



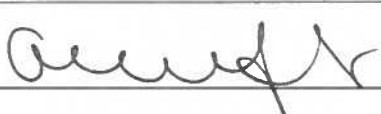
Makawao Elementary Academic Plan SY 2026-2027

3542 Baldwin Avenue, Makawao, HI 96768

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<https://www.makawao.k12.hi.us>

- ☒ Title I School
☐ Non-Title I School

Submitted by Principal Ginifer Nania	
	Date 3/23/2026

Approved by Complex Area Superintendent CAS Lori Yatsushiro	
	4/7/26

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	'23 Wonders ▾	i-Ready Classroom Mathematics ▾	Mystery Science	PBL
4	Select One ▾	Select One ▾		Hawaiians of Old

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-5	i-Ready Reading (online) Magnetic Literacy	i-Ready Math (online)		
K,2,3,5				Studies Weekly
K,1,2	Magnetic Reading			
K,1,2	ECRI			
K-5		Number Talks		
4,5	IXL	IXL	IXL (5th only)	

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-5	DIBELS ▾	Select One ▾
K-5	I-Ready ▾	I-Ready ▾
K	KEA ▾	HI KRA ▾
K-5	WIDA Screener ▾	Select One ▾
K	ESGI	ESGI

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: ECSSS

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: 2024-25

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

Year of Next Action: 2028

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

Year of Next Self-Study:

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 needs and root/contributing cause for ease of cross-referencing.

1	<u>Student Need:</u> Early Literacy & Kindergarten Readiness <u>Root/Contributing Cause:</u> Misalignment between preschool experiences and K–2 expectations. Inconsistent Tier 1 structured literacy (phonics, phonological awareness, fluency). Insufficient early intervention dosage for “emerging” learners. Limited family readiness engagement before K (literacy events, transition supports). Inadequate time for targeted small-group early reading instruction.
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2	<u>Student Need:</u> Math Achievement <u>Root/Contributing Cause:</u> Gaps in K–2 numeracy foundations (number sense, fluency, math vocabulary). Inconsistent Tier 1 math practices across classrooms. Limited alignment between core instruction and intervention supports. High variability in incoming readiness each year.
3	<u>Student Need:</u> ELA Achievement <u>Root/Contributing Cause:</u> Variability in Tier 1 reading instruction, especially comprehension and vocabulary. Inconsistent implementation of structured literacy beyond K–2. Weak alignment between i-Ready instruction and classroom ELA lessons. Early literacy gaps continue to affect later grades. Limited protected time for high-quality small-group reading instruction.

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

1	<u>Targeted Subgroup:</u> English Learner (EL) Students <u>Identified Student Need(s):</u> Increased opportunities for language acquisition, vocabulary development, and oral language practice to support reading comprehension and academic success.
2	<u>Targeted Subgroup:</u> Special Education Students <u>Identified Student Need(s):</u> Improved literacy support and intervention strategies to ensure that 3-5% of special education students in grades 3-5 reach reading proficiency.
3	<u>Targeted Subgroup:</u> Socioeconomically disadvantaged students <u>Identified Student Need(s):</u> Access to rigorous, engaging, and culturally relevant academic experiences that foster critical thinking, problem-solving, and a growth mindset.



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.	Incoming kindergarten students demonstrate varying levels of readiness due to misalignment between preschool experiences and K-2 expectations, limited access to early literacy and numeracy experiences prior to school entry. These gaps impact students' ability to access grade-level instruction without targeted early supports.	• Administer the Kindergarten Entry Assessment (KEA) to all incoming kindergarten students within the first weeks of school. (SW1) • Use KEA and early diagnostic data to identify students needing early academic, social-emotional, or behavioral supports. (SW1 & 6) • Implement targeted Tier 1 and Tier 2 interventions focused on foundational literacy, numeracy, and self-regulation skills. (SW6) • Provide small-group instruction during protected instructional blocks to address identified readiness gaps. (SW6) • Collaborate with counselors, special education staff, and support personnel to address social-emotional readiness. (SW6) • Offer family engagement opportunities, including kindergarten transition activities and literacy readiness resources, to support learning at home. (SW 2 & 6)	KEA results indicate growth in social, emotional, and academic readiness domains. i-Ready early literacy and math diagnostic data showing progress from Fall to Winter. Documentation of intervention placement, frequency, and progress monitoring. PLC data discussions reflecting instructional adjustments based on student needs. Decreases in the number of students requiring intensive intervention as the year progresses.	☐ WSF, \$5,000 ☒ Title I, \$21,633 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

