



Ernest Bowen de Silva Elementary

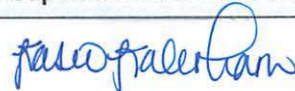
Academic Plan

SY 2026-2027

278 Ainako Avenue, Hilo, HI 96720
(808) 300-1900
<https://www.ebdesilva.org/>

- ☐ Title I School
☒ Non-Title 1 School

Submitted by TA Principal Lindsay Miyashiro	
	Mar 25, 2026

Approved by Complex Area Superintendent Kasie Kaleohano	
	04.13.26

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

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VIABLE QUALITY CURRICULUM

This section highlights the **comprehensive instructional programs** and **supplementary instructional materials** used by each core subject area.

Please utilize the dropdown list to select the **comprehensive instructional program(s)** being used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the program. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
K-5	'25 myView Literacy ▾	HMH Into Math ▾		
6	'22 MyPerspectives ▾	HMH Into Math ▾		
	Select One ▾	Select One ▾		

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

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	DIBELS ▾	Teacher Created ▾
1	DIBELS ▾	STAR Enterprise ▾
1-6	STAR Enterprise ▾	STAR Enterprise ▾

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: [Insert text]
- ☐ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: [Insert year]

Type of Last Visit: Select One ▾

Year of Next Action: [Insert year]

Type of Next Action: Select One ▾

Year of Next Self-Study:

[Insert year]

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> All students need to learn how to consistently write clear, organized responses that use evidence to support their ideas. (CSLN #1) <u>Root/Contributing Cause:</u> Systemic lack of 'Productive Struggle' integrated into the school culture (RC #1), Inconsistent rigor in instructional tasks (RC #2), System creates a scaffold dependency (RC #3), Lack of consistent progress monitoring or shared leadership (RC #4)
2	<u>Student Need:</u> All students need to learn how to persevere and apply math skills to solve complex real-world problems. (CSLN #2) <u>Root/Contributing Cause:</u> Systemic lack of 'Productive Struggle' integrated into the school culture (RC #1), Inconsistent rigor in instructional tasks (RC #2), System creates a scaffold dependency (RC #3), Lack of consistent progress monitoring or shared leadership (RC #4)
3	<u>Student Need:</u> All students need to demonstrate kindness, perseverance, and engagement in all school settings. (CSLN #3) <u>Root/Contributing Cause:</u> Systemic lack of 'Productive Struggle' integrated into the school culture (RC #1), System creates a scaffold dependency (RC #3), Lack of consistent progress monitoring or shared leadership (RC #4)

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> Special Education <u>Identified Student Need(s):</u> Stagnant growth on DIBEL/STAR benchmarks (Reading/Math)
2	<u>Targeted Subgroup:</u> English Language <u>Identified Student Need(s):</u> Increased opportunities for quality interactions to increase mastery of English
3	<u>Targeted Subgroup:</u> Low-socioeconomic Status <u>Identified Student Need(s):</u> Stagnant growth on DIBEL/STAR benchmarks (Reading/Math)



PRIORITY 1: High-Quality Learning For All

★ GOAL 1.1 All students experience rigorous, high-quality learning that results in equitable outcomes for all learners.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and <u>provided necessary and timely support</u> to develop foundational skills for learning. Annual Target: By June 2027, we will increase the percentage of Kindergarten students performing at or above grade-level benchmarks to 70 %, as measured by the DIBELS Composite score and the E.B. de Silva Kindergarten Readiness post-screener	R/CC #1 R/CC #3 R/CC #4	EA 1.1.1 Synchronize the Kindergarten Readiness Screening with a bi-quarterly data-responsive intervention cycle Accountable Leads: Kindergarten Teachers, Curriculum Coordinator - Administer KEA (KRA), DIBELS, and E.B. de Silva Screeners to baseline social, emotional, and academic readiness - Deploy targeted interventions (Leader in Me, PSAP, Reading/Math supports) immediately following identification - Analyze progress monitoring data and pivot instructional strategies, ensuring the intensity of support matches the student rate of growth bi-quarterly during Achievement team meetings	Initial: - All entering Kindergarteners complete the KRA, DIBELS, and E.B. de Silva screeners within the first month of school 100% of parents of "at-risk" students are contacted to align home-school support Intermediate: At least 50% of students who started the year in the "Red/Intensive" category move to "Yellow/Strategic" or "Green/Benchmark" by the Spring assessment window	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: ☐ Other: __, \$

