report (quarterly)	See Financial Plan for amounts: ☐ WSF ☐ 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 and Name of Accountable Lead(s)	Monitoring of Progress	Anticipated Source of Funds
1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school. 1.2.3. All students experience a Nā Hopena A'o environment for learning. 1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. 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.	Complex Area Plan: There is a need for clear transitions between and across schools. State Strategic Plan (Implementation Plan) - Desired Outcome 1.3.1 All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities	REQUIRED BY THE COMPLEX AREA: All CK schools will have a plan and/or matrix to document how they address their Complex Graduate Profile. (SW6) <u>School Priority Areas:</u> PreK-Grade 6 Kumu will: • Strengthen vertical alignment of mauka to makai PBL units ○ Embed NGSS science standards ○ Continue to revise and strengthen milestones as well as assessments • Continue to implement electronic portfolios PreK-Grade 6 • Grades 3 and 6 will continue to implement learning portfolio defense <u>Accountable Leads</u> PreK-Grade 6 Kumu Donna Kawasaki, Academic Coach Alexandra Obra, Po'o Kumu	Waiāhole Grad Profile Matrix Mauka to Makai PBL Units Waiāhole Learning Journey Haumāna Electronic Portfolios Haumāna Student Defenses at Grade 3 & Grade 6	See Financial Plan for amounts: ☒ WSF ☐ Title I

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

Desired Outcome	Contributing Cause	Enabling Activities and Name of Accountable Lead(s)	Monitoring of Progress	Anticipated Source of Funds
1.2.1. All students desire to and attend school regularly.	§302A-1132 Attendance Compulsory Law	School Priority Areas: EA 1.2.1a - Implement school attendance procedures - Follow attendance flowchart - Reward classes with 10 days of 100% attendance and announce at morning assembly - Randomly select 2-3 students each morning who are present and on time to receive rewards - Kumu will call 'ohana on the 2nd consecutive absence and record on the communication log. Kumu will share the communication log with the School Counselor EA 1.2.1b - Work with School Social Worker to address chronic absenteeism - Hold attendance meetings with 'ohana and implement tier 2 and tier 3 interventions with specific students. Accountable Leads Erika Lerro, School Counselor Alexandra Obra, Po'o kumu	Attendance data (daily, monthly, quarterly) Counselor and Kumu communication logs Attendance meeting agendas	See Financial Plan for amounts: ☒ WSF ☐ Title I

1.2.2. All students demonstrate positive behaviors at school.	Lack of natural opportunities to practice EF and SEL strategies Lack of integration and implementation of EF and SEL strategies throughout the day	EA 1.2.2: Implement whole-school centers or collaborative games (SW6) • PreK EOEL, PreK SpEd, and K-6 teachers will develop and implement an SEL/EF classroom plan. • Implement mini lessons to be taught before engaging in centers/collaborative games • Continue implementing common school-wide processes for conflict resolution and calm down strategies, including student reflection. • Grade levels will identify and implement a common executive functioning strategy within their grade band. <u>Accountable Leads</u> Erika Lerro, School Counselor EF & SEL Committee PreK EOEL & PreK SpEd Kumu & K-6 Kumu Alexandra Obra, Po'o Kumu	Teacher SEL/EF plan Kumu observational notes/student reflections Panorama SEL student data SEL/EF Committee Minutes	See Financial Plan for amounts: ☒ WSF ☐ Title I
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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	Contributing Cause	Enabling Activities 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 Mandate to initiate school community councils	REQUIRED BY THE COMPLEX AREA: All schools post their SCC Meeting agendas and minutes (separate docs) to their school's website for each SCC Meeting. <u>Accountable Lead</u> Alexandra Obra, Po'o Kumu	SCC Agendas SCC Minutes	See Financial Plan for amounts: ☐ WSF ☐ 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 and Name of Accountable Lead(s)	Monitoring of Progress	Anticipated Source of Funds
To engage our 'ohana and community in our Mauka-to-Makai 'Āina Units PreK through Grade 6.	Lack of on-going opportunities for 'ohana to actively engage and be aware of their keiki's educational journey	School-Wide Activities: - Quarterly Awards Assembly - School-wide Science Hō'ike (PreK-6th) - Mauka-to-Makai 'Āina Haumāna Hō'ike (PreK-6) - Parent Participation Activity - Showcase (1 quarter for grade level team) - Parent Participation in Huaka'i or School activity - Student Defenses at Grade 3 and Grade 6 (SW5) <u>Accountable Leads</u>	Sign-In Sheets 'Ohana Feedback	See Financial Plan for amounts: ☐ WSF ☐ Title I

		PreK-Grade 6 Kumu 'Ohana Engagement Committee Donna Kawasaki, Academic Coach Alexandra Obra, Po'o Kumu		
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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.

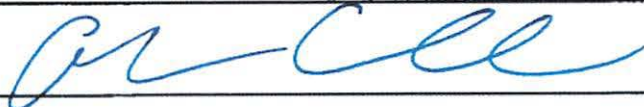
Hawaii State Department of Education School Academic Plan and Financial Plan Annual Assurances and Recommendation for Approval

The **Waiāhole 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 **Sep 23, 2025** to share the school data and gather input on student priorities.
 - ☐ A School Community Meeting was conducted on _____ 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: ☐ Date 2/24/20

Attested:

Waiāhole Elementary Principal	Signature	Date
Alexandra Obra		☐ Date <u>2/24/20</u>
SCC Chairperson	Signature	Date
Amanda Colburn		☐ Date <u>2/24/20</u>

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:
<u>no recommendations from SCC</u>	<u>n/a</u>	<u>n/a</u>

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

n/a

Attested:

SCC Chairperson	Signature	Date
Amanda Colburn		☐ Date 2/24/24

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> <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>	1,107
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement
Waiāhole Elementary Bell Schedule: 2627 Waiāhole Bell Schedule	