



Mokulele Elementary School Academic Plan SY 2025-2026

250 Aupaka Street
Honolulu, Hawaii 96818]
(808) 421-4180

<https://mokulele.k12.hi.us/index.jsp>

- ☒ Non-Title 1 School ☐ Title 1 School ☐ Kaiapuni School (Self Contained) ☐ Kaiapuni School (Shared School Site)

Submitted by Principal: Fredrick B. Harris		Approved by Complex Area Superintendent John Erickson	
<i>Fredrick B. Harris</i>	March 17, 2025	<i>John Erickson</i> <small>John Erickson (Apr 9, 2025 11:50 HST)</small>	April 09, 2025

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

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
Grades K-5	'23 Wonders ▾	enVision Mathematics Common Core ▾		
Grade 6	'23 Wonders ▾	enVision Mathematics Common Core ▾		

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
K-1	Smarty Ants		Mystery Science	
2-6	Achieve 3000		Mystery Science	
3-6		Savvas SuccessMaker (Currently 3-6)	Mystery Science	



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
Kindergarten	KEA ▾ & i-Ready	I-Ready ▾ & KEA
Grades 1- 6	I-Ready ▾	I-Ready ▾



IDENTIFIED SCHOOL NEEDS

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 Comprehensive Needs Assessment (CNA)
- ☐ Other current assessment/Final Report report
- ☒ 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: TBD-Pending results of current 2025 Final Report

Type of Next Action: Select One - : TBD-Pending results of current 2025 Final Report

Year of Next Final Report: TBD-Pending

results of current 2025 Final Report

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. Maintaining and increasing regular student attendance.

Student Need: Increased Regular attendance to improve student success

Root/Contributing Cause:

1a. - Segment of students lacking a strong feeling of belonging or connectedness to school.

1b. - stagnate level of student involvement in academic and extracurricular activities.

2. Increased student achievement scores

Student Need: Increased student performance in ELA, Math and Science.

Root/Contributing Cause:

2a. - Inadequate number of exploratory/IRAs classes to be able to create articulation time for teachers.

2b. - Curricular programs are not implemented consistently or with fidelity; lack of common understanding and agreements of schoolwide initiatives **(2025 WASC Final Report)**

2c. - Student data sporadically used or analyzed for instructional planning **(2025 WASC Final Report)**

2d. - Inconsistent differentiation in Tier 1 instruction

2e. - Inconsistent expectations and levels of rigor in instruction due to lack of articulation time **(2025 WASC Final Report).**



2f. - Sporadic monitoring of and accountability for implementation of school initiatives, programs, and processes (2025 WASC Final Report)

2g. - Inconsistent use of research-based, high impact, and engaging strategies.

2h. - Consistent implementation of schoolwide non-negotiable systems and processes **(2025 WASC Final Report)**.

2i. - Inconsistent/sporadic monitoring of teacher/student engagement activities **(2025 WASC Final Report)**.



In order 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	<p><u>Targeted Subgroup:</u></p> <ul style="list-style-type: none">• Students with disabilities (SWDs) <p><u>Identified Student Need(s):</u></p> <ul style="list-style-type: none">• Achievement in ELA and Science lags behind current Math scores• ELA and Science growth is lower than growth for other high needs subgroups
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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> <i>Reference the Identified School Needs section.</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 (Initial & Intermediate Outcomes) <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 to execute the enabling activity.</i>	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2026. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 12, 2025	AMR Semester 2 Check May 15, 2026
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.	2c.	1.1.1(1) Kindergarten teachers will assess all kindergarteners using the KEA. Neva Masuoka	<ul style="list-style-type: none"> • KEA data • iReady Data 	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __ \$ <input type="checkbox"/> Other: __ \$		