		Review readiness data during PLCs to ensure consistent implementation and timely adjustments to supports. (SW3 & 1) Ginifer Nania- Principal Elisse Garland- Vice Principal Wailana Purdy-Ka'ai Kindergarten Teachers Joleen Pilotin- Academic Coach Janelle Wilson- Counselor Academic Review Team	Increased percentage of students meeting or approaching readiness benchmarks by mid-year.	
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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.	While students demonstrate strong growth during the school year, inconsistent implementation of structured literacy practices—particularly beyond K–2, has resulted in gaps in foundational reading skills. Variability in Tier 1 instruction, limited protected time for targeted small-group reading, and misalignment between classroom instruction and intervention tools have contributed to uneven reading proficiency by the end of third grade. Early literacy gaps that are not fully addressed in primary grades continue to impact reading outcomes in later grades.	• Implement consistent, schoolwide structured literacy practices in grades K–3, focusing on phonics, phonemic awareness, fluency, vocabulary, and comprehension. (SW6) • Administer and analyze i-Ready ELA diagnostics to identify students reading below grade level and determine instructional needs. (SW1 & 6) • Provide targeted small-group reading instruction during protected instructional blocks for students needing additional support. (SW 6) • Align intervention supports (Tier 2 and Tier 3) with core ELA instruction to ensure coherence and reinforcement of skills. (SW6) • Use progress monitoring tools to regularly assess student growth and adjust instruction accordingly. (SW1, 3 & 6) • Engage teachers in ongoing PLC data discussions to review reading data, refine instructional strategies, and share best practices. (SW3 & 6) • Collaborate with counselors, special education staff, and interventionists to ensure students receive timely and appropriate supports. (SW6) • Increase family engagement in literacy, including reading-at-home strategies and access to literacy resources. (SW 2 & 6) Ginifer Nania- Principal K-5 Teachers Joleen Pilotin- Academic Coach Academic Review Team	i-Ready ELA diagnostic data showing growth from Fall to Winter and Spring. Implement Magnetic Literacy as a supplemental reading intervention (on a trial basis) Percentage of students reading at or above grade level by the end of Grade 3. Progress monitoring data for students receiving Tier 2 and Tier 3 reading interventions. SBA ELA results for Grades 3–5 indicating sustained growth trends. PLC meeting notes documenting data analysis and instructional adjustments. Reduction in the number of students requiring intensive reading intervention over time.	☒ WSF, \$20,000 ☒ Title I, \$85,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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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.	Gaps in foundational numeracy skills in the early grades (number sense, fluency, and math vocabulary). Inconsistent Tier 1 mathematics instructional practices across classrooms. Limited alignment between core math instruction and intervention supports. High variability in incoming student readiness year to year. Insufficient intensity of early-year math interventions to close fall performance gaps quickly.	• Implement high-quality, standards-aligned Tier 1 mathematics instruction with an emphasis on foundational skills, mathematical reasoning, and conceptual understanding. (SW 6) • Use universal screening and diagnostic assessments (i-Ready Math) to identify student needs early in the school year. (SW1 & 6) • Provide targeted Tier 2 and Tier 3 interventions during designated intervention blocks for students not meeting benchmarks. (SW6) • Utilize data teams and daily PLC collaboration to analyze math data, plan responsive instruction, and adjust interventions. (SW1, 3 & 6) • Incorporate research-based practices such as Number Talks to build fluency, discourse, and problem-solving skills. (SW6) • Ensure alignment between classroom instruction, intervention supports, and assessment data to provide timely and appropriate supports. (SW3 & 6) Ginifer Nania- Principal Elisse Garland- Vice Principal K-5 Teachers Joleen Pilotin- Academic Coach Academic Review Team	i-Ready Math diagnostic data (Fall, Winter, Spring) to track growth and proficiency. SBA Math proficiency and growth trends for grades assessed. Ongoing formative assessments and common grade-level math assessments. Data team and PLC documentation reflecting instructional adjustments and intervention effectiveness. Progress monitoring data for students receiving Tier 2 and Tier 3 interventions. Classroom walk-throughs and observations focused on math instructional practices.	☒ WSF, \$40,000 ☒ Title I, \$112,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.	While Makawao Elementary demonstrates overall academic growth, data indicates that disparities persist among student subgroups due to: Variability in access to high-quality Tier 1 instruction and consistent instructional practices across classrooms. Gaps in early literacy and numeracy that disproportionately affect English Learners, students with disabilities, and socioeconomically disadvantaged students.	• Implement and strengthen a Multi-Tiered System of Support (MTSS) to ensure timely, targeted academic and behavioral interventions for all students. (SW1 & 6) • Use disaggregated data (i-Ready, SBA, attendance, behavior, Panorama) to identify achievement gaps and inform instructional decisions. (SW 1 & 6) • Provide daily PLC collaboration time for teachers to analyze subgroup data, plan differentiated instruction, and monitor student progress. (SW3 & 6) • Strengthen inclusive practices through co-teaching models, targeted support from special education staff, and ESL-certified educators. (SW6) • Increase family engagement through clear communication, academic workshops, and culturally inclusive school events that support learning at home. (SW2, 4 & 6) Ginifer Nania- Principal Elisse Garland- Vice Principal K-5 Teachers Joleen Pilotin- Academic Coach Academic Review Team SCC	Disaggregated i-Ready ELA and Math diagnostic data (Fall, Winter, Spring). SBA proficiency and growth data across student subgroups. Progress monitoring data for students receiving Tier 2 and Tier 3 interventions. Attendance, behavior, and SEL data (Panorama surveys). PLC and data team documentation reflecting instructional adjustments and supports.	☒ WSF, \$50,000 ☒ Title I, \$112,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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	Limited early identification and intervention for students entering school below grade-level expectations. Barriers to family engagement and communication that impact student support outside of school.			
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1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.	Limited structured opportunities for students to prepare academically, socially, and emotionally for the next school setting. Inconsistent communication and data sharing between sending and receiving schools. Anxiety among students and families related to changes in expectations, routines, and support systems. Insufficient alignment of academic expectations and behavioral supports across grade spans. Limited family understanding of transition processes and available supports.	• Collaborate with the receiving middle school to align academic expectations, student supports, and transition practices. (SW5 & 6) • Share relevant academic, behavioral, and social-emotional data to support continuity of services, including IEPs, 504 plans, and intervention supports. (SW 3, 5 & 6) • Provide transition-focused activities for students, such as orientation sessions, classroom lessons, and discussions that address academic expectations and school culture. (SW6) • Support families through informational meetings, communication materials, and guidance on how to support students during transitions. (SW2, 4 & 6) • Ensure counselors and support staff are actively involved in identifying and supporting students who may need additional transition assistance. (SW 1 & 6) Ginifer Nania- Principal Wailand Purdy-Ka'ai- Vice Principal Elisse Garland- Vice Principal Counselors Leadership Team Joleen Pilotin- Academic Coach Intermediate Schools	Student attendance, behavior, and academic data following transitions. Feedback from receiving schools regarding student preparedness and adjustment. Student and family surveys related to transition experiences and school climate. Monitoring of intervention, IEP, and 504 continuity after transitions. Counselor and leadership team documentation of transition activities and supports.	☒ WSF, \$15,000 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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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.	While Makawao Elementary values strong attendance, data indicates that some students experience inconsistent attendance due to: Limited family awareness of the impact of chronic absenteeism on academic achievement. Barriers such as health concerns, transportation challenges, and family circumstances. Student disengagement when social-emotional or academic	- Implement consistent attendance monitoring procedures aligned with HDOE attendance guidelines. (SW1) - Identify and monitor students at risk for chronic absenteeism early in the school year. (SW6) - Strengthen communication with families through ParentSquare, phone calls, and meetings to address attendance concerns and provide support. (SW4) - Collaborate with counselors, social workers, and support staff to address academic, behavioral, and social-emotional barriers to attendance. (SW6) - Implement attendance incentives and recognition programs at the classroom and schoolwide levels to celebrate positive attendance. (SW6) - Partner with families and community agencies, when appropriate, to support students with ongoing attendance challenges. (SW6) Ginifer Nania Wailana Purdy-Ka'ai Elisse Garland Janelle Wilson Amanda Borling Social Worker	Daily attendance records and monthly attendance reports. Monitoring of chronic absenteeism rates and trends. Documentation of family communication and intervention efforts. Counselor and social worker follow-up notes for targeted students. Review of attendance incentive participation and outcomes. Comparison of attendance data across quarters and school years.	☒ WSF, \$6,000 ☒ Title I, \$5,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☒ Other: S.A.F., \$1,000

