



Hokulani Elementary Academic Plan SY 2026-2027

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- ☐ Title I School
☒ Non-Title 1 School

Submitted by Principal Ervin Pasalo	
	Apr 2, 2026

Approved by Complex Area Superintendent Linell Dilwith	
	4/14/26

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 ▾	Ready ▾		
	Select One ▾	Select One ▾		
	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
K-5		IXL, Struggly	Mystery Science Generation Genius	
3-5	Wordly Wise			
K-2	Heggertry			
EL	Imagine Learning			

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	I-Ready ▾	I-Ready ▾
Reading Intervention Students	DIBELS ▾	Select One ▾
	Select One ▾	Select One ▾

HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

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

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

☐ Panorama	☒ School-created template	☐ Other:
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IDENTIFIED SCHOOL NEEDS

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

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

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

Year of Last Visit: 2024

Type of Last Visit: Full Self-Study -

Year of Next Action: 2027

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

Year of Next Self-Study:

2030

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

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

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

1	Student Need: Students need to learn how to decode and comprehend grade level vocabulary in order to demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Root/Contributing Cause: 1A. Inconsistent use of fundamental reading foundational teaching practices 1B. Lack of a systematic approach to teaching academic language and word relationships 1C. Lack of consistent use of student learning data to design flexible instructional groupings that respond to student vocabulary needs 1D. Lack of consistent, explicit vocabulary instruction across all content areas
2	Student Need: Students need to learn how to break down multi-step math problems, choose appropriate operations, and explain the steps in their solution process. Root/Contributing Cause: 2A. Inconsistent use of embedding the mathematical practices in daily teaching practices 2B. Gaps in pedagogical knowledge in math instruction

3	<u>Student Need:</u> Students need to learn how to apply effective help-seeking strategies so that they can identify learning gaps, monitor their own learning/behaviors, and persevere through challenges. <u>Root/Contributing Cause:</u> 3A. Lack of a consistent, school-wide instructional framework that explicitly teaches and reinforces self-regulated learning strategies — including help-seeking behaviors, self-monitoring, and productive persistence — across all classrooms and grade levels. 3B. Lack of Inconsistent modeling and practice opportunities for students to engage in metacognitive reflection about their learning, mistakes, and behavioral choices.
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To address student subgroup(s) achievement gaps, please list the **targeted subgroup(s)** and their **identified need(s)**. Enabling activities should address identified subgroup(s) and their needs.

1	<u>Targeted Subgroup:</u> English Language Learners <u>Identified Student Need(s):</u> English Language Learners need explicit instruction in academic vocabulary, language structures, and reading comprehension strategies in order to access grade-level texts and demonstrate understanding across content areas. EL students require structured opportunities to engage in academic discourse, practice oral language development, and apply language skills in reading and writing tasks. Additionally, EL students need scaffolded support in unpacking complex directions, figurative language, and multi-step academic tasks to close the ELA achievement gap.
2	<u>Targeted Subgroup:</u> Special Education Students <u>Identified Student Need(s):</u> Students receiving Special Education services need systematic, explicit instruction in foundational literacy and numeracy skills, along with differentiated scaffolds to access grade-level standards. SPED students require increased opportunities for small-group intervention, repeated guided practice, and progress monitoring to support reading comprehension, written expression, and mathematical reasoning. Additionally, students need explicit instruction in self-regulation, self-monitoring, and help-seeking strategies to increase independence and perseverance when engaging in rigorous academic tasks.
3	<u>Targeted Subgroup:</u> Economically Disadvantaged Students <u>Identified Student Need(s):</u> Economically disadvantaged students need consistent access to high-quality, standards-aligned instruction, academic vocabulary development, and extended learning opportunities to ensure equitable access to grade-level proficiency. These students benefit from structured intervention supports, increased engagement strategies, and explicit instruction in academic behaviors – including organization, self-management, and productive persistence – to close achievement gaps in ELA and mathematics.



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. <u>School Outcome</u> 100% of all kindergarten students will complete the KEA.	1A-D 2A-B 3A-B	Kindergarten teachers will complete the KEA within the students' first 30 days of school. (Grade K Teachers) Kindergarten teachers will administer a consistent, grade-level readiness screening assessment within the first two weeks of school entry to identify each student's social, emotional, and academic foundational needs. (Grade K Teachers)	KEA data from Lei Kulia Grade level/ classroom assessments iReady data	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

