



Honowai Elementary School Academic Plan SY 2025-2026

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

Submitted by Principal Stacy Kawamura	
	3/20/2025

Approved by Complex Area Superintendent Richard Fajardo	
	4/15/25

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
K-6	'17 Wonders ▾	Imagine Learning Illustrative Mathem... ▾	Amplify	

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-2	Orton-Gillingham			
K-2	Heggerty			

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
Grades K-6	I-Ready ▾	I-Ready ▾
Grade K	HI KRA ▾	HI KRA ▾
Grades K-6/English Language (EL)	WIDA Screener ▾	

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/self-study report:
- ☒ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: 2024

Year of Next Action: n/a

Year of Next Self-Study:

Type of Last Visit: Mid-Cycle Report & Visit

Type of Next Action:

2027

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	<p><u>Student Need:</u> Students need to increase proficiency in reading, math, and science.</p> <p><u>Root/Contributing Cause:</u> Inconsistent implementation of engaging, differentiated, tiered instruction for all students in all settings.</p>
2	<p><u>Student Need:</u> Students need to improve social/emotional well-being.</p> <p><u>Root/Contributing Cause:</u> Students are lacking important self-regulation strategies, such as grit, growth mindset, and self-efficacy, which directly impacts student learning.</p>
3	<p><u>Student Need:</u> Students need to attend school on a regular basis.</p> <p><u>Root/Contributing Cause:</u> Lack of consistent focus on regular attendance has led to insufficient parent and student awareness of its importance, particularly for disadvantaged and special education students.</p>

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> Special Education</p> <p><u>Identified Student Need(s):</u> Students need instructional support that is targeted to their learning goals/objectives in the most appropriate setting. Students need to be provided scaffolds to access rigorous grade level texts.</p>
2	<p><u>Targeted Subgroup:</u> English Learners</p> <p><u>Identified Student Need(s):</u> Students need relevant curriculum and instructional strategies so they can achieve their EL growth target.</p>
3	<p><u>Targeted Subgroup:</u> Tier 3 Behavior</p> <p><u>Identified Student Need(s):</u> Students need to be able to regulate their emotions and communicate appropriately in various settings.</p>



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>
<p>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.</p> <p><i>Required for PWCA Elem Academic Plan</i></p>	<p>Data about entering kindergartners will inform instruction, planning, and advocacy for K-3 classrooms.</p>	<p>Honowai will administer an assessment to students entering Kindergarten. (KEA and local school assessments)</p> <p>[Lead: Grade K teachers, KEA trained non-classroom support staff, administrators]</p> <p>SW6</p>	<p>KEA training KEA results</p> <p>KPI- % Kindergartners assessed ready</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input checked="" 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>

<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><i>Optional for PWCA Elem Academic Plan</i></p>	<p>All students need engaging, differentiated, tiered instruction in all settings</p>	<p>Honowai will use evidence based reading instructional practices - Science of Reading (SOR)</p> <p>[Lead: Teachers, Educational Assistants (EAs)]</p> <p>SW1, SW3, SW6</p>	<p>Walkthroughs Oral Reading Fluency Scores iReady Screener</p>	<p><input checked="" type="checkbox"/> WSF, \$ <input checked="" 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>
<p>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.</p> <p><i>Optional for PWCA Elem Academic Plan</i></p>	<p>All students need engaging, differentiated, tiered instruction in all settings</p>	<p>Honowai will focus on utilizing a data-driven systematic approach to ensure focused planning and implementation of math standards that will result in increased student achievement in math.</p> <p>[Lead: Teachers, EAs]</p> <p>SW1, SW3, SW6</p>	<p>Data Teams/PLC minutes</p> <p>Strive HI data</p> <p>Pacing Calendar</p>	<p><input checked="" type="checkbox"/> WSF, \$ <input checked="" 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>