Student Learning Need: All students need to learn how to consistently write clear, organized responses that use evidence to support their ideas. Annual Target: By June 2027, we will increase the percentage of students in Gr. 3-6 above standard in the writing claim and targets from 34% to 45%, as measured by the SBA ELA Summative assessments.		EA 1.1.2 (3) Foster a schoolwide culture of literacy and community engagement Accountable Leads: Curriculum Coordinator, Technology Coordinator, Grade Level Teachers a. Integrate writing and reading routines across all content areas (Science, Social Studies, etc.) to establish literacy as a "universal language" across campus b. Conduct quarterly family literacy activities to extend learning beyond the school day c. Conduct a vertical articulation of grade-level expectations for all writing genres to ensure a cohesive, cumulative development of student skills from K through 6	e. K–6 success criteria for writing expectations are aligned	
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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. Student Learning Need: All students need to learn how to persevere and apply math skills to solve complex real-world problems.	R/CC #3 R/CC #4	EA 1.1.3 (1) Monitor student math proficiency through universal screening and responsive intervention Accountable Leads: Curriculum Coordinator, Grade Level Teachers - Administer the universal screener (STAR) to all Gr. 1-6 students at least 3x a year - Identify targeted focus skills for each student group based on screening data - Deliver targeted instruction and/or interventions that directly address identified skill gaps - Evaluate the effectiveness of interventions bi-quarterly and adjust instructional strategies immediately if students are not meeting their rate of improvement targets	Initial: 100% of students in Gr. 1-5 are screened via STAR and students performing below grade level are identified and placed into specific intervention groups within two weeks 100% of grade levels have received training in Thinking Classrooms Intermediate: - Bi-quarterly data reviews result in a documented change in intervention strategy for 100% of students who fail to meet their individual "Rate of Improvement" (ROI) targets. - Thinking Classroom strategies are implemented in math instruction for all students	☒ WSF, \$10,000 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
Annual Target: By June 2027, we will increase the percentage of students in Gr. 1-6 meeting or exceeding their grade level's SBA target score from 26% to 75%, as measured by the STAR Math assessment. Annual Target: By June 2027, we will increase the percentage of students in Gr. 3-6 above standard in the problem-solving target claim from 30% to 40%, as measured by the SBA Math Summative assessments.	R/CC #1 R/CC #2 R/CC #3	EA 1.1.3 (2) Build teacher and student capacity through "Thinking Classrooms" Accountable Leads: Curriculum Coordinator, Grade Level Teachers - Provide Thinking Classrooms professional development for all grade levels - Conduct horizontal and vertical articulation for school-wide implementation of Thinking Classroom strategies to ensure consistency from K-6 - Implement Thinking Classroom strategies in all grade levels to foster a culture of productive struggle - Implement tools for students to self-assess their own collaborative and thinking behaviors, moving the focus from "getting the right answer" to "the process of thinking."		

		a. Specially designed instruction (SDI) schedule to address individualized goals/objectives b. Establish and maintain a school-wide system to monitor student progress toward meeting individualized goals/objectives c. Conduct quarterly integrated Achievement Team meetings with Special Education and General Education teachers d. Complex Special Education support team to provide specialized professional development as needed EA 1.1.4 (4) Family & Community Engagement activities Accountable Leads: B.E.E. Events Team, All Teachers a. Ensure regular, two-way communication with families that promotes the academic and social-emotional well-being of students through multiple channels (e.g., phone calls, Parent Square, student planners, emails, Open House, conferences, etc.). b. Educate the school community to recognize and celebrate cultural similarities and differences through quarterly family nights and community activities.		
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★ **GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.**

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
1.2.1. All students desire to and attend school regularly. Student Learning Need: All students need to demonstrate kindness, perseverance, and engagement in all school settings. Annual Target: By June 2027, we will increase the percentage of students regularly attending school (90% or more of the time) from 93% to 95%, as measured by the School Attendance Dashboard (Lei Kūlia). <i>Required for all schools.</i>	R/CC #1 R/CC #3 R/CC #4	EA 1.2.1 (1) Teachers will facilitate a semi-monthly "Self-Management Check-in" with students Accountable Leads: Teachers, School Counselor, 'Olu'olu Committee - Have students reflect on their attendance by identifying engagement wins and struggle points - Have students develop a plan on how to maintain their successes/overcome any barriers EA 1.2.1 (2) Grade-Level teams will monitor student attendance semi-monthly during Achievement Team/Grade Level meetings Accountable Leads: Teachers, School Counselor, Curriculum Coordinator - Identify students whose attendance is "thinning" (sliding from Green to Yellow) - Determine a plan to support student attendance/engagement for identified students - Work with the BEE Support Team for students needing additional supports	Initial: 100% of classrooms are conducting the semi-monthly "Self-Management Check-in" with consistency 100% of grade levels monitor attendance semi-monthly Intermediate: 100% of teachers can identify the top three "Struggle Points" that lead to absences for their students - Students identified as "at-risk" (Yellow zone) show a 10% increase in attendance days without requiring a formal teacher-parent intervention	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☒ Other: PTA, \$1,000