	needs are not fully met. A need for more consistent, proactive attendance monitoring and follow-up.	Classroom Teachers Office Staff		
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1.2.2. All students demonstrate positive behaviors at school.	While Makawao Elementary promotes a caring and inclusive school culture, behavioral data and staff input indicate that: Students have varying understandings of behavior expectations across classrooms and settings. Inconsistent implementation of schoolwide behavior expectations and responses impacts student behavior. Some students require additional social-emotional and behavioral support to regulate emotions and behaviors. Limited structured opportunities exist for explicitly teaching and reinforcing positive behaviors.	- Clearly define, teach, and consistently reinforce schoolwide behavior expectations. (SW6) - Implement and strengthen a Positive Behavioral Interventions and Supports (PBIS)-aligned approach across campus.(SW6) - Provide explicit instruction in social-emotional learning through the Second Step curriculum and counseling lessons.(SW6) - Ensure consistent behavior response protocols and restorative practices are used by all staff.(SW3& 6) - Increase adult supervision and structured routines during high-need times (recess, lunch, transitions). (SW6) - Identify students needing Tier 2 and Tier 3 behavioral supports and provide timely interventions (check-in/check-out, small groups, behavior plans). (SW 1 & 6) - Engage families in understanding behavior expectations and strategies through communication and conferences. (SW 2 & 4) - Provide professional development for staff on trauma-informed practices, de-escalation strategies, and positive behavior supports. (SW6) Ginifer Nania-Principal Elisse Garland- Vice Principal Wailana Purdy-Ka'ai-Vice Principal School Counselors Behavior Support Team / Student Services Team Classroom Teachers Educational Assistants	Review of behavior referral data and trends (office discipline referrals, incident reports). Monitoring classroom and common-area behavior data. Counselor and behavior intervention documentation. Fidelity checks of PBIS and SEL implementation. Student surveys and teacher feedback on school climate. Reduction in repeat behavior incidents and increased use of positive behavior recognition. Quarterly review of schoolwide behavior data by the Leadership Team.	☒ WSF, \$25,000 ☒ Title I, \$85,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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	External factors (family stress, trauma, and social challenges) affect students' ability to consistently demonstrate positive behavior at school.			
1.2.3. All students experience a Nā Hopena A'o environment for learning.	While Makawao Elementary values Hawaiian culture and place-based learning, the consistent and intentional integration of Nā Hopena A'o competencies across grade levels has varied due to: Limited instructional time and staffing dedicated specifically to Hawaiian culture, language, and 'ike kupuna.	- Implemented a dedicated Hawaiian Studies program for all students in grades K–5. Ensuring equitable access to culturally responsive instruction. (SW6) - Integrate Nā Hopena A'o competencies into Hawaiian Studies lessons, schoolwide expectations, assemblies, and student leadership activities.(SW5 & 6) - Provide professional learning opportunities for staff to deepen their understanding of HĀ and support classroom integration alongside core academic instruction. (SW6) Ginifer Nania-Principal Elisse Garland- Vice Principal Wailana Purdy-Ka'ai-Vice Principal Hawaiian Studies Teacher Classroom Teachers	Implementation fidelity of Hawaiian Studies instruction across all grade levels (K–5 schedules and lesson plans). Classroom observations and walk-throughs focused on evidence of HĀ competencies in learning environments. Student participation in culturally responsive activities, leadership roles, and schoolwide events. Staff feedback and reflection on HĀ integration during PLCs and professional learning sessions.	☒ WSF, \$75,896 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☒ Grant: 16807 Hawaiian Studies, \$17,216 ☐ Other:__, \$