<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>All students need engaging, differentiated, tiered instruction in all settings</p>	<p>Honowai will focus on utilizing a data driven systematic approach to ensure focused planning and implementation that will result in increased literacy across all content areas.</p> <p>Honowai will focus on developing a positive math identity for each student.</p> <p>All students will experience standards based curriculum in all content areas.</p> <p>Teachers will articulate to vertically align curriculum, instruction, and assessment.</p> <p>Continue to implement and refine our MTSS system, including both RTI-A and RTI-B.</p> <p>Teachers will provide feedback to students and students will self-assess attainment of learning targets and success criteria.</p> <p>Students will receive instruction that provides opportunities for inquiry, real world problem solving, and increased conceptual understanding.</p> <p>Teachers will use common assessments to gather data and guide instructional decisions, create small groups (targeted instruction), and provide remediation (including Rtl) and enrichment opportunities for diverse learners.</p> <p>Teachers will implement Thinking Maps and other appropriate instructional strategies (e.g. GLAD, BTC, etc.) across all content areas.</p>	<p>School-develop ed monitoring tools for walkthroughs and observations</p> <p>Data Teams/PLC minutes</p> <p>Building Thinking Classroom Practices</p> <p>Graham Fletcher Conceptual Progression</p> <p>Lessons Studies Strive HI data</p> <p>Pacing Calendar</p> <p>CFAs</p> <p>Educator Effectiveness System</p> <p>WIDA ACCESS</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input checked="" 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>Teachers will be provided PD and resources to support initiatives in math and ELA.</p> <p>Teachers will provide scaffolded sentence stems to assist students in explaining their thinking.</p> <p>Focus on structured literacy (SOR) components when planning and reflecting on student learning.</p> <p>Identified students will receive support through RTI-A tiered intervention system to address academic needs.</p> <p>Continue to implement school data teams and assessment systems and ensure integration with RTI in MTSS.</p> <p>Honowai will increase opportunities for targeted gap groups (SpEd, EL) to access the general education curriculum.</p> <ul style="list-style-type: none"> • PD (instructional strategies, inclusive practices - e.g. GLAD, sociocultural theory [QTEL], co-teaching) • PLC for SpEd Department • OG/Sondary/Heggerty/SOR Instruction <p>Honowai will continue to understand and implement high-leverage strategies for multilingual learners as part of the complex area EL Success Plan.</p> <ul style="list-style-type: none"> • Continue to include EL team in PLCs to assist in ensuring effective communication with EL support team and classroom teachers. 	<p>iReady Diagnostic</p> <p>SBA</p> <p>Progress monitoring for RTI</p> <p>Student work samples</p> <p>Inclusion data</p> <p>Teacher and student surveys</p> <p><u>Key Checkpoints</u> ELA Prof in 3rd and 6th Grade (SBA/ Univ. Screener)</p> <p>Math Prof in 3rd and 6th Grade (SBA/ Univ. Screener)</p>	
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		<p>As part of MTSS, students will be screened 3x/year using iReady diagnostic assessment as the universal screener as one factor in determining tiered instruction groups and intervention support.</p> <p>[Lead: Teachers, Curriculum Coach, Educational Assistants, EL Support Staff, Administrators]</p> <p>SW1, SW3, SW6</p>		
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<p>Implement evidence-based instructional practices in project-based learning (PBL) in multiple subject areas allowing students to experience 2 high quality PBL projects.</p> <p><i>Required for PWCA Elem Academic Plan</i></p>	<p>Connecting students to realistic learning experiences will increase engagement and retention, improve soft skills, and provide an alternative way to access content.</p>	<p>Actively engage all Honowai students through the use of evidence based instructional practices in relevant, real world PBL projects in multiple subject areas.</p> <p>Teachers will complete at least two PBL with students per year.</p> <p>Teacher teams will design their project based learning using the high quality framework and and/or rubric.</p> <p>Teacher teams will monitor the progress of their PBL during PLC time or grade level time.</p> <p>Teachers and students will reflect on their projects throughout the process.</p> <p>Teachers will strive to maintain sustained inquiry throughout the project.