1.2.2. All students demonstrate positive behaviors at school. Student Learning Need: All students need to demonstrate kindness, perseverance, and engagement in all school settings. Annual Target: By June 2027, we will increase the percentage of students, with 95% of students demonstrating positive behavioral outcomes (kindness, perseverance, and engagement), as measured by a decrease in exclusionary discipline referrals and an increase in positive behavioral recognition, as defined by our refined PBIS/Leader in Me framework. <i>Required for all schools.</i>	R/CC #1 R/CC #3 R/CC #4 R/CC #1 R/CC #3 R/CC #4	EA 1.2.2 (1): Cultivate a Schoolwide Culture of Positive Behavioral Expectations Accountable Leads: 'Olu'olu Committee, Lighthouse Team - Refine the existing PBIS framework to integrate <i>Leader in Me</i> strategies, ensuring social-emotional learning is embedded into the core school culture. - Standardize the reinforcement of schoolwide expectations across all classrooms, ensuring that every staff member speaks the same "language" of kindness, perseverance, and engagement. EA1.2.2 (2) Execute Data-Driven Behavior Intervention Strategies Accountable Leads: B.E.E. Support Team, 'Olu'olu Committee, 'Onipa'a Committee, Lighthouse Team - Develop consistent school-wide behavior intervention strategies - Identify targeted students who need behavior interventions with timely Tier 2 and 3 supports and services (e.g., school counseling, PSAP) - Monitor student progress during Achievement Team meetings through the use of multiple data sources related to students' needs (ex. Leader in Me lessons/assessments, discipline referral data, teacher observations) - Implement "Leader in Me" school-wide to support student social-emotional learning	Initial: 100% of staff are trained on the refined PBIS/<i>Leader in Me</i> framework, with schoolwide expectations posted and explicitly taught in every instructional and common setting Intermediate: 80% of students receiving Tier 2/3 behavioral support demonstrate a measurable increase in self-regulation scores on progress monitoring tools, moving from teacher-dependent intervention to independent problem-solving	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☒ Other: PTA \$2,000
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1.2.3. All students experience a Nā Hopena A’o environment for learning. Annual Target: By June 2027, 95% of students and staff will report that the school environment actively fosters the HĀ outcomes—specifically Sense of Belonging (Pilina), Sense of Responsibility (Kuleana), and Sense of Excellence (Po’okela)—as measured by annual school climate surveys <i>Required for all schools.</i>	R/CC #1 R/CC #3	EA 1.2.3 (1) Nā Hopena A’o Activities Accountable Leads: B.E.E. Events Team, Lighthouse Team - Utilize Leader in Me as a tool to implement the values and behaviors encouraged by Nā Hopena A’o school-wide - Refine the Hale program and school-wide core value activities to align with Leader in Me	Initial: A cross-walk document mapping every <i>Leader in Me</i> habit to the six HĀ outcomes is created Intermediate: 100% of students demonstrate the use of HĀ-aligned "leadership language" during academic tasks—specifically rewarding students for Kuleana (responsibility) during collaborative problem-solving or Kūpono (excellence) during productive struggle	☒ WSF, \$2,000 ☐ 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. Annual Target: By June 2027, 100% of students will participate in at least two structured career, community, or civic engagement opportunities per year <i>Required for all schools.</i>	R/CC #4 R/CC #1	EA 1.3.1 (1) Provide a B.E.E. student ambassadors program Accountable Leads: Administration, PCNC - Ambassador training with high school student leader mentors - Ambassador mentorship with middle school student leaders at least twice a year EA 1.3.1 (2) Provide all students opportunities to engage in a variety of career, community, and civic pathways. Accountable Leads: Grade Level Teams, B.E.E. Events Team - Career Exploration (Career Expo, field trips, guest speakers, etc.) - High School Academy connections - Community Service activities - Grade-level field trips - Guest speakers - Student school leadership opportunities	Initial: 100% of the Student Ambassador program participants complete their initial leadership training, co-facilitated by High School student mentors. Intermediate: Career Expo is conducted, with student feedback indicating that 80% of participants found the connection between their "career exploration" and "classroom learning" to be relevant	☒ WSF, \$2,000 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☒ Other: PTA, \$5,000



