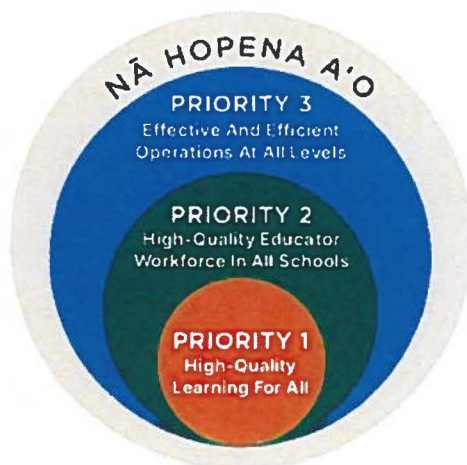




Mānoa Elementary School

Academic Plan

SY 2026-2027

3155 Mānoa Road, Honolulu, Hawaii 96822
(808) 988-1868
manoschool.com

- ☐ Title I School
☒ Non-Title 1 School

Submitted by Principal Jason Okamoto	
	Apr 2, 2026

Approved by Complex Area Superintendent Linell Dilwith	
	4/16/26



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
Kindergarten	'20 Into Reading ▾	enVision Mathematics Common Core ▾	Teacher Created	Teacher Created
Grades 1-5	'20 Into Reading ▾	enVision Mathematics Common Core ▾	Teacher Created	Teacher Created

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			Generation Genius Mystery Science BrainPop Jr.	BrainPop Jr.

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
Kindergarten	KEA ▾ , i-Ready, teacher created	Other:KEA ▾ i- Ready, teacher created
Grades K-5	I-Ready ▾ Teacher created	I-Ready ▾

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: CharacterStrong used for behavioral interventions

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: N/A
- ☒ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: 2025

Type of Last Visit: Full Self-Study -

Year of Next Action: 2028

Type of Next Action: Mid-Cycle Report & 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 need and root/contributing cause for ease of cross-referencing.

1	Student Need: Students need to learn how to use inferential thinking (e.g. main idea, figurative language, inferences, and drawing conclusions) to understand text when reading.
2	Student Need: Students need to be able to use the four operations to solve problems and communicate their thinking in order to form a foundation for higher order thinking math.
3	Student Need: Students need to build resilience by seeing mistakes as learning opportunities, using feedback to improve, and persevering through difficulties.
Cross-Cutting Root Causes	1 - Mānoa Elementary School (MES) lacks a consistent, structured process to ensure effective implementation of instructional practices, which impacts student learning both across classrooms and grade levels. 2 - MES lacks a clearly defined and consistently implemented schoolwide continuum of integrated support organized into a HMTSS framework, resulting in gaps in access to targeted academic and SEL resources for all students.

	3 - MES lacks a consistent, schoolwide approach to building growth mindset among all school personnel, resulting in inconsistent messaging and support for students' academic growth, effort, self-regulation, and persistence to mastery.
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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> Disadvantaged <u>Identified Student Need(s):</u> <i>Students, particularly the disadvantaged subgroup (↓17.8%), need to learn how to use inferential thinking (e.g. main idea, figurative language, inferences, and drawing conclusions) to understand text when reading. Students in Gr. 3-4, particularly the disadvantaged subgroup (↓17.8%), need to be able to use the four operations to solve problems and communicate their thinking in order to form a foundation for higher order thinking math.</i>
2	<u>Targeted Subgroup:</u> High-Needs <u>Identified Student Need(s):</u> <i>Students, particularly 3rd grade high needs students (↓18.7%), need to learn how to use inferential thinking (e.g. main idea, figurative language, inferences, and drawing conclusions) to understand text when reading.</i>