</p> <p>Teachers help students see career connections through their PBL projects.</p> <p>Honowai teachers receive support from complex area team in coordinating and facilitating professional development for PBL:</p> <ul style="list-style-type: none"> • Introductory to PBL for new staff (e.g. PBL 101, PBL + AI) • Teacher networking throughout the complex area. • Individualized school support based on needs <p>[Lead: Teachers]</p> <p>SW1, SW3, SW5, SW6</p>	<p>Project planner</p> <p>Curriculum Map</p> <p>Presentation (parent engagement) events</p> <p>Parent engagement event feedback</p> <p>Walkthroughs</p>	<div> <input checked="" type="checkbox"/> WSF, \$ <input checked="" 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"/> Homeless, \$ <input type="checkbox"/> Grant:____, \$ <input type="checkbox"/> Other:____, \$ </div> <p>TOTAL = \$</p>
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<p>All students will experience a computer science curriculum focused on the CSTA standards and physical computing</p>		<p>Honowai will deliver Computer Science fundamentals to all students in grades K-6.</p> <p>[Lead: Teachers]</p> <p>SW1, SW6</p>	<p>Student work</p> <p>Assessment data</p>	<p> <input checked="" type="checkbox"/> WSF, \$ <input checked="" 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"/> Homeless, \$ <input type="checkbox"/> Grant:____, \$ <input type="checkbox"/> Other:____, \$ </p> <p>TOTAL = \$</p>
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<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>Enabling students to transition smoothly from pre-kl to kindergarten and elementary to middle school will improve academic and social-emotional outcomes for students.</p>	<p>Honowai will continue to develop and support EOEL PreK classrooms to provide students ages 3-5 opportunities to develop pre-academic skills and social/emotional/physical well-being in a structured, developmentally appropriate setting.</p> <p>Honowai's student ambassador program will continue to welcome and assist new students as they transition into our school.</p> <p>When possible, Honowai will collaborate with secondary schools to ensure academy/pathway alignment.</p> <p>Transition activities between Pre-K and Kindergarten begin in the second semester.</p> <p>All 6th grade students participate in 6th grade orientation activities with Waipahu Intermediate annually.</p> <p>[Lead: Teachers, Student Activities Coordinator, Administrators]</p> <p>SW5, SW6</p>	<p>KEA data</p> <p>EOEL enrollment</p> <p>TS Gold</p> <p>Student surveys</p> <p>Student created public products for public showcase</p> <p>RIASEC</p> <p>Personal Transition Plans (grade 6)</p> <p>KPI: programs for newly entering students</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input checked="" 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 checked="" type="checkbox"/> Other: EOEL, \$</p>
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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> <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>
<p>1.2.1. All students desire to and attend school regularly.</p> <p><i>Required for all schools.</i></p>	<p>Communicating with students and families about the benefits of attending school regularly, encouraging attendance, and re-engaging students who are frequently absent will improve student attendance.</p>	<p>All students will experience/participate in social emotional learning (SEL) opportunities, e.g. Second Step Elementary, Kimochis.</p> <p>Students will understand school-wide learning and behavioral expectations through systemic programs offered.</p> <p>Honowai Elementary School will provide after school enrichment opportunities for students.</p> <p>All students attend Honowai's APEX program.</p> <p>Ali'i Pathway Exploration (APEX) classes provide students exposure to a variety of fields, such as Arts & Communication, Physical Education.</p> <p>Students will participate in pre-academy classes that will expose them to learning activities that are aligned to careers and/or the complex's intermediate and high school academy pathway programs.</p> <ul style="list-style-type: none"> • Introduction to pathways for all students, external of APEX, focused on people who help others 	<p>Panorama Survey</p> <p>Strive HI Data</p> <p>SQS Survey</p> <p>Attendance Data</p> <p>Suspension Data</p> <p>Enrollment in summer bridge</p> <p>Anecdotal evidence from teachers</p> <p>Parent Surveys</p> <p>Parent participation in grade level events</p> <p>21st Century class enrollment and feedback</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input checked="" 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>