Reading Proficiency 1.1.2. All students read proficiently by the <u>end of third grade</u>, and those who do not read proficiently <u>receive necessary and timely support</u> to become proficient. <u>School Outcomes</u> Currently we are at 79% proficiency on the SBA. Our KPI Target for 2029 is 88.3%. We will increase our proficiency by 1.5% every year to reach the 2029 goal. We want to increase 5% proficiency levels on the Access testing with 10% of EL students exiting.	1A-D 3A, 3B	Strengthen Tier 1 instruction in all ELA classrooms by following and using the approved viable curriculum. (Principal) Inservice will be provided by curriculum consultants on how to effectively use the pacing guides and curriculum including components for targeted sub groups. • Weekly PLC meetings with the CC. • Heggerty implemented in grades K-1 and OG from K-2 (Curriculum Coordinator) EL strategies will be implemented in all classrooms. (EL Coordinator) Students performing 2 grade-levels or below will receive instruction from our Reading Specialist. Tier 3 (Reading Support Teacher)	At the mid year point the median percent progress towards Typical Growth for ELA is 84%. PLC meeting notes Heggerty data WIDA data DIBELS iReady data Reading support data	☒ WSF, \$ ☐ Title I, \$ ☐ 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 fifth grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient. <u>School Outcomes</u> Currently we are at 77% proficiency on the SBA. Our KPI Target for 2029 is 87.83%. We will increase our proficiency by 1.5% every year to reach the 2029 goal.	1B, 1C, 1D 2A, 2B 3A, 3B	Strengthen Tier 1 instruction in all Math classrooms by following and using the approved viable curriculum. (Principal) Inservice will be provided by curriculum consultants on how to effectively use the pacing guides and curriculum including components for special subgroups. • Weekly PLC meetings with the CC. (Curriculum Coordinator) Students performing 2 grade-levels or below will receive Tier 3 instruction from our Math Specialist. (Principal) After school math tutoring (math specialist)	At the mid year point the median percent progress towards Typical Growth for Math is 67%. PLC meeting notes iReady diagnostic, comprehension checks and personalized Instruction data Math Specialist notes	☒ WSF, \$ ☐ Title I, \$ ☐ 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. <u>School Outcome</u> There is a 18% achievement gap between our non-high needs and high needs students in ELA. The achievement gap will decrease by 5% by the end of the school year. <i>Required for all schools.</i>	1A-D 2A-B 3A-B	Strengthen Tier 1 instruction in ELA, Math, and Science in all classrooms by following and using the approved viable curriculum. (Principal) Inservice will be provided by curriculum consultants on how to effectively use the pacing guides and curriculum including components for targeted sub groups. • Weekly PLC meetings with the CC. (Curriculum Coordinator)	Progress monitoring will be done using the iReady Diagnostic and SBA Proficiency Scores. PLC meeting notes	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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1.1.5. All students transition successfully at critical points, from elementary to middle school. <u>School Outcomes</u> 96% of incoming kindergarten students participate in our summer testing and information day. 95% of our Grade 5 students participate in a middle school site visit. <i>Required for all schools.</i>	1A-D 2A-B 3A-B	Incoming kindergarten students will participate in a summer testing and information day. (Kindergarten Teachers) Work with the middle schools to plan a middle school site visit. (Grade 5 Teachers)	Grade K and 5 attendance data for these events.	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
1.1.6. All students will receive support through a multi-tiered system for academics, behavior, social emotional and physical health.	1A-D 2A-B 3A-B	Students performing 2 grade-levels or below will receive Tier 3 instruction from our Math Specialist. (Principal) Students performing 2 grade-levels or below will receive instruction from our Reading Specialist. Tier 3 (Reading Support Teacher) All students will participate in Guidance Lessons. Students needing additional support will be referred for 1:1 counseling. (Counselor)	Math Specialist Notes Reading Specialist Notes Teacher data Counselor Notes iReady DIBELS	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

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

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
1.2.1. All students desire to and attend school regularly. <i>Required for all schools.</i>	3B	Outreach by school level counselor(s) will be consistently used to bring students back to school. • Home visits, as needed • Parent meetings (Counselor, Principal) Protocol regarding attendance policies is maintained and upheld. (Principal) Weekly guidance lessons (Counselor) Teacher - student check-ins (Teachers) Weekly articulation among stakeholders to ensure student needs are addressed (HMTSS Group, Curriculum Coordinator, Principal)	HMTSS Data Infinite Campus Reports Lei Kulia CNA Data Workbook PLC notes	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

1.2.2. All students demonstrate positive behaviors at school. <i>Required for all schools.</i>	3A-B	Weekly Guidance Lessons using the Choose Love/Aloha materials. (Counselor) Starbucks PBIS- tickets/ recognition (HMTSS)	Starbucks PBIS Programs Data Incident Referral Data HMTSS monthly newsletter Weekly Starbucks Recognition Assemblies	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
1.2.3. All students experience a Nā Hopena A'o environment for learning. <i>Required for all schools.</i>	3A-B	The HA framework is embedded in our weekly Hawaiian Studies curriculum which is taught schoolwide by our Cultural Personnel Resource (CPR) teacher. (Principal)	Student Perception Data Panorama SEL Data	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ 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. <i>Required for all schools.</i>	3A-B	Opportunities in career, community, and civic engagement will be provided for students through: • Community cleanup activities • Grade-level service learning projects (Grade Level Chairs) Student Council Activities (Student Council advisors) Career Day (Counselor) Market Day (Grade 3) Kanewai Stream Clean-up / Lo'i clean up (Grades 4 & 5)	PLC meeting notes Student Council meeting notes Career Day notes Market Day unit plans Kanewai Stream Clean-Up Grade level unit plans	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

