



Mokulele Elementary School Academic Plan SY 2026-2027

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

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

- ☐ Title I School
☒ Non-Title 1 School

Submitted by Principal: Dr. Fredrick B. Harris	
Dr. Fredrick B. Harris <i>Dr. Fredrick B. Harris</i> Dr. Fredrick B. Harris (Apr 8, 2026 16:05:18 HST)	Apr 8, 2026

Approved by Complex Area Superintendent: Insert name of CAS	
Insert signature <i>John Erickson</i> John Erickson (Apr 8, 2026 07:55:45 HST)	Date

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
Grades K-5	'23 Wonders -	enVision Mathematics Common Core -		
Grade 6	'23 Wonders -	enVision Mathematics Common Core -		
	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-1	Ready ELA	iReady Math	Mystery Science	
2-6	Achieve 3000; iReady ELA	Freckle Math; iReady Math	Mystery Science	
3- 6		Savvas SuccessMaker (Currently 3-6)	Mystery Science	

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 - & iReady; SRA will be piloted for K-2	I-Ready - & KEA
1-6	I-Ready - & Achieve 3000	I-Ready -
	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:

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 Comprehensive Needs Assessment (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: SY 2027-2028

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	<u>Student Need:</u> Increased Regular attendance to improve student success. <u>Root/Contributing Cause:</u> 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	<u>Student Need:</u> Increased student performance in ELA, Math, and Science, as well as addressing the Achievement Gap for our SWDs as it relates to our GenEd population. <u>Root/Contributing Cause:</u> 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).
3	<u>Student Need:</u> <u>Root/Contributing Cause:</u>

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> • Students with disabilities (SWDs). <u>Identified Student Need(s):</u> ▪ Achievement in ELA and Science lags behind current Math scores. • ELA and Science growth is lower than growth for other high needs subgroups. • Closing the Achievement Gap for our SWDs in the areas listed above as it relates to our GenEd population.
2	<u>Targeted Subgroup:</u> <u>Identified Student Need(s):</u>
3	<u>Targeted Subgroup:</u> <u>Identified Student Need(s):</u>



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>	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2027. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 11, 2026	AMR Semester 2 Check May 14, 2027
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	• KEA data • iReady Data	WSF, \$ -		

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.	2a, 2b, 2c, 2d, 2b, 2d 2a, 2b, 2c, 2d, 2e, 2f, 2g	1.1.2(1) Provide professional development and ongoing support in the use of research based best practice strategies for all Tier 1 students. (District-supported HTMSS Trainings). 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). 1.1.2(3) Admin to facilitate articulation time to help teachers analyze and use classroom data for instructional planning. In addition to our established PLC time, we are looking at ways of incorporating more opportunities for <i>vertical articulation</i> time. Janelle Izutsu/Admin	PD agendas and sign-ins Articulation and data teams notes Classroom walkthroughs and observation checklists Supplemental program data from RTi sessions • iReady • Smarty Ants • Achieve 3000 • Lexia Universal Screener (iReady) and progress monitoring data Supplemental program data • iReady • SuccessMaker	WSF, \$ - & Title II		
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Mathematics Proficiency 1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient. <i>Required for AMR schools</i>	2b, 2f	1.1.3(1) Provide professional development and follow up support in the use of the new math program.	PD agendas and sign-ins	WSF, § - & Title II		
	2a, 2g	1.1.3(2) Implement an after school tutoring program (SuccessMaker).	Articulation and data teams notes			
	2a, 2d, 2e, 2f, 2g	See 1.1.2(1, 2, 3) 1.1.2(1) Provide professional development and ongoing support in the use of research based best practice strategies for all Tier 1 students. (District-supported HTMSS Trainings).	Classroom walkthroughs and observation checklists			
	2b, 2d	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).	Universal screener (iReady) and progress monitoring data			
	2a, 2b, 2c, 2d, 2e, 2f, 2g	1.1.2(3) Admin to facilitate articulation time to help teachers analyze and use classroom data for instructional planning. Kayla Aguilar	Supplemental program data • iReady • SuccessMaker			