		<p>(Helping People/Saving Lives) and people who solve problems (Design and Innovation)</p> <p>All students have access to programs that support academic and social enrichment, transition, and communication.</p> <p>All students in grades K-6 participate in the Na Ali'i Attendance Challenge.</p> <p>[Lead: Teachers, Staff, Administration]</p> <p>SW1, SW2, SW3, SW5, SW6</p>	<p>21st Century Showcase parent attendance and feedback</p> <p>Documented evidence of staff using a variety of ways to work with families/parents/guardians</p> <p>KPI-% of students attending 90% or more days</p>	
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<p>1.2.2. All students demonstrate positive behaviors at school.</p> <p><i>Required for all schools.</i></p>	<p>Enhancing schoolwide practices and programs that foster a nurturing and caring environment will support students' well-being and reinforce positive behaviors.</p>	<p>Continue to develop and strengthen MTSS, including the RTI-B system, to address the behavioral, social, emotional and physical needs of all students.</p> <p>Continue utilizing 5 Star/Gotcha points to encourage positive behavior in students.</p> <p>Continue addressing Waipahu Complex 4 Core Values with all students, with adults modeling appropriate language and behavior.</p> <p>Implement a school-wide behavior matrix for expectation consistency across all settings.</p> <p>Consistently integrate and reinforce GLOs across content areas into daily classroom instruction and/or sharing student products.</p> <p>[Teachers, Administrators, Support Staff]</p> <p>SW6</p>	<p>5 Star</p> <p>ClassDojo</p> <p>Report Cards</p> <p>Classroom discussions about GLOs/Core values</p> <p>GLO/Core value vocabulary is evident in student language and discussions</p> <p>GLO/Core value vocabulary is observed to be modeled by adults</p> <p>KPI- % of parents agreeing school supports positive behaviors</p> <p>PSAP</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input checked="" 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>1.2.3. All students experience a Nā Hopena A’o environment for learning.</p> <p><i>Required for all schools.</i></p>	<p>Programs that support Nā Hopena A’o (HĀ) strengthen the school community and foster a deeper sense of belonging and positive school culture.</p>	<p>All students will experience/participate in social emotional learning opportunities.</p> <p>Students will understand school-wide learning and behavioral expectations through systemic programs offered.</p> <p>Honowai will provide after school enrichment opportunities for students.</p> <p>All students participate in the APEX program (Ali’i Pathway Exploration (APEX) classes provide students exposure to a variety of fields, such as Arts & Communication, Physical Education).</p> <p>All students have access to programs that support academic and social enrichment, transition, and communication.</p> <p>All students should be able to name a trusted adult on campus.</p> <p>Students will participate in pre-academy classes that will expose them to learning activities that are aligned to careers and/or the complex’s intermediate and high school academy pathway programs.</p> <ul style="list-style-type: none"> • Introduction to pathways for all students, external of APEX, focused on people who help others (Helping People/Saving Lives) and people who solve problems (Design and Innovation) <p>[Lead: Teachers, Administrators, Staff]</p> <p>SW1, SW2, SW3, SW5, SW6</p>	<p>Student adult connection survey</p> <p>Panorama survey</p> <p>Strive HI data</p> <p>Attendance data</p> <p>Suspension data</p> <p>Enrollment in summer bridge and enrichment classes</p> <p>Parent surveys</p> <p>Anecdotal evidence from teachers</p> <p>Parent participation in school-wide or grade level events</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input checked="" 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 checked="" type="checkbox"/> Grant: 21st Century__, \$</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>
<p>1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.</p> <p><i>Required for all schools.</i></p>	<p>Students will be better prepared for high school and post-high school success by having intentional and age-appropriate experiences to explore and engage in careers and in community and civic responsibilities..</p>	<p>Actively engage all Honowai students through the use of evidence based instructional practices in relevant, real world PBL projects in multiple subject areas.</p> <p>Honowai's student ambassador program will continue to welcome and assist new students as they transition into our school.</p> <p>Ali'i Pathway Exploration (APEX) classes provide students exposure to a variety of fields, such as Arts & Communication, Physical Education.</p> <p>Students will participate in pre-academy classes that will expose them to learning activities that are aligned to careers and/or the complex's intermediate and high school academy pathway programs.</p> <ul style="list-style-type: none"> • Introduction to pathways for all students, external of APEX, focused on people who help others (Helping People/Saving Lives) and people who solve problems (Design and Innovation) • Pre-academy classes will be selected based on student choice and/or personal interest to the greatest extent possible. 	<p>Pre-academy class action plans</p> <p>Walkthroughs</p> <p>Curriculum Maps</p> <p>Presentation/Public Sharing Events</p> <p>% of students participating in CCE and 21st Century enrichment classes</p> <p>Description and participation in civics engagement</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input checked="" 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 checked="" type="checkbox"/> Grant: 21st Century Grant, \$</p> <p><input type="checkbox"/> Other: __, \$</p>