K-12 Alignment 1.3.2. All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.	1A-D 2A-B	Opportunities in career, community, and civic engagement will be provided for students through: • Community cleanup activities • Grade-level service learning projects (Grade Level Chairs) Student Council Activities (Student Council advisors) Career Day (Counselor) Market Day (Grade 3) Kanewai Stream Clean-up / Lo`i clean up (Grades 4 & 5)	Articulation Notes	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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PRIORITY 2: High-Quality Educator Workforce In All Schools

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

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
2.1.1 All teacher positions are filled with qualified hires that include SIQ hours and/or TESOL certification by SY26-27.	Currently, 80% of teachers have received their SIQ and/or TESOL certification. By the end of the 26-27 SY, 100% of teachers will receive SIQ or TESOL certification.	Opportunities are available for teachers to attend EL PD that supports SIQ hours. - State/District EL course offerings - University courses (Principal, EL Coordinator)	-Percentage of teachers with all SIQ hours completed and/or TESOL certification. -Plan for teachers without SIQ hours/TESOL certification.	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
2.1.2 All teachers are effective or receive the necessary support to become effective.	By the end of the 26-27 SY, all teachers on cycle will receive an effective or highly effective rating.	In order to be effective, all teachers will be provided supports including: - EL Professional Development - Feedback from regular walkthroughs - Individual supports targeting individual needs - Professional Development - National Conferences (e.g. NCTE, NCTM, WIDA, Innovative Schools, ACSD, etc) - State provided PD	Educator Effectiveness System From Strat Plan: -Percent of first-year and second-year teachers participating in the state-approved induction and mentoring program. -Number of teachers participating in professional	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$



PRIORITY 2: High-Quality Educator Workforce In All Schools

		○ District/Complex provided PD (Principal)	<i>development beyond the 21 hours</i>	☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
2.2.2 All schools' support staff are effective or receive the necessary support to become effective.	By the end of the 26-27 SY, all support staff will receive an effective rating.	In order to be effective, all support staff will be trained and receive professional development and/or support, including: ● SASA In-service ● Custodian In-service ● SHA In-service ● SSC In-service ● Weekly Check-ins with Principal (Principal)]	PEP-SL Ratings From Strat Plan: <i>-Number of professional development opportunities for classified school support staff.</i> <i>-Number of designated entry-level classes of work with available career ladders for advancement.</i>	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ 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. <i>Required for all schools.</i>	By the end of the 26-27 SY, all support staff will receive an effective rating.	In order to be effective, all support staff will be trained and receive professional development and/or support, including: • SASA In-service • Custodian In-service • SHA In-service • SSC In-service • Weekly Check-ins with Principal (Principal)]	PEP-SL Ratings From Strat Plan: -Number of professional development opportunities for classified school support staff. -Number of designated entry-level classes of work with available career ladders for advancement.	☒ 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 are engaged in school events/activities and have regular two-way communication.	Currently, ClassDojo is used as the main communication tool between families and the school. 100% of parents/guardians will set up their ClassDojo accounts. Currently, the school works with the parent group, Aikane o Hokulani, to plan events and activities for all families. In SY 25-26, the school will continue to work with Aikane o Hokulani to engage all families in events/activities.	Back to School Parent Nights (Principal) Monthly Aikane O Hokulani Board Meetings (Principal) SCC Meetings (Principal) ClassDojo (Principal and teachers) Quarterly Aikane O Hokulani sponsored events (Parents, Parent Community Network Committee)	ClassDojo usage data 100% of the teachers use Class Dojo as their primary communication tool with parents. Attendance records at various events	☒ 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 **Hokulani 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 **Feb 23, 2026** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Mar 23, 2026** 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]**
4. The SCC reviewed the Academic Plan and Financial Plan and found that they are based upon a thorough analysis of student performance data, and use evidence-based interventions.
5. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The principal has provided a clear explanation to the SCC about the status of each of the recommendations made by the SCC regarding the Academic Plan and Financial Plan.
7. This school plan was adopted through consensus or by vote by the School Community Council on: **Mar 23, 2026**

Attested:

Hokulani Elementary Principal	Signature	Date
Ervin Pasalo		Mar 23, 2026

SCC Chairperson	Signature	Date
Stephanie Buelow		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 signature is required on both pages.**

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

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

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Attested:

SCC Chairperson	Signature	Date
Stephanie Buelow		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>	1089
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement
Hokulani Elementary Bell Schedule: Bell Schedule	