★ **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.	Limited age-appropriate exposure to careers and civic roles at the elementary level. Inconsistent integration of community-based learning into classroom instruction. Limited coordination with community partners and organizations. A need for clearer vertical alignment to ensure early experiences build toward future middle and high	- Integrate career awareness and civic responsibility into classroom instruction through project-based learning, social studies, and Hawaiian Studies. (SW6) - Utilize guest speakers, virtual career talks, and community mentors to expose students to a variety of professions and civic roles. (SW5 & 6) - Expand student leadership opportunities through Student Council, service projects, and schoolwide initiatives. (SW6) - Partner with local businesses, community organizations, and cultural practitioners to provide authentic learning experiences. (SW 2 & 5) - Incorporate Nā Hopena A'o (HĀ) values to strengthen students' sense of responsibility, contribution, and belonging. (SW 5 & 6) - Provide grade-level appropriate community service and service-learning opportunities (e.g., campus beautification, food drives, community events). (SW 2 & 6) - Coordinate schoolwide events that highlight careers, cultures, and civic engagement (career days, cultural nights, assemblies). (SW 2 & 6) Ginifer Nania-Principal	Documentation of career, community, and civic activities by grade level. Student participation data in leadership roles, service projects, and community events. Teacher lesson plans and project-based learning evidence. Student reflections, surveys, and work samples. Feedback from families and community partners. Annual review by the Leadership Team to ensure vertical alignment and equitable access to opportunities.	☒ WSF, \$10,000 ☒ Title I, \$15,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☒ Grant:16807 Hawaiian Studies, \$17,216 ☐ Other:, \$