		<ul style="list-style-type: none"> • When possible, Honowai will collaborate with secondary schools to ensure academy/pathway alignment. <p>Honowai will:</p> <ul style="list-style-type: none"> • Develop and refine program goals as necessary to increase student engagement in school and complex 21st Century and community programs • Utilize the 21st Century Community Learning Center Grant to provide programs and opportunities (before and/or after school) for students to participate in activities to supplement their learning. <p>Honowai will maintain an active National Elementary Honor Society (NEHS) Chapter focused on academic excellence, leadership, responsibility, and service.</p> <p>[Lead: Teachers, Staff, Administrators]</p> <p>SW1, SW2, SW5, SW6</p>		
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<p>K-12 Alignment</p> <p>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.</p>	<p>Promoting additional programs and activities for students will supplement quality instruction to increase students' readiness for high school and beyond.</p>	<p>Actively engage all Honowai students through the use of evidence based instructional practices in relevant, real world PBL projects in multiple subject areas.</p> <p>Continue to find ways to integrate disciplines within PBL to increase inquiry and solve real-world problems.</p> <p>Students will participate in pre-academy classes that will expose them to learning activities that are aligned to careers and/or the complex's intermediate and high school academy pathway programs.</p> <ul style="list-style-type: none"> • Introduction to pathways for all students, external of APEX, focused on people who help others (Helping People/Saving Lives) and people who solve problems (Design and Innovation) • Pre-academy classes will be selected based on student choice and/or personal interest to the greatest extent possible. • When possible, Honowai will collaborate with secondary schools to ensure academy/pathway alignment. • Pre-academy classes will address workplace readiness (soft) skills. <p>[Lead: Teachers, Administrators]</p> <p>SW1, SW2, SW5, SW6</p>	<p>PBL 2x/Yr for each student</p> <p>Curriculum Maps</p> <p>PBL Project Planners</p> <p>Pre-Academy Class Action Plans</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input checked="" 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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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> <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 <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>
2.1.2 All teachers are effective or receive the necessary support to become effective.	Supporting teachers with learning opportunities, such as differentiated training and incentives that are aligned with state, complex area, and school priorities, will increase their effectiveness.	<p>Teachers will participate in professional development (PD), share and collaborate in Professional Learning Communities (PLCs) to expand their knowledge, skill, and delivery on research-based instructional strategies by attending:</p> <ul style="list-style-type: none"> Local and National Conferences w/travel Complex/Complex Area PLCs, trainings, and workshops <p>Teachers will be provided PD:</p> <ul style="list-style-type: none"> That focuses on curriculum, instruction, and assessment that are aligned to content standards in all academic areas. In structured literacy (SOR) Through a variety of scheduled time designated for school/complex area/state initiatives, 	<p>LearnSoft registration and PDs</p> <p>21 hours PD/ Meeting Agendas</p> <p>Walkthroughs</p> <p>PLC agendas/ minutes</p> <p>KPI #/% of first and second year teachers</p>	<input checked="" type="checkbox"/> WSF, \$ <input checked="" 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>including but not limited to; designated 21 hours PD time, faculty/staff meetings, and PLCs.</p> <p>Teachers will deliver high quality, rigorous, and relevant instruction for all students by:</p> <ul style="list-style-type: none"> • Sharing and collaborating with other faculty and staff to strengthen our collective efficacy • Participating in grade level/department PLCs • Participating in school-wide PLCs to vertically align success criteria, assessments, instructional practices and grading practices • Consistently referring to learning targets and success criterias before/during/after instruction for each area of study. <p>Teachers will implement the Amplify science curriculum to address NGSS standards.</p> <p>Teachers will participate in the Educator Effectiveness System (EES) to continue to grow and improve as an educator.</p> <p>[Lead: Teachers, Staff, Administrators]</p> <p>SW6</p>	<p>participating in state I&M programs</p> <p># of pd opportunities for support staff</p>	
2.1.2 All teachers are effective or receive the necessary support to become effective.	Supporting and mentoring beginning educators is our responsibility in growing and elevating education as a	<p>Continue Professional Learning Communities (K-12) and Professional Development to focus on the Induction and Mentoring Program for school level mentors and teachers in their first two years.</p> <ul style="list-style-type: none"> • Beginning teacher PD • Mentor PD • Induction and Mentoring Forums 	<p>LearnSoft registration and PDs</p> <p>21 hours PD/ Meeting Agendas</p> <p>Walkthroughs</p>	<input checked="" type="checkbox"/> WSF, \$ <input checked="" 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, \$