1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. <i>Required for all schools.</i>	2d, 2e, 2f, 2g 1a, 1b, 1c, 1d, 1e, 1f	See 1.1.2(1, 3) 1.1.2(1) Provide professional development and ongoing support in the use of research based best practice strategies for all students, including those being serviced through our RTI process. (District-supported HTMSS Trainings). 1.1.2(3) Continue to have facilitated Data Teams to help teachers analyze and use classroom data for instructional planning. Melenee Wong/Roberta Akiu (Sped) Alba Tirado-Garcia (ELL/PTT)	PD agendas and sign ins Articulation and data teams notes Classroom walkthroughs and observation checklists Universal screener and progress monitoring data	WSF, § - & SPPA		
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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>	N/A N/A 2b, 2f, 2g	1.1.5(1) Organize opportunities for upper grade students to present to the students of their previous grade level(s) about expectations for their upcoming grade level. Spirit Night- Grades 5 & 6 team building, problem solving & communication (biannually) 1.1.5(2) Grade 6 teacher(s) will prepare students to attend middle school orientation in terms of expectations, questions, objectives, and goals. 1.1.5(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: 1.1.5(4) Continue schoolwide expectations and procedures for the use of AVID strategies though 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. Janelle Izutsu	Student reflections Sign in sheets Parent feedback or evaluations Agendas Classroom walkthroughs and observations Student work products	WSF, \$ -		
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MES.1 All students develop a personal profile based on AVID/GLO/and specific Mokulele Citizen attributes, all designed to aid students in their respective grade and level transitions. <i>(To add additional desired outcomes, duplicate this row)</i>	2b, 2f, 2g, 2h, 2i	MES.1(5) Continue schoolwide expectations and procedures for the use of AVID strategies. 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. Collect evidence of academic growth - academic portfolio (hard copies and/or digital copies-Google classroom) -Create writing assignments and accessing student work. Beginning & End of Year or Quarterly. Janelle Izutsu/Respective grade level teacher(s)	Student reflections Sign in sheets Parent feedback or evaluations Agendas Classroom walkthroughs and observations Student work products	WSF, \$ -		
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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>	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2027. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 11, 2026	AMR Semester 2 Check May 14, 2027
1.2.1. All students desire to and attend school regularly. <i>Required for all schools.</i>	2a, 2b 2b 2a 2b	1.2.1(1) Continue attendance incentive programs - Positive Attendance Celebration - Class Attendance Competition 1.2.1(2) Continue extracurricular student activities such as intramural sports, art club, JPO, Anchored 4 Life, Speech Festival. 1.2.1(3) Continue to offer after school student clubs and activities, i.e. Chess Club, World Languages Club, Complex sporting events, etc.) 1.2.1(3) Continue student morning greeting routines and conduct on-the-spot observations of these routines. Admin/Volunteer Teacher Sponsors	Percent or number of students participating in Extracurricular Activities Percent or number of students participating in after school clubs and sporting activities Chronic Absenteeism numbers	WSF, \$ -		

1.2.2. All students demonstrate positive behaviors at school. <i>Required for all schools.</i>	1a 1a 1b	1.2.2(1) Continue to refine our Choose Love SEL and mindfulness lessons. 1.2.2(2) Continue to refine our PBIS model: <u>"Caught Ya Being Good."</u> 1.2.2(3) Implement agreed upon 3 Protective Factors strategies for trauma informed schools: • <u>Strategy #1</u> - Daily student greetings (SY '24-'25 - Positive Relationships) • <u>Strategy #2</u> - fill in later (SY '25-'26 - Safe, Predictable, and Nurturing Learning Environment) • <u>Strategy #3</u> - Specifics to be determined later: (SY '26-'27 - Self-Regulation) Admin	Choose Love Data Mindfulness Data PBIS <u>"Caught Ya Being Good"</u> Data Student Survey	WSF, § - & Title II		
1.2.3. All students experience a Nā Hopena A'o environment for learning. <i>Required for all schools.</i>	1a, 1b 1a, 1b 1a, 1b, 2h, 2i	1.2.3(1) Continue to refine/provide professional development in Nā Hopena A'o environment for learning. 1.2.3(2) Continue to implement/refine Choose Love/Choose Aloha program. 1.2.3(2) Continue to implement/refine PBIS <u>"Caught Ya Being Good"</u> program. Admin	Nā Hopena A'o Data Choose Love/Aloha Data PBIS <u>"Caught Ya Being Good"</u> program Data	WSF, § - & Title II		

MES.2 Increase student feelings of safety, belonging, and connectedness. <i>(To add additional desired outcomes, duplicate this row)</i>	1a 1a	MES.2(1) Continue school planning to build and implement a system that addresses Adverse Childhood Experiences. See 1.2.2(3) 1.2.2(3) Implement agreed upon 3 Protective Factors strategies for trauma informed schools: • <u>Strategy #1</u> - Daily student greetings (SY '24-'25 - Positive Relationships) • <u>Strategy #2</u> - fill in later (SY '25-'26 - Safe, Predictable, and Nurturing Learning Environment) • <u>Strategy #3</u> - Specifics to be determined later: (SY '26-'27 - Self-Regulation) Admin	[List the measures, including initial and intermediate outcomes, that will be used to monitor progress.]	WSF, \$ -		
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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>	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2027. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 11, 2026	AMR Semester 2 Check May 14, 2027
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	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. We are also looking to incorporate more student PBL presentations in front of more 'authentic' audiences comprising our campus and the school/business communities. Admin	Agendas and sign ins Articulation planning notes PBL units Student participation in competitions, presentations, programs	WSF, \$ - & Title II		

