

Three-Year Success Map to Plan and Implement Change SY 2025-26 through SY 2027-28

HSDB FKK Link to CNA	5/22/26	Angel Ramos	Angel Ramos, Principal
	5/22/2026	Rochelle Mahoe	Rochelle Mahoe, PhD
	05/26/2026	Heidi Armstrong	Heidi Armstrong, DS

☒ Title I ☐ Non-Title 1	☒ Comprehensive Support & Improvement School	☐ Additional Targeted Support School	☐ Kaiapuni School	☐ Self-Contained ☐ Shared Site
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Rationale:

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps. When implemented with fidelity, the Three-Year Success Map cultivates an environment that promotes student growth and achievement.

While the focus of continuous improvement is student performance, the work must be guided by systems; programs, practices, and/or conditions that will assist school teams to address the identified priority needs. This plan outlines school priorities, targets, and activities intended to produce the desired changes. Progress monitor details included will ensure that your plan is being reviewed regularly to determine the success of each strategy.

This plan meets the requirements of a school operating a Title I Schoolwide Program. **No separate Academic Plan is required.**

School Planning Team Members (SW2): Principal, Vice Principal, ES Department Chair, MS Department Chair, HS Department Chair, WBL/Transition Coordinator, ELA Coach, iReady Coordinator

	School	HIDOE
Mission	HSDB's mission is to establish an inclusive community that values and encourages - High achievement, emphasizing a - Standards-based education to empower self-directed learners - Dedicated to excelling in academics, communication, independence, and civic responsibility, in a Deaf-friendly, multicultural environment where	We serve our community by developing the academic achievement, character and social-emotional well-being of our students to the fullest potential. We work with partners, families and communities to ensure that all students reach their aspirations, from early learning through college, career and citizenship.
Vision	HSDB is committed to providing a safe, inclusive, multicultural, and Deaf-friendly environment where every student is empowered to thrive academically, socially, and emotionally.	Hawaii's students are educated, healthy, and joyful lifelong learners who contribute positively to our community and global society.

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Vision	HSDB is committed to providing a safe, inclusive, multicultural, and Deaf-friendly environment where every student is empowered to thrive academically, socially, and emotionally.	Hawaii's students are educated, healthy, and joyful lifelong learners who contribute positively to our community and global society.
Core Values	ALOHA CARES Commitment to all students receiving the skills and knowledge to successfully pursue postsecondary education or career upon graduation.	Commitment to equity and excellence Meaningful learning Caring relationships Connection to community, family, and 'Āina

Viable Quality Instructional Materials

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	Other: National Geographic	i-Ready Classroom Mathematics	Mystery Science	Teacher made
6 - 8	17 ARC (American Reading Company)	enVision Mathematics Common	Attainment Company MS Curriculum	National Geographic for Kids
9 - 12	17 ARC (American Reading Company)	enVision A/G/A		

Please list all supplementary instructional materials used to enrich or 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
Special Education	Encore	Encore	Encore	Encore

English Learners	Beable, iReady, Grammar Shapes	Ready, IXL	Encore	Encore
K - 12	Beable, iReady, Grammar Shapes			

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:

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 - 12 (Universal Screening) - ASL (NSR)	Other:	Other
K - 12 (Progress Monitoring) - ASL (NSR)	Other:	Other
K - 5 (Universal Screening) Math & ELA	I-Ready	I-Ready
K - 5 (Progress Monitoring)	NWEA MAP	NWEA MAP
6 - 8 (Universal Screening) Math & ELA	I-Ready	I-Ready
6 - 8 (Progress Monitoring)	NWEA MAP	NWEA MAP
9 - 12 (Universal Screening)	I-Ready	I-Ready
9 - 12 (Progress Monitoring)	NWEA MAP	NWEA MAP

School 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.

This section showcases [Insert school name] current bell schedule(s) and total student instructional hours per 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 (Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)

1080

Did your school submit a SCC Waiver Request Form? Please explain.