PRIORITY 1: High-Quality Learning For All

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

Desired Outcome <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> Estimate the additional amount needed for enabling activities.
			Implementation Evidence	Interim Measurable Outcomes	
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. Ensure that 100% of students who are enrolled at the beginning of the SY complete the KEA		EA 1.1.1 (1) Ensure adherence to schedule to assess all incoming Kindergarten students using KEA within the first 30 days of school. (K Grade Level Chair) EA 1.1.1 (2) K teachers will utilize strengths and needs from the KEA to plan and support instruction. (Kindergarten teachers) EA 1.1.1 (3) Ensure all students receive foundational reading skills through consistent implementation of HMH Into Reading curriculum. (N. Pasion) EA 1.1.1 (4) Tier 2 intervention provided for students identified as needing support to develop foundational skills for learning. • Small group instruction • Differentiated instruction, materials and products	Kindergarten orientation/ assessment schedule KEA Dashboard K Agenda/ Minutes ELA Curriculum Map	100% of incoming students will be assessed using KEA 100% of students at the emerging readiness level will receive tier 2 intervention support	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

		• 1:1 intervention support (T. Harada)			
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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. Increase SBA ELA proficiency for all students from 74% to 77% AND increase disadvantaged subgroup proficiency from 60% to 65% by the end of SY 26-27 KPI Target: By SY 2029, 85.42% of students will meet or exceed ELA standards on SBA. (1.67% increase each year)	1 - Mānoa Elementary School (MES) lacks a consistent, structured process to ensure effective implementation of instructional practices, which impacts student learning both across classrooms and grade levels.	1.1.2 (1) Improve collaboration through the use of PLC+ • Ensure all faculty receive initial training and support in PLC+ • Provide opportunities for participation in conferences (N. Pasion, J. Okamoto, J. Castellano) 1.1.2 (2) Ensure alignment between standards, instruction, and assessment in ELA across all grade levels • Revisit and refine identified priority standards in ELA • Create grade level rubrics and common assessments for priority standards • Develop standards aligned lessons if there are any identified gaps in our curriculum. • Identify evidence-based instructional strategies that improve inferential thinking. • Develop progressions with clear expectations between grade levels. (N. Pasion, J. Okamoto, J. Castellano) 1.1.2 (3) Create opportunities for intra-grade level collaboration (e.g. observations) (N. Pasion, J. Okamoto, J. Castellano) 1.1.2 (4) Continue to develop and refine a consistent, schoolwide procedure for documenting and communicating student progress throughout the school year, ensuring all teachers use a shared system to monitor student learning in ELA across all grade levels • Progress folders sent home quarterly to accompany report card • Revisit and revise Progress Folder Requirements 1.1.2 (5) Ensure opportunities for teachers to train in State early literacy PD modules via Cox Campus 1.1.2 (6) Develop plan for DIBELS implementation in SY 27-28	Study Group/Grade Level Minutes PD Schedule Intervention schedule Grade level Curriculum Maps	Report Card Grades iReady BOY, MOY, and EOY scores Quarterly progress folders	☒ WSF, \$36,000 ☐ Title I, \$ ☒ Title II, \$10,000 ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:___ \$ ☐ Other:___ \$
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		Train teachers in DIBELS administration			
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. Increase SBA Math proficiency for all students from 76% to 78% AND increase Math SGP from 75% to 77% for all students by the end of SY 26-27 KPI Target: By SY 2029, 85.37% of students will meet or exceed Math standards on SBA. (1.23% increase each year)	1 - Mānoa Elementary School (MES) lacks a consistent, structured process to ensure effective implementation of instructional practices, which impacts student learning both across classrooms and grade levels.	EA 1.1.3 (1) Integrate practices from Building Thinking Classrooms with EnVision curriculum. - Create opportunities for cross-grade level observation to provide feedback on BTC implementation (1x/semester) - Explore ways to improve conceptual understanding of the 4 operations through BTC instruction (N. Pasion, J. Okamoto, J. Castellano) EA 1.1.3 (2) Identify appropriate interventions to address skill deficiencies in math. (T. Harada) 1.1.3 (3) Continue to develop and refine a consistent, schoolwide procedure for documenting and communicating student progress throughout the school year, ensuring all teachers use a shared system to monitor student learning in Math across all grade levels - Progress folders sent home quarterly to accompany report card - Revisit and revise Progress Folder Requirements (N. Pasion, J. Okamoto, J. Castellano) 1.1.3 (4) Improve collaboration through the use of PLC+ - Ensure all faculty receive initial training and support in PLC+ - Provide opportunities for participation in conferences (N. Pasion, J. Okamoto, J. Castellano)	Study Group/Grade Level Minutes Intervention schedule Classroom Walk through data	Report Card Grades iReady BOY, MOY, and EOY scores SBA data Quarterly progress folders	☒ WSF, \$36,000 ☐ Title I, \$ ☒ Title II, \$10,000 ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. Disadvantaged student subgroup proficiency in both ELA and Math will increase at least 2% (ELA: from 56% to 58%; Math: from 62% to 64%) High needs student subgroup proficiency in both ELA and Math will increase at least 2% (ELA: from 50% to 52%; Math: from 60% to 62%) <i>Required for all schools</i>	2 - MES lacks a clearly defined and consistently implemented schoolwide continuum of integrated support organized into a HMTSS framework, resulting in gaps in access to targeted academic and SEL resources for all students.	EA 1.1.4 (1) Ensure adequate service hours for identified active EL students. (K. Leong) EA. 1.1.4 (2) Continue monitoring EL data and supports through collaborative Grade Level time. (K. Leong) EA.1.1.4 (3) Ensure special education students are provided with appropriate settings to meet their individualized needs. (D. Kajioka) EA 1.1.4 (4) Provide differentiated instruction for students identified as Gifted and Talented (GT). (C. Sugimoto, J. Ing) EA.1.1.4 (5) Classroom teachers will continue to implement Teacher Instructional Practices and Support (TIPS) strategies to provide English Learners with the specific linguistic scaffolds and academic supports necessary for language development. (K. Leong)	EL Comprehensive Plan Committee minutes SPED service schedule GT schedule	iReady SBA scores for subgroups	☒ 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 and from middle to high school. <i>Required for all schools.</i> 100% of students will be given the opportunity to participate in the transition program.	To ensure students have the opportunity to continue their learning while reducing their anxiety about a shift to higher expectations.	EA 1.1.5 (1) Offer Kindergarten Bridge program during the summer for incoming Kindergarten students (N. Pasion) EA 1.1.5 (2) Ensure Transitioning Program for 5th graders entering middle school. (C. Sugimoto)	Transition Meeting minutes Summer School program schedule Summer School - Strategic Innovation and Impact Form	Daily Attendance Rate Report Cards/ Progress Reports	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☒ Other: Summer School, \$30,000