<p>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.</p>	<p>2a, 2b, 2c, 2d, 2b, 2d 2a, 2b, 2c, 2d, 2e, 2f, 2g</p>	<p>1.1.2(1) Provide professional development and ongoing support in the use of research based best practice strategies for all Tier 1 students.</p> <p>1.1.2(2) Provide training and ongoing support in the effective use of supplemental programs via RTi Blocks in the mornings during the school day (8:00-8:30).</p> <p>1.1.2(3) Admin to facilitate articulation time to help teachers analyze and use classroom data for instructional planning.</p> <p>Janelle Izutsu/Admin</p>	<p>PD agendas and sign-ins</p> <p>Articulation and data teams notes</p> <p>Classroom walkthroughs and observation checklists</p> <p>Supplemental program data from RTi sessions</p> <ul style="list-style-type: none"> • iReady • Smarty Ants • Achieve 3000 • Lexia <p>Universal Screener (iReady) and progress monitoring data</p> <p>Supplemental program data</p> <ul style="list-style-type: none"> • IReady • SuccessMaker 	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input checked="" type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>		
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<p>Mathematics Proficiency</p> <p>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.</p> <p><i>Required for AMR schools.</i></p>	<p>2b, 2f</p> <p>2a, 2g</p> <p>2a, 2d, 2e, 2f, 2g</p> <p>2b, 2d</p> <p>2a, 2b, 2c, 2d, 2e, 2f, 2g</p>	<p>1.1.3(1) Provide professional development and follow up support in the use of the new math program.</p> <p>1.1.3(2) Implement an after school tutoring program (SuccessMaker).</p> <p>See 1.1.2(1, 2, 3)</p> <p>1.1.2(1) Provide professional development and ongoing support in the use of research based best practice strategies for all Tier 1 students.</p> <p>1.1.2(2) Provide training and ongoing support in the effective use of supplemental programs via RTi Blocks in the mornings during the school day (8:00-8:30).</p> <p>1.1.2(3) Admin to facilitate articulation time to help teachers analyze and use classroom data for instructional planning.</p> <p>Kayla Aguilar</p>	<p>PD agendas and sign-ins</p> <p>Articulation and data teams notes</p> <p>Classroom walkthroughs and observation checklists</p> <p>Universal screener (iReady) and progress monitoring data</p> <p>Supplemental program data</p> <ul style="list-style-type: none"> • iReady • SuccessMaker 	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input checked="" type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>		
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One-Year Academic Plan SY 2025-2026 for AMR Schools

<p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p> <p><i>Required for all schools.</i></p>	<p>2d, 2e, 2f, 2g</p> <p>1a, 1b, 1c, 1d, 1e, 1f</p>	<p>See 1.1.2(1, 3)</p> <p>1.1.2(1) Provide professional development and ongoing support in the use of research based best practice strategies for all Tier 1 RTi students.</p> <p>1.1.2(3) Reinstate facilitated Data Teams to help teachers analyze and use classroom data for instructional planning.</p> <p>Melenee Wong/Roberta Akiu</p>	<p>PD agendas and sign ins</p> <p>Articulation and data teams notes</p> <p>Classroom walkthroughs and observation checklists</p> <p>Universal screener and progress monitoring data</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input checked="" type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:___, \$</p> <p><input type="checkbox"/> Other:___, \$</p>		
<p>1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.</p> <p><i>Required for all schools.</i></p>	<p>N/A</p> <p>N/A</p> <p>2b, 2f, 2g</p>	<p>1.1.5(1) Grade 6 teacher(s) will prepare students to attend middle school orientation in terms of expectations, questions, objectives, and goals.</p> <p>1.1.5(2) Organize and host a middle school orientation session for Grade 6 parents.</p> <p>1.1.5(3) Develop schoolwide expectations and procedures for the use of AVID strategies though the Complex K-12 Continuum..</p> <p>1.1.5(2h) Training in and sharing of AVID strategies and resources with all teachers.</p> <p>1.1.5(2i) Expectations for teaching of strategies and use in all classrooms.</p> <p>Janelle Izutsu</p>	<p>Student reflections</p> <p>Sign in sheets</p> <p>Parent feedback or evaluations</p> <p>Agendas</p> <p>Classroom walkthroughs and observations</p> <p>Student work products</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:___, \$</p> <p><input type="checkbox"/> Other:___, \$</p>		



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<p>MES.1 All students develop a personal profile based on AVID/GLO/and specific Mukulele Citizen attributes, all designed to aid students in their respective grade and level transitions.</p>	N/A	MES.1(1) Grade 6 teacher(s) will prepare students to attend middle school orientation in terms of expectations, questions, objectives, and goals.	Student reflections	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$		
	N/A	MES.1(2) All grade level teacher(s) will prepare students for the next grade level in terms of expectations, questions, objectives, and goals.	Sign in sheets Parent feedback or evaluations			
	N/A	MES.1(3) Organize and host a middle school orientation session Featuring Aliamanu Middle School's Principal Al Hetrick for Grade 6 parents through Mokulele's Coffee & Conversations .	Agendas			
	N/A	MES.1(4) Organize opportunities for upper grade students to present to the students of their previous grade level(s) about expectations for their upcoming grade..	Classroom walkthroughs and observations			
	2b, 2f, 2g, 2h, 2i	<p>MES.1(5) Develop schoolwide expectations and procedures for the use of AVID strategies.</p> <p>1.1.5(2h) Training in and sharing of AVID strategies and resources with all teachers.</p> <p>1.1.5(2i) Expectations for teaching of strategies and use in all classrooms.</p> <p>Janelle Izutsu/Respective grade level teacher(s)</p>	Student work products			