NO

Bell Schedule: [Link](#)

Summary of Comprehensive Needs Assessment (CNA)

An externally or complex area supported CNA is required of all schools identified for CSI/ATS under ESSA. In this section, please summarize data and information gathered from your CNA including all relevant ESSA indicators (Academic Achievement (ELA and Math Proficiency), Other Academic Achievement (Student Growth Percentile), Graduation Rate (4-Year Adjusted Cohort), School Quality and Student Success (Regular Attendance), English Learner Progress). **SW1**

What areas of strength has your team identified through the needs assessment process? What data supported them and how can they be leveraged for areas of improvement?

1. Data show 83% of Elementary School students have met their ASL goals, 75% of MS students and 100% of HS students.
2. All students have Academic Language Plans that provide growth data.
3. All students have graduated with either a diploma or continued their education.
4. A 100% reduction in Chapter 19 violations.

Describe resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the CNA that will be addressed in this plan.

1. PD need for Grammar Shapes, BGC, and ASL.
2. Need for increased rigor to improve student academic growth.
3. Need additional funding and staffing for the success of the WBL program.
4. Funding for consultants to assist with viable curriculum and rigor.
5. Funding for consultants to provide PLC support.
6. Need funding to provide a summer school/enrichment program.

List the top 3-5 student learning needs (academic, social-emotional) identified through conducting the CNA that will be addressed in this plan.

1. HSDB Students Lack ASL Proficiency

- a. Students are not developing age-appropriate expressive and receptive ASL skills needed to fully access instruction, participate in academic discourse, and build conceptual understanding across content areas.

2. HSDB Students Lack English Proficiency

- a. Students struggle with reading, writing, and comprehending English due to limited access to strong first-language (ASL) foundations and inconsistent literacy instruction across content areas.

3. HSDB Students Lack Family Engagement

- a. Students experience limited reinforcement of learning, language development, and school-connected behaviors outside of school due to inconsistent family engagement.

4. HSDB Students Lack Math Proficiency

- a. Students demonstrate gaps in mathematical reasoning, problem-solving, and conceptual understanding, particularly when applying math skills independently.

5. Social and Emotional Learning (SEL) Challenges

- a. Students struggle to develop social-emotional skills, self-regulation, and safe decision-making, particularly in social and digital environments.

6. Transition Planning Challenges

- a. Students are not consistently developing the academic, career, and life skills needed for successful transitions from school to postsecondary education, employment, or independent living.

7. Attendance

- a. Students experience interrupted access to instruction, resulting in learning gaps, inconsistent progress, and reduced engagement.

What possible root causes has your team identified to account for the inequities and student learning needs, especially disproportionalities among student subgroups?

1. HSDB Students Lack ASL Proficiency

- a. ASL is not offered as a formal, sequenced course at the middle or high school level, resulting in inconsistent language development across grade spans.
- b. Staffing capacity is limited, with only one full-time ASL teacher restricting access to systematic instruction and intervention.
- c. Teachers have limited access to ongoing, job-embedded professional development focused on ASL acquisition and instructional strategies for Deaf learners.
- d. Some teachers lack fluency in ASL, reducing the quality and clarity of instruction and limiting students' exposure to strong language models.
- e. Beginning stages of ensuring all educators are supported to deliver linguistically accessible instruction by strengthening ASL fluency, instructional practices, and course offerings aligned to developmental language benchmarks.

2. HSDB Students Lack English Proficiency

- a. Inconsistent ASL proficiency limits students' ability to transfer language structures and concepts to English literacy development.
- b. Teachers are in the early stages of understanding and implementing the expectation that all teachers are literacy teachers, resulting in fragmented literacy practices.
- c. Instructional decisions are not consistently driven by student data, and teachers are still developing shared practices through a new Professional Learning Communities (PLC) model.
- d. New teachers have limited training and fluency in Grammar Shapes, reducing consistency in language instruction and scaffolding.
- e. School is beginning stages of developing collective responsibility for literacy by aligning ASL and English instruction, strengthening data-informed decision-making, and ensuring consistent use of evidence-based language tools across classrooms.

3. HSDB Students Lack Family Engagement

- a. Geographic distance, inter-island residence, and limited transportation create barriers for families to participate in on-campus events and learning opportunities.
- b. Engagement strategies are primarily campus-based and do not consistently leverage virtual, flexible, or accessible formats for families.
- c. Adult practices need to shift to redesign family engagement practices to remove access barriers and intentionally partner with families through multiple accessible communication and participation options.