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1.1.6 All students will receive support through a multi-tiered system for academics, behavior, social emotional and physical health. 100% of students who are in need of academic, behavior, social emotional, or physical health will be given an opportunity to receive school level supports.	2 - MES lacks a clearly defined and consistently implemented schoolwide continuum of integrated support organized into a HMTSS framework, resulting in gaps in access to targeted academic and SEL resources for all students.	EA 1.1.6 (1) Through the use of Study Groups, continue analyzing universal screener data for academic (iReady), SEL (Panorama), behavior (Character Strong), and Physical Health (PE) in order to identify developmental levels of students, plan intervention, and differentiate instruction. (N. Pasion, J. Uehara, J. Castellano, J.Ing, C.Sugimoto) EA 1.1.6 (2) Define entry and exit criteria for intervention. Update the school HMTSS blueprint to include specific cut-off scores from universal screeners and behavior data to identify students for Tier 2 and Tier 3 interventions. (T. Harada, J.Ing, C.Sugimoto) EA 1.1.6 (3) Establish a centralized intervention tracking system. Use tools like Panorama or a school-created template to document the frequency, duration, and fidelity of academic and behavioral interventions for every identified student (T. Harada, J.Ing, C.Sugimoto) EA 1.1.6 (4) Refine HMTSS blueprint to clarify all components of the school's system of support. Ensure attendance and participation in HMTSS Coach-up sessions provided by district (HMTSS committee leads)	Completion of HMTSS blueprint Committee minutes Study Group minutes Progress monitoring log Character Strong Lessons	Report Card Grades iReady BOY, MOY, and EOY scores Quarterly progress folders SBA Data Panorama SEL data Character Strong Behavior Screener	☒ WSF, \$ ☐ 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>
			Implementation Evidence	Interim Measurable Outcomes	
1.2.1. All students desire to and attend school regularly. <i>Required for all schools.</i> Attendance rate has been consistently increasing by about 1% over the last three years. Increase attendance rates by 1% for SY 26-27 (from 94% to 95%)	Average daily attendance is approximately 94%. Regular attendance is one of the most reliable predictors of academic performance, supports social/emotional development, and prepares students for future success in the workplace.	EA 1.2.1 (1) Revise the attendance policy to align with DOE guidelines, ensure equity, clearly communicate expectations, and integrate a proactive, three-tiered support framework addressing attendance barriers and motivating regular student attendance. (C. Sugimoto & J. Ing) EA 1.2.1 (2) Implement consistent, proactive family communication to build strong school-home relationships, clarify attendance expectations, and ensure families feel welcomed, valued, and informed as educational partners. (C. Sugimoto & J. Ing)	Attendance Letters Parent/ School Communication School Handbook	Daily Attendance Rate Report Card SQS	☒ 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. Increase Panorama SEL Growth Mindset scores for all students from 51% to 56%, exceeding State and Complex averages Increase Panorama SEL Growth Mindset scores for all students from 41% to 51%, returning to SY 24-25 baseline and meeting or exceeding State and Complex averages <i>Required for all schools.</i>	3- MES lacks a consistent, schoolwide approach to building growth mindset among all school personnel, resulting in inconsistent messaging and support for students' academic growth, effort, self-regulation, and persistence to mastery.	EA 1.2.2 (1) Utilize Panorama SEL data to track student growth and identify students needing additional SEL support - Develop a tool to improve student reflection on targeted SEL focus (e.g. Growth Mindset) (C. Sugimoto, J. Ing) EA 1.2.2 (2) Identify schoolwide Tier 1 agreements in SEL and behavior that all classrooms K-5 should implement. - Implement consistent routines, check-ins, and transitions that reinforce SEL skills throughout the day (C. Sugimoto, J. Ing) EA 1.2.2 (3) Identify Tier 2 and 3 SEL supports for students requiring intervention. (C. Sugimoto, J. Ing) EA 1.2.2 (4) Implement Character Strong Program to screen for at-risk behaviors and deliver tailored Tier 2/3 counseling interventions - Implement progress monitoring tools in Character Strong for students identified for intervention. (C. Sugimoto, J. Ing) EA 1.2.2. (5) Review and revise the PBIS program to strengthen staff understanding and commitment. (C. Sugimoto, J. Ing)	Behavior referrals Walkthrough data	Percent of students, parents/guardians and staff agreeing that the school encourages positive behaviors.	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☒ Other:__, \$1000
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1.2.3. All students experience a Nā Hopena A'o environment for learning. <i>Required for all schools.</i> 100% of students will be given the opportunity to enhance their learning through cultural experiences.	By encouraging Hawaiian values K-5, Nā Hopena A'o builds community, strengthens a cultural foundation, and supports resiliency which is needed on all school campuses.	EA 1.2.3 (1) Ensure students experience focus on strengthening the six core outcomes of Nā Hopena A'o (HĀ) : Belonging, Responsibility, Excellence, Aloha, Total Well-being, and Hawai'i (BREATH) • All classrooms will provide instruction on the Hawaiian Value of the month • Continue to provide Aina-Based Learning opportunities: (e.g. Utilize the natural environment as a classroom through hands on activities like working on the land, visiting a cultural significant site to build a connection with the land)(e.g. Manoa Heritage Center, Papa Hana Kuola, Hawaii Nature Center etc) • Continue and strengthen partnerships with community organizations such as Kumuola • Cultural experience opportunities for students through Hawaiian studies and Festival of Music (C. Sugimoto & J. Ing)	Field trip forms Hawaiian studies & Ike Hawaii schedule - 45 minutes weekly	Field Trip Reflection FOM - program/ video	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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★ **GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.**