★ **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> <i>Reference the Identified School Needs section.</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 (Initial & Intermediate Outcomes) <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 to execute the enabling activity.</i>	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2026. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 12, 2025	AMR Semester 2 Check May 15, 2026
1.2.1. All students desire to and attend school regularly. <i>Required for all schools.</i>	2a, 2b	1.2.1(1) Implement attendance incentive programs <ul style="list-style-type: none"> Positive Attendance Celebration Class Attendance Competition 	Percent or number of students participating in Extracurricular Activities	<input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$		
	2b	1.2.1(2) Create or reinstate extracurricular student activities such as intramural sports, art club, JPO, Anchored 4 Life, Speech Festival	Percent or number of students participating in after school clubs and sporting activities			
	2a	1.2.1(3) Implement student morning greeting routines and conduct on-the-spot observations of these routines.				
	2b	1,2,1(4) Increase the current offerings of after school student clubs and activities, i.e. Chess Club, World Languages Club, Complex sporting events, etc.) Admin/Volunteer Teacher Sponsors	Chronic Absenteeism numbers			



One-Year Academic Plan SY 2025-2026 for AMR Schools

<p>1.2.2. All students demonstrate positive behaviors at school.</p> <p><i>Required for all schools.</i></p>	<p>1a</p> <p>1a</p> <p>1b</p>	<p>1.2.2(1) Continue to refine our Choose Love SEL and mindfulness lessons.</p> <p>1.2.2(2) Continue to refine our PBIS model: <u>"Caught Ya Being Good."</u></p> <p>1.2.2(3) Implement agreed upon 3 Protective Factors strategies for trauma informed schools:</p> <ul style="list-style-type: none"> Daily student greetings (SY '24-'25 - Positive Relationships) Strategy #2 - fill in later (SY '25-'26 - Safe, Predictable, and Nurturing Learning Environment) Strategy #3 - fill in later (SY '26-'27 - Self-Regulation) <p>Admin</p>	<p>Choose Love Data</p> <p>Mindfulness Data</p> <p>PBIS <u>"Caught Ya Being Good"</u> Data</p> <p>Student Survey</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input checked="" type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:___ \$</p> <p><input type="checkbox"/> Other:___ \$</p>		
<p>1.2.3. All students experience a Nā Hopena A'o environment for learning.</p> <p><i>Required for all schools.</i></p>	<p>1a, 1b</p> <p>1a, 1b</p> <p>1a, 1b, 2h, 2i</p>	<p>1.2.3(1) Continue to refine/provide professional development in Nā Hopena A'o environment for learning.</p> <p>1.2.3(2) Continue to implement/refine Choose Love/Choose Aloha program.</p> <p>1.2.3(2) Continue to implement/refine PBIS <u>"Caught Ya Being Good"</u> program.</p> <p>Admin</p>	<p>Nā Hopena A'o Data</p> <p>Choose Love/Aloha Data</p> <p>PBIS <u>"Caught Ya Being Good"</u> program Data</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input checked="" type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:___ \$</p> <p><input type="checkbox"/> Other:___ \$</p>		



One-Year Academic Plan SY 2025-2026 for AMR Schools

<p>MES.2 Increase student feelings of safety, belonging, and connectedness.</p>	<p>1a</p> <p>1a</p>	<p>MES.2(1) Continue school planning to build and implement a system that addresses Adverse Childhood Experiences.</p> <p>See 1.2.2(3)</p> <p>1.2.2(3) Implement agreed upon 3 Protective Factors strategies for trauma informed schools:</p> <ul style="list-style-type: none"> • Daily student greetings (SY '24-'25 - Positive Relationships) • Strategy #2 - fill in later (SY '25-'26 - Safe, Predictable, and Nurturing Learning Environment) • Strategy #3 - fill in later (SY '26-'27 - Self-Regulation) <p>Admin</p>	<p>PD agendas, sign ins</p> <p>System agreement and procedural documents</p> <p>Articulation and data teams notes</p> <p>Panorama survey</p> <p>Behavioral referrals</p> <p>SQS</p> <p>Classroom observations and walkthroughs</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>		
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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> <i>Reference the Identified School Needs section.</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 (Initial & Intermediate Outcomes) <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 to execute the enabling activity.</i>	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2026. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 12, 2025	AMR Semester 2 Check May 15, 2026
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>	1b, 2b, 2f, 2g	<ul style="list-style-type: none"> 1.3.1(1) Continue to provide PD and ongoing support for PBL and Design Thinking, and the implementation of PBL units and other real world learning experiences/opportunities for all students. Admin	Agendas and sign ins Articulation planning notes PBL units Student participation in competitions, presentations, programs	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input checked="" type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$		