4. HSDB Students Lack Math Proficiency

- a. Teachers need additional support to differentiate instruction to meet diverse learner needs, including language access and varied readiness levels.
- b. Instruction is predominantly teacher-directed, limiting opportunities for student discourse, productive struggle, and rigorous problem-solving tasks.
- c. A shift toward student-centered, rigorous math instruction that emphasizes differentiation, mathematical discourse, and conceptual understanding aligned to grade-level standards is lacking.

5. Social and Emotional Learning (SEL) Challenges

- a. Many parents lack the language access needed to communicate social, emotional, and normative expectations to their Deaf child.
- b. PBIS implementation is inconsistent, with variable participation and reinforcement practices among staff.
- c. Families need guidance and tools to support students in navigating social media safely and understanding risks associated with online communication.
- d. The school needs to strengthen consistency in SEL instruction and PBIS implementation while building family capacity to reinforce social-emotional learning at home.

6. Transition Planning Challenges

- a. The academic counselor position is vacant, limiting coordinated transition planning and individualized guidance.
- b. The Work-Based Learning (WBL) program is in the early stages of development and lacks fully defined structures and pathways.
- c. Limited staffing and coaching capacity restrict off-campus WBL opportunities and student participation.
- d. The school lacks a system to build capacity for coordinated transition planning by strengthening staffing, partnerships, and structured WBL experiences aligned to student goals.

7. Attendance

- a. A higher proportion of HSDB students have complex health needs, resulting in frequent absences.
- b. Residential students often miss extended periods of instruction due to medical appointments rather than partial-day absences.
- c. Transportation challenges and family work schedules contribute to chronic absenteeism.
- d. Custody arrangements (e.g., alternating households) create inconsistent attendance patterns due to transportation and scheduling challenges.
- e. The school does not implement proactive, coordinated attendance supports that address health-related needs, flexible scheduling, family communication, and continuity of learning during absences.

Describe the highest priority processes, practices, or conditions that the school will focus its resources and improvement efforts on that will be addressed through the strategies and activities in this plan.

(Transfer each of these to the appropriate short-cycle plan tab below to build out your Three-Year Success Map.)

Priority 1: ASL Proficiency as the Foundational Language

Goal: Instruction will prioritize the development of strong ASL proficiency through consistent, evidence-based practices to support students' academic progress and social-emotional development.

Action Steps

- a. Conduct Afterschool Tutoring in ASL, ELA, MATH (Jan-May 2025)
- b. Offer ASL instruction for parents on campus, at home, and via Zoom.
- c. Staff will use results from structured needs assessments to identify gaps in instructional ASL proficiency and Bilingual Grammar Curriculum (BGC) implementation.
- d. Staff will participate in targeted, ongoing professional learning to strengthen instructional accuracy, language modeling, and alignment to BGC expectations.
- e. Teachers will implement evidence-based Tier 1 ASL instructional strategies aligned to the BGC, and apply Tier 2 and Tier 3 interventions for students demonstrating language skill gaps, using consistent progress-monitoring data to adjust instruction and supports.
- f. Teachers will implement the Bilingual Grammar Curriculum with fidelity across all K-6 classrooms, using common pacing, instructional routines, and formative assessments to ensure students demonstrate mastery of grade-level ASL grammar skills prior to transition to middle school.
- g. Teachers and instructional leaders will administer NRC ASL assessments regularly, analyze results collaboratively, and adjust instruction to address identified student skill gaps, with the goal that at least 90% of students demonstrate expected ASL growth benchmarks.
- h. Staff will apply a Multi-Tiered System of Support (MTSS) framework for ASL instruction to systematically identify students' language needs, deliver differentiated Tier 1, 2, and 3 supports, and monitor response to intervention to ensure timely instructional adjustments.
- i. Staff will design and implement a rigorous summer school and enrichment program aligned to BGC standards to provide targeted instruction and practice for students demonstrating gaps in ASL proficiency, accelerating language development beyond the core instructional year.

Priority 2: Increasing Academic Rigor

Goal: Staff will design and deliver accessible, high-rigor instruction across all subjects that engages D/deaf and hard of hearing students in standards-aligned tasks requiring critical thinking, problem solving, and higher-order reasoning.