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>
2.1.2 All teachers and support staff are effective or receive the necessary support to become effective. Annual Target: By June 2027, 80% of classrooms will consistently implement the core instructional strategies from Leader in Me, Thinking Classrooms, and myView/myPerspectives, as evidenced by a 20% growth in the frequency of these practices observed during brief, non-evaluative Learning Walks.	R/CC #2 R/CC #4	EA 2.1.2 (1) Professional Development Accountable Leads: Administration, Alaka'i Team - Provide professional development for all teachers and staff to facilitate school-wide implementation of Leader in Me to support student social-emotional learning - Provide professional development of Thinking Classrooms to all grade-level teachers to increase student engagement - Provide professional development of myView for Gr. 3-5 ELA teachers for school-wide implementation of myView/myPerspectives - Provide professional development to EAs and para-professional tutors to support academic and behavioral interventions - Conduct vertical articulation opportunities to support student SEL and academic growth - Facilitate learning walks to promote intentional collaboration and shared learning of effective instructional practices - Utilize Complex Special Education support staff to provide specialized professional development for all staff	Initial: 100% of staff implement strategies based on school-wide agreements Intermediate: Grade levels hold one "Vertical Articulation" meeting per quarter to ensure the strategies are being used consistently as students move from one grade to the next	☒ WSF, \$5,000 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$4,000 ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$



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. By June 2027, the SCC will maintain a fully-seated council that meets all legal reporting requirements and produces at least two pieces of documented "community-driven feedback" that are explicitly incorporated into the school's planning process. <i>Required for all schools</i>	R/CC #4	EA 3.3.1(1) Complete expected SCC activities Accountable Leads: Principal, SCC Chairperson - Review Academic and Financial Plans annually - Hold two community meetings in person to share the 2026 StriveHI Results (October) and the 2027-2028 Academic Plan (March) - Include 100% of stakeholders in monthly meetings (e.g. Parents, Community, Classified, Certificated, Student) - Nominate and hold elections for new members for the 2027-2028 school year by June - Complete the 2027-2028 SCC Self Assessment and Principal Survey by June - Open door policy for communication by all stakeholders	Initial: 100% of seats are filled by the end of the first quarter - All monthly meeting dates are set and published to the school community Intermediate: The SCC completes the annual Self-Assessment, focusing on one area to improve for the following year	☐ 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 All families and staff can easily learn about and participate in feedback processes that inform decision-making at the school, complex area, and state levels	R/CC #4	EA 3.3.2 Strengthen shared leadership for the school community Accountable Leads: Principal, SCC Chairperson a. Provide all stakeholders with timely information from Complex and State level b. Provide a clear and explicit understanding of school, Complex, and State policies/regulations c. Open door policy for communication by all stakeholders	Initial: 100% of all stakeholders are provided with 2026-2027 information by the end of August. Intermediate: The SCC identifies one area of school improvement for the following school year.	☐ 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 **E.B. de Silva 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)

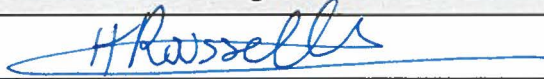
- ☒ A School Community Council Meeting was conducted on **Oct 30, 2025** to share the school data and gather input on student priorities.
- ☒ A School Community Meeting was conducted on **Mar 25, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
- ☒ Other (list): A School Faculty Meeting was conducted on **Mar 11, 2026** to share the draft Academic Plan and gather feedback and recommendations.
- ☒ Other (list): A School Leadership/ Faculty Meeting was conducted on **Mar 25, 2026** to share the draft Academic Plan with feedback and recommendations from March 11, 2026 meeting.
- ☒ 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.

4. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student

academic performance.

5. 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.
6. This school plan was adopted through consensus or by vote by the School Community Council on: ☒ **Date**

Attested:

E.B. de Silva Elementary Principal	Signature	Date
Lindsay Miyashiro		Mar 25, 2026
SCC Chairperson	Signature	Date
Helene Rouselle		March 27, 2026

SCC Recommendations to the Academic Plan and Financial Plan:

The School Community Council, in review of the Academic and Financial Plans, has provided the principal with the following recommendations for consideration. These recommendations are included as a means to share these issues with the Complex Area Superintendent and to identify the action taken by the principal on the SCC recommendations. If no recommendations were made, please write "N/A." **SCC Chairperson signature is required on both pages.**

SCC Recommendation:	Rationale for the SCC Recommendation:	Principal's Response to SCC Recommendation:
N/A per SCC meeting on 3/25/26		

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

Attested:

SCC Chairperson	Signature	Date
Helene Rouselle		March 27, 2026

APPENDIX B: BELL SCHEDULE

Pursuant to [Hawaii Revised Statutes Section \(HRS\) 302A-251](#), as well as the current Hawaii State Teachers Association collective bargaining agreement, all Hawaii public schools must establish school schedules (including teacher work year, teacher schedule, and bell schedules) that meet student instructional hours and school year requirements. **However, in certain circumstances, a preferred bell schedule may not comply with existing regulations and will therefore require a School Community Council (SCC) waiver, effective for up to one school year.**

To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided [bell schedule tool](#).

Total student instructional hours per year <i>(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)</i>	1,080
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement
E.B. de Silva Elementary Bell Schedule: 2026 - 2027 Bell Schedule (EB de Silva)	