	school opportunities.	School Counselors Hawaiian Studies Teacher Classroom Teachers Student Council PTA Community Partners		
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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>
Makawao Elementary will strengthen instructional rigor and high expectations across all classrooms to ensure every student is engaged in grade-level learning that promotes academic growth and achievement.	Expectations for student learning and performance vary across classrooms and grade levels. Instruction is not consistently aligned to grade-level standards with appropriate rigor. Limited shared understanding of what rigorous, high-quality instruction looks like in practice. Inconsistent use of data to push student thinking	- Provide targeted professional development focused on rigorous, standards-aligned instruction, high expectations, and effective instructional strategies. (SW6) - Use the Danielson Framework to establish a shared understanding of effective teaching and instructional rigor. (SW6) - Conduct regular classroom walk-throughs and observations with actionable feedback focused on rigor, student engagement, and academic expectations. (SW 3 & 6) - Utilize daily PLC collaboration time to analyze student work, align instructional practices, and plan lessons that challenge all learners. (SW3 & 6) - Strengthen data-driven decision-making through data teams to ensure instruction responds to student needs while maintaining grade-level expectations. (SW 1 & 6)	Classroom observation and walk-through data aligned to the Danielson Framework. Evidence of increased rigor and student engagement in lesson plans and student work samples. PLC documentation reflecting alignment to grade-level standards and instructional expectations. Student achievement and growth data (i-Ready, SBA,	☒ WSF, \$10,000 ☒ Title I, \$30,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$