Action Steps

- a. Strengthen Instructional Leadership with School Administrators and Teacher Leaders
- b. Work with Dr. Fisher to conduct walkthroughs and discuss next steps with the administration for improving academic rigor.
- c. Teachers will develop and implement a vertically aligned, scaffolded K-12 ELA and Math curriculum designed for students whose first language is ASL, ensuring instruction explicitly bridges ASL to English print and mathematical language while maintaining grade-level rigor.
- d. Teachers will participate in ongoing professional learning focused on high-rigor instructional strategies (e.g., explicit language objectives, structured discourse, visual scaffolds, and problem-solving routines) and apply these strategies consistently across Tier 1, Tier 2, and Tier 3 instruction.
- e. Teachers will integrate Grammar Shapes and other language-rich instructional practices into daily ELA instruction to address gaps in English syntax, morphology, and academic language necessary for comprehension and written expression.
- f. Teachers will provide targeted after-school tutoring, ELA and Math labs during the instructional day, and enrichment opportunities aligned to classroom instruction to reinforce foundational skills and extend student learning beyond core instructional time.
- g. Teachers and instructional leaders will administer benchmark assessments regularly, analyze results collaboratively, and adjust instructional strategies and levels of rigor to address identified student skill gaps and ensure progress toward mastery.
- h. Teachers will implement intentional scaffolds (e.g., visual supports, modeled language, sentence frames, and guided practice) that maintain accessibility for ASL-first learners while systematically increasing task complexity and expectations for independent application.
- i. School leadership will collaborate with external consultants to support instructional planning, curriculum alignment, and teacher coaching, ensuring improvement efforts are grounded in evidence-based practices and aligned to school improvement goals.
- j. Educators will provide students with academic field experiences and structured competitions that reinforce ELA and Math skills, promote application of learning in authentic contexts, and increase student engagement and motivation.
- k. Teachers and support staff will design and implement a rigorous summer school and enrichment program aligned to ASL, ELA, and Math standards to address persistent skill gaps, accelerate student learning, and increase readiness for postsecondary education or career opportunities.
- l. Teachers will implement Tier 1, Tier 2, and Tier 3 instructional strategies in ELA and Math and use consistent progress-monitoring tools to evaluate effectiveness and adjust supports based on student response.
- m. School leaders will conduct professional development needs assessments to identify gaps in ELA and Math instructional practice and provide ongoing, job-embedded training aligned to observed classroom needs and student performance data.
- n. Instructional support personnel (Educational Assistants) will receive targeted training to support implementation of ELA and Math instructional strategies, enabling consistent scaffolding, language modeling, and reinforcement of learning aligned to teacher instruction.

Priority 3: Data-Driven Professional Learning Communities (PLCs)

Goal: To address inconsistent mastery of grade-level ELA, Math, and ASL standards, educators will use collaborative, data-informed PLCs to analyze student performance and implement targeted instructional adjustments and interventions.

Action Steps

- a. Organize PD workshops with experts (e.g., Solution Tree, MAP, HDO) focused on improving literacy and math outcomes.
- b. Provide interpreters for consultants for planning and implementation for strategies and plans.
- c. Teachers and instructional support staff will participate in structured monthly Professional Learning Community (PLC) meetings to analyze student performance data, identify skill gaps in ELA, Math, and ASL, and plan targeted instructional responses.
- d. Staff will use MAP and other progress-monitoring tools to inform instructional planning, adjust levels of rigor, and determine appropriate interventions based on student response to instruction.
- e. PLC teams will consistently document instructional strategies, student progress, and agreed-upon action steps to ensure accountability, continuity of instruction, and follow-up on intervention effectiveness.
- f. Teachers will develop and maintain an Academic Language Plan for each student, updating goals and strategies monthly based on assessment data to address identified language skill gaps and support access to grade-level instruction.
- g. School leadership will provide ongoing professional learning focused on data analysis and interpretation to strengthen teachers' ability to translate