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>		Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
			Implementation Evidence	Interim Measurable Outcomes	
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> 100% of students will be given at least one opportunity a year to explore career options through community partnerships and or civic opportunities	By providing career, community, and civic engagement opportunities at the elementary school level, students are exposed to various post-secondary options that they may be unaware of. It also builds purpose and connection to classroom learning.	EA 1.3.1 (1) Reflect on and revise PBL units through the use of the Project Design Rubric, improving projects in at least one Design Element. (J. Castellano) EA 1.3.1 (2) Continue Literacy Day with Community members (HPD, HFD, newscasters, sports etc) to expose students to various career opportunities (J. Castellano) EA 1.3.1 (3) Continue to expand field trip opportunities by: A. Updating list of grade level field trips B. Exploring new/alternative field trips C. Continue vertical articulation to ensure opportunities vary amongst grade levels. (Grade Level Chairs) EA 1.3.1 (4) Maintain current schoolwide activities and explore opportunities to increase civic and community engagement. (J. Castellano)	PBL Unit Plans Percent of projects with career exploration and development activities. Percent of students participating in civic learning and active civic engagement.	Report card Science Fair Projects	☒ 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 middle/high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways. 100% of students will be given at least one opportunity a year to explore career options through community partnerships and or civic opportunities	By providing career, community, and civic engagement opportunities at the elementary school level, students are exposed to various post-secondary options that they may be unaware of. It also builds purpose and connection to classroom learning.	EA 1.3.2 (1) Reflect on and revise PBL units through the use of the Project Design Rubric, improving projects in at least one Design Element. (J. Castellano)	PBL Unit Plans	Report card Science Fair Projects	
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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>
			Implementation Evidence	Interim Measurable Outcomes	
2.1.1 All teacher positions are filled with qualified hires that include SIQ hours and/or TESOL certification by 26-27 SY. By the end of SY 26-27, 100% of teachers will be SIQ	To ensure that teachers are fostering an inclusive environment, adjusting instruction to meet the needs of diverse learners, and to boost academic achievement	EA 2.1.1. (1) Provide and regularly share EL PD opportunities available for teachers to support SIQ hours. (K. Leong)	Plan for teachers without SIQ hours/TESOL certification.	Percentage of teachers with all SIQ hours completed and/or TESOL certification.	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:_____\$