PRIORITY 2: High-Quality Educator Workforce In All Schools

	and hold all learners to high expectations. Teachers need more targeted support, feedback, and professional learning to strengthen instructional practices.	Support teachers through coaching, modeling, and follow-up to improve instructional practice and consistency schoolwide. (SW6) Ginifer Nania-Principal Elisse Garland-Vice Principal Wailana Purdy-Ka'ai- Vice Principal Academic Review Team Leadership Team Joleen Pilotin- Academic Coach	formative assessments). Teacher feedback and reflection on professional learning and instructional support.	
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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.	Limited structured orientation and ongoing training for SCC members. Scheduling challenges that impact regular attendance and participation.	- Actively recruit SCC members to ensure full and representative membership, including parents, teachers, support staff, students, and community members. (SW2) - Provide annual orientation and ongoing training for SCC members on roles, responsibilities, governance, and the school's Academic and Financial Plans. (SW2) - Share meeting agendas, minutes, and decisions with the school community to promote transparency. (SW2 & 4) - Use SCC meetings as a forum for meaningful discussion, feedback, and collaborative decision-making. (SW2 & 3) - Leverage virtual or hybrid meeting options, when appropriate, to increase participation. (SW2) SCC	Verification of full SCC membership as required by HDOE. Documentation of regularly scheduled and conducted SCC meetings. Attendance records and participation data. Agendas and meeting minutes reflecting engagement with school priorities. Evidence of SCC input into Academic Plans, Financial Plans, and school initiatives. Annual self-assessment of SCC effectiveness and engagement.	☐ 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 scyear 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.

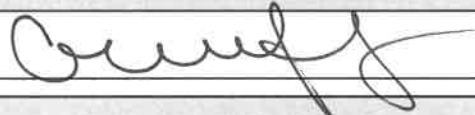
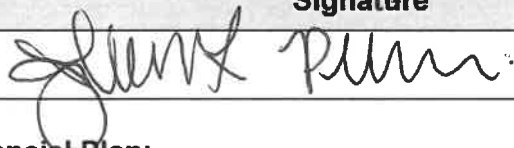
Hawaii State Department of Education School Academic Plan and Financial Plan Annual Assurances and Recommendation for Approval

The **Makawao 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 September 16th to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Mar 10, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☒ Other (list): Leadership Team, Academic Review Team, Safety Committee, Peer Review, Operations
 - ☒ 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: **Mar 10, 2026**

Attested:

Makawao Elementary Principal	Signature	Date
Ginifer Nania		Mar 23, 2026
SCC Chairperson	Signature	Date
Joleen Pilotin		Mar 23, 2026

SCC Recommendations to the Academic Plan and Financial Plan:

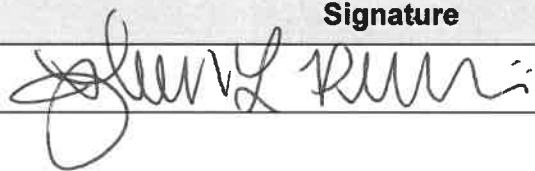
The School Community Council, in review of the Academic and Financial Plans, has provided the principal with the following recommendations for consideration. These recommendations are included as a means to share these issues with the Complex Area Superintendent and to identify the action taken by the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

SCC Recommendation:	Rationale for the SCC Recommendation:	Principal's Response to SCC Recommendation:
NA	NA	NA

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

None

Attested:

SCC Chairperson	Signature	Date
Joleen Pilotin		Mar 23, 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>	1080 instructional hours
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement
Makawao Elementary Bell Schedule: Bell Schedule	