Goal (developed from CNA student learning needs):					
By 2028, improve Deaf students academic growth in ELA and Math by 40%, enhance regular attendance rates to 75%, and address resource inequities for improved student outcomes (Does not include Deaf ++ and Deaf SpEd students.)					
Metrics (who are we measuring and what are we measuring?)	Data Source	Baseline	By 2026	By 2027	By 2028
ELA and Math proficiency - all grade levels	ADC	ELA - 0% Math - 4.1%	ELA - 1% Math - 5%	ELA - 2% Math - 6%	ELA - 3% Math - 7%
ELA and Math Growth - all grade levels	ADC	ELA - 33.3% Math - 30.7%	ELA - 38% Math - 35%	ELA - 43% Math - 40%	ELA - 48% Math - 45%
Regular attendance - all grade levels	ADC	63%	67%	75%	75%
Resource equity - professional development, staffing levels, materials:	Professional Development Plan, PLC data collection, budget, org chart, 30-60-90 day plans and reports				
% of teachers trained to increase rigor effectively into instruction		60%	75%	90%	
% of teachers trained to effectively implement progressional learning communities (PLC)		70%	80%	90%	
% of instructional support roles filled (ASL, Counseling and Data Coach)		50%	75%	100%	
% of students with access to standards-aligned curriculum in core subjects		60%	75%	90%	
% of Deaf students that have increased academic growth (Does not include Deaf ++ and Deaf SpEd students.)		60%	75%	90%	all inequities addressed

Strategies Timeline	
Year 1 - Build foundation	
Year 2 - Scale and embed	
Year 3 - Refine, strengthen, and sustain all	

Focus	Strategies (taken from prioritized practices and indicators in the CNA) (SW6)	Accountable Lead	Anticipated Source of Funds and Estimated Amount Needed for Each Strategy (NOTE: SI Funds for Evidence-Based Practices Only)	
Strong Leadership and Strategic Planning	Leadership will ensure a robust core instruction and effective tiered interventions.		☐ \$20,000 (SY 26-27)	Title I
	Leadership will develop a strong and effective data-driven assessment.		☐ \$50,000 (SY 26-27)	Federal School Improvement
	Leadership will create targeted professional capacity building for active leadership engagement.		☐ \$	
	Leadership will develop a proactive attendance monitoring system to address and remove barriers to student attendance.		☐ \$	
Effective Instruction and Classroom Practices	Teachers will provide effective instruction and classroom practices.		☐ \$56,300	CLSD
	Teachers will use continuous, multi-layered data to diagnose student needs, refine teaching methods, and ensure mastery of rigorous content.		☐ \$	
	Teachers will provide targeted after-school tutoring ELA and Math labs during the instructional day, and enrichment opportunities aligned to classroom instruction to reinforce foundational skills and extend student learning beyond core instructional time. (Jan-May 2026)		☐ \$	
Positive Learning Environment	Teachers will develop a positive and inclusive learning environment.		☐ \$	
	Leadership will collect data to measure school climate, behavior, and attendance metrics to proactively build a safe and equitable culture.		☐ \$	

Positiv Inclu Learn Enviro	Teachers will cultivate a school climate where students feel safe, connected, and deeply missed when they are absent, effectively removing social and emotional barriers to attendance.		☒ \$	
Family & Community Engagement	Leadership will develop a tiered partnership model with families to support student learning and well-being at home and in the community.		☐	
	Leadership will use data to communicate transparently with families, understand community needs, and build a partnership focused on student growth and reducing student absences.		☐	

SY 24-25 (Fed Sch Imp) \$56,300

SY 25-26 (Fed Sch Imp) \$70,000

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 to 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 to 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 HSDB School Community Council (SCC) recommends the school plans to the Complex Area Superintendent for approval and assures the following:

- The SCC is correctly constituted and was formed in accordance with the Board of Education policy, Department of Education procedures and state law.
- 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.
- 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 December 10, 2025 to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on December 10, 2025 to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☐ Other (list): *[Insert text. Examples: School Leadership Team, Curriculum Committee, School Safety Committee]*
- 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.
- The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- 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.
- This school plan was adopted through consensus or by vote by the School Community Council on: Date 10, 2025.

Attested:

HSDB Principal	Signature	Date
Angel Ramos		

SCC Chairperson	Signature	Date
Stephen Laurecuenta		

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	N/A	N/A

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

Attested:

SCC Chairperson	Signature	Date