PRIORITY 2: High-Quality Educator Workforce In All Schools

					☐ Other: __, \$
2.1.2 All teachers are effective or receive the necessary support to become effective.	Teachers are one of the most important factors in improved student learning. Therefore, supporting teachers has a positive impact on student learning.	EA 2.1.2 (1) In order to be effective, all teachers will be provided targeted professional development which <i>may</i> include: • EL PD • Building Thinking Classrooms (BTC) • Corwin PD/Consultation (e.g. PLC+, Visible Learning, Teacher Clarity) • ELA Inferential thinking • Math Reasoning Strategies • Growth Mindset (J. Okamoto) EA 2.1.2 (2) Implement a process to determine the effectiveness of professional development and provide feedback to improve effectiveness. (N. Pasion, J. Castellano) EA 2.2.2 (3) New teacher mentoring will be provided for teachers in their 1st and 2nd year of teaching (Mentor teachers) EA 2.2.2 (4) Teachers will receive support weekly during grade level and study group meetings (N. Pasion, J. Castellano) EA 2.2.2 (5) Teachers will receive support through weekly faculty meetings (J. Okamoto, N. Pasion)	EILT Cycle of Professional Learning PD Agendas/ Sign-in Walkthrough data New Teacher Mentoring data Sign in sheets Agenda minutes	Percent of first-year and second-year teachers participating in the state-approved induction and mentoring Program. Number of teachers participating in professional development beyond the 21 hours	☒ WSF, \$ ☐ Title I, \$ ☒ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$