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) Continue 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	WSF, § - & Title II		
1.3.3. All students graduate high school with a personal plan for their future.	2e, 2f, 2g	See 1.1.5(3) 1.1.5(3) Continue 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	WSF, § - & Title II		

1.3.3. All students graduate high school with a personal plan for their future. <i>(To add additional desired outcomes, duplicate this row)</i>		College and Career Ready Goal setting Student reflections (Quarterly: Report card page 4-modified, etc.) College and Career Ready Teachers completed Achieve 3000 RIASEC inventory Next Step: Our students will complete Achieve 3000 RIASEC inventory Goal Setting Teachers shared grade level goal setting and reflection forms Student Reflections Next Step: Our students will complete quarterly goal setting and reflection form		WSF, \$ •		
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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>	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2027. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 11, 2026	AMR Semester 2 Check May 14, 2027
N/A <i>(To add additional desired outcomes, duplicate this row)</i>	N/A	N/A	N/A	Funding Source -		



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>	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2027. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 11, 2026	AMR Semester 2 Check May 14, 2027
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. At the meetings mentioned above, there is open dialogue for parents and community members to provide input and/or feedback on programs in which they're involved. Barry Harris	Agenda & meeting notes Sign-in sheets	WSF, \$ - & IDEA		

★ 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.	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2027. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 11, 2026	AMR Semester 2 Check May 14, 2027
MES.3 - Increase families participation in meaningful activities focused on improving student academic achievement and school performance. <i>(To add additional desired outcomes, duplicate this row)</i> <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: • First Quarter: AVID night • Second Quarter: Family Fun Night • Third Quarter: PBL Student Showcase • Fourth Quarter: Student Led Conference <u>Next Steps:</u> Faculty input on more ideas for quarterly activities. Admin/Leadership Team	Sign in forms Feedback Surveys	WSF, \$ -		

★ Other Systems of Support						
Desired Outcome "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?"	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 "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed for enabling activities.	Description of how the enabling activity has been accomplished so far and what are the next steps to complete the activity by June 30, 2027. Include dates and descriptions for carrying out this enabling activity	
					AMR Semester 1 Check December 11, 2026	AMR Semester 2 Check May 14, 2027
MES.4 Accelerate learning and reduce the achievement gap. <i>(To add additional desired outcomes, duplicate this row)</i> <i>Required for AMR schools.</i>	1a, 1b, 2a, 2b, 2c, 2d, 2e, 2f, 2g	MES.4(1) Refine RTI system for the Academic Domain - Agreements - Procedures - Interventions and Supports MES.4(2) Develop an MTSS system for the Behavioral, Social-Emotional and Physical Health Domains - Agreements - Procedures - Interventions and Supports MES.1(1) Continue school planning to build and implement a system that addresses Adverse Childhood Experiences. See 1.2.2(3) 1.2.2(3) Implement agreed upon 3 Protective Factors strategies for trauma informed schools: Strategy #1 - Daily student greetings (SY '24-'25 - Positive Relationships)	iReady Data Success Maker Data Student Panorama Data The above data points are reviewed on a regular basis (quarterly, or when results are available).	WSF, \$ • Other: Local Community and District Supported Funds , \$		

		- Strategy #2 - fill in later (SY '25-'26 - Safe, Predictable, and Nurturing Learning Environment) - Strategy #3 - Specifics to be determined later: (SY '26-'27 - Self-Regulation)				
		Admin				

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 **Mokulele 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 **Mar 25, 2026** to share the school data and gather input on student priorities (**Regular monthly SCC Meeting**).
 - ☒ A School Community Meeting was conducted on **Mar 25, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations. (**Regular monthly PTO Meeting**).
 - ☒ Other (list): **Mokulele Faculty and Staff**
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 25, 2026**

Attested:

Mokulele Elementary School Principal	Signature	Date
Dr. Fredrick B. Harris		Apr 8, 2026

SCC Chairperson	Signature	Date
Mrs. Regina Enos		Apr 8, 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:
No recommendations noted.	N/A	N/A

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

Attested:

SCC Chairperson	Signature	Date
Mrs. Regina Enos		Apr 8, 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 (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
Has an SCC Waiver Request Form been submitted to address bell schedule compliance? Mokulele SCC submitted a Waiver Request form for 4 additional PD days during the '26' - 27 School Year.	☒ Yes ☐ No ☐ N/A, we meet the requirement
Mokulele Elementary School Bell Schedule: Mokulele Elementary's Current Bell Schedule	