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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.	2e, 2f, 2g	See 1.1.5(3) 1.1.5(3) Develop schoolwide expectations and procedures for the use of AVID strategies through the Complex K-12 Continuum. 1.1.5(2h) Training in and sharing of AVID strategies and resources with all teachers. 1.1.5(2i) Expectations for teaching of strategies and use in all classrooms. Admin	PD Agendas, sign-ins Student Agendas Classroom walkthroughs and observations Student work products	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input checked="" type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:___ \$ <input type="checkbox"/> Other:___ \$		
1.3.3. All students graduate high school with a personal plan for their future.	N/A	N/A	N/A	<input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:___ \$ <input type="checkbox"/> Other:___ \$		



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 "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?" Reference the Identified School Needs section.	Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress (Initial & Intermediate Outcomes) "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed to execute the enabling activity.	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2026. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 12, 2025	AMR Semester 2 Check May 15, 2026
N/A	N/A	N/A	N/A	<input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> 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> <i>Reference the Identified School Needs section.</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 (Initial & Intermediate Outcomes) <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 to execute the enabling activity.</i>	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2026. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 12, 2025	AMR Semester 2 Check May 15, 2026
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>	N/A	Continue our Coffee & Conversation once/month and continue soliciting members to serve on our SCC (...and PTO Board) on a regular basis. Barry Harris	Agenda & meeting notes Sign-in sheets	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input checked="" type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> 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> <i>Reference the Identified School Needs section.</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 (Initial & Intermediate Outcomes) <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 to execute the enabling activity.</i>	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2026. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 12, 2025	AMR Semester 2 Check May 15, 2026
MES.3 - Increase families participation in meaningful activities focused on improving student academic achievement and school performance. <i>Required for AMR schools.</i>	N/A	MES.3(1) Continue to plan and hold quarterly activities for parents that include an academic focus: <ul style="list-style-type: none"> First Quarter: AVID night Second Quarter: Family Fun Night Third Quarter: Student Showcase Fourth Quarter: Student Led Conference Admin/Leadership Team	Sign in forms Feedback Surveys	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$		



★ Other Systems of Support						
Desired Outcome "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?" Reference the Identified School Needs section.	Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress (Initial & Intermediate Outcomes) "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed to execute the enabling activity.	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2026. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 12, 2025	AMR Semester 2 Check May 15, 2026
MES.4 Accelerate learning and reduce the achievement gap <i>Required for AMR schools.</i>	1a, 1b, 2a, 2b, 2c, 2d, 2e, 2f, 2g	<p>MES.4(1) Refine RTI system for the Academic Domain</p> <ul style="list-style-type: none"> • Agreements • Procedures • Interventions and Supports <p>MES.4(2) Develop an MTSS system for the Behavioral, Social-Emotional and Physical Health Domains</p> <ul style="list-style-type: none"> • Agreements • Procedures • Interventions and Supports <p>MES.1(1) Continue school planning to build and implement a system that addresses Adverse Childhood Experiences.</p> <p>See 1.2.2(3)</p> <p>1.2.2(3) Implement agreed upon 3 Protective Factors strategies for trauma informed schools:</p>	<p>iReady Data</p> <p>Success Maker Data</p> <p>Student Panorama Data</p>	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: ___ \$ <input checked="" type="checkbox"/> Other: ___ \$		



One-Year Academic Plan SY 2025-2026 for AMR Schools

		<ul style="list-style-type: none">• Daily student greetings (SY '24-'25 - Positive Relationships)• Strategy #2 - fill in later (SY '25-'26 - Safe, Predictable, and Nurturing Learning Environment)• Strategy #3 - fill in later (SY '26-'27 - Self-Regulation) <p>Admin</p>				
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APPENDIX A: 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 **Mokulele Elementary's School's** 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)

1,080 student instructional hours

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

Mokulele SCC submitted a Waiver Request form for 4 PD days

Bell Schedule: [Mokulele Elementary's Current Bell Schedule](#)