PRIORITY 2: High-Quality Educator Workforce In All Schools

2.2.2 All schools' support staff are effective or receive the necessary support to become effective. Support staff will be given opportunities for training and onboarding.	It is important that all staff members are given the opportunity to develop skills/knowledge to improve their professional practice.	EA 2.2.2 (1) Ensure access to new employee on-boarding training for all new hires. (J. Okamoto) EA 2.2.2 (2) Provide opportunities for support staff to attend job-specific training (e.g. SASA summit, Custodian Summit, etc.) (J. Okamoto) EA 2.2.2 (3) Utilize schoolwide meeting times to train classified personnel in job-related responsibilities. (D. Kajioka)	New Hire packet Opening Day presentation PD sign-in records		☒ 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> Estimate the additional amount needed for enabling activities.
			Implementation Evidence	Interim Measurable Outcomes	
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> SCC team will meet at least once a month	The SCC is needed to foster collaboration between parents, teachers, and administrators. This collaboration will directly improve student achievement.	EA 3.3.1 (1) Ensure SCC has full membership. (J. Okamoto) EA 3.3.1 (2) Hold regular meetings of SCC to discuss and solicit input regarding school improvement, initiatives and programs. (J. Okamoto) EA 3.3.1 (3) Hold elections for Committee members to fill vacant positions or anticipated vacancies. (J. Okamoto) EA 3.3.1 (4) Collaborate with the SCC chairperson and ensure school level plans and issues are agendized. (J. Okamoto)	SCC meeting agenda and minutes SCC roster All required stakeholders represented in SCC membership.	Overall positive ratings on the SCC self-assessment survey.	☒ 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> Estimate the additional amount needed for enabling activities.
			Implementation Evidence	Interim Measurable Outcomes	
3.3.2 All families are engaged in school events/activities and have regular two way communication. The school will provide at least 2 opportunities a year for families to engage in school wide events/activities	Fostering a partnership can create a united front, creating consistent learning environments and setting common goals that enhance the educational experience	EA 3.3.2 (1) Refine quarterly Newsletter (D. Ho) EA 3.3.2 (2) Regularly update the School website. (N. Pasion) EA 3.3.2 (3) Use the School Messenger system to email parents. (J. Okamoto) EA 3.3.2 (4) Improve family events/activities (ex: math night) on campus to increase attendance (D. Ho, J. Okamoto) EA.3.3.2 (5) Ensure feedback opportunities for parents/families through surveys or questionnaires after all events. (J. Okamoto)	Newsletter published in: -October -January -March -May School website Event flyers	Parent feedback after 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.

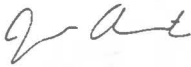
The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name 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.

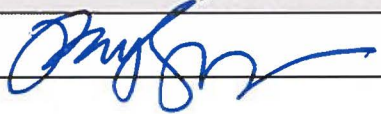
Hawaii State Department of Education School Academic Plan and Financial Plan Annual Assurances and Recommendation for Approval

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

1. The SCC is correctly constituted and was formed in accordance with the Board of Education policy, Department of Education procedures and state law.
2. The SCC reviewed its responsibilities under the Board of Education policy, Department of Education procedures and state law, including those related to the review of the Academic Plan and Financial Plan.
3. The SCC sought and considered all recommendations from the school community or committees before recommending the plans for approval. (Check all that apply)
 - ☒ A School Community Council Meeting was conducted on **Oct 2, 2025** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Feb 5, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☒ Other (list): Faculty Meeting: 3/25/26
4. The SCC reviewed the Academic Plan and Financial Plan and found that they are based upon a thorough analysis of student performance data, and use evidence-based interventions.
5. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The principal has provided a clear explanation to the SCC about the status of each of the recommendations made by the SCC regarding the Academic Plan and Financial Plan.
7. This school plan was adopted through consensus or by vote by the School Community Council on: ☐ **Date**

Attested:

Mānoa Elementary School Principal	Signature	Date
Jason Okamoto		Apr 2, 2026

SCC Chairperson	Signature	Date
Kari Leong		Apr 2, 2026

SCC Recommendations to the Academic Plan and Financial Plan:

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

SCC Recommendation:	Rationale for the SCC Recommendation:	Principal's Response to SCC Recommendation:
N/A	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
Kari Leong		Apr 2, 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>	1098
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement
Mānoa Elementary School Bell Schedule: https://docs.google.com/spreadsheets/d/1q_rbiDef4uyyhGPsf-a41yT7y3uP8eu8EVZOWoWkFgg/edit?usp=sharing	