	profession.	<p>[Lead: I&M Coordinator, Teachers, Administrators, Complex Area/State I&M Support Teams]</p> <p>SW6</p>	<p>PLC agendas/ minutes Mentor/Beginning Teacher Survey</p> <p>KPI #/% of first and second year teachers participating in state I&M programs</p> <p># of pd opportunities for support staff</p>	<p><input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:____, \$ <input type="checkbox"/> Other:____, \$</p>
2.2.2 All schools' support staff are effective or receive the necessary support to become effective.	Supporting supervisors and support staff with learning opportunities, such as differentiated training and incentives that are aligned with state, complex area, and school priorities, will increase their effectiveness.	<p>Support staff and classified supervisors will be provided PD to ensure effectiveness in their role.</p> <p>[Lead: Support Staff, Administrators, State Classified Support Team]</p> <p>SW6</p>	<p>LearnSoft registration and PDs</p> <p>21 hours PD and PLC Meeting Agendas/Minutes</p> <p>Walkthroughs</p> <p>KPI #/% of first and second year teachers participating in state I&M programs</p> <p># of pd opportunities for support staff</p>	<p><input checked="" type="checkbox"/> WSF, \$ <input checked="" 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>



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 <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>
<p>3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.</p> <p><i>Required for all schools.</i></p>	<p>Increasing training for School Community Council (SCC) members and providing information about the role and purpose of the SCCs will engage more stakeholders in shared decision-making to improve student achievement.</p>	<p>The School Community Council (SCC) will meet regularly to share school progress, solicit input, and engage in shared decision-making with community stakeholders.</p> <p>Information will be shared with various stakeholder groups to ensure full membership and participation.</p> <p>[Lead: Administration, SCC Board]</p> <p>SW2, SW3</p>	<p>SCC Agendas/ Minutes</p> <p>Principal Survey</p> <p>Parent Meetings (Attendance/ Agendas)</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input checked="" 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>

★ 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 <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>
Honowai will continue to engage in a continuous school improvement process, identifying critical areas of need and developing and implementing an annual academic plan to address those needs.	Data analysis and continuous school improvement processes are essential for schools to better support student achievement and growth	<p>Honowai will continue to address identified critical areas for follow up from the most recent Western Association of Schools and Colleges (WASC) self-study and mid-cycle report.</p> <p>Honowai will continue to share findings and solicit input from school community stakeholders - students, parents, teachers, staff, community members, administrators.</p> <p>[Lead: All teachers, leadership team, administration]</p> <p>SW1, SW2, SW3</p>	<p>Components of the WASC process</p> <p>CNA annual update</p> <p>Recommendations embedded into Academic Plan</p> <p>Focus Group Meeting Minutes</p> <p>Final WASC report</p>	<input checked="" type="checkbox"/> WSF, \$ <input checked="" 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 <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> Reference the Identified School Needs section.	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 to execute the enabling activity.
HES continues partnerships with UHCOE and WHS to support pre-service educators.	Supporting and mentoring pre-service educators is our responsibility in growing and elevating education as a profession.	<p>Mentor UHCOE teacher candidate placements</p> <p>Participate in PDS liaison/steering meetings to sustain trajectory of partnership</p> <p>Participate in PDS advisory committee meetings to sustain the trajectory of the partnership</p> <p>Honowai will continue its partnership with Waipahu High School Teacher Cadet program to cultivate student interest in education.</p> <p>[Lead: Administrators, teacher mentors]</p> <p>SW5</p>	<p>Enrollment of candidates in UHCOE and retention as Waipahu Complex teacher</p> <p>Mentor and candidate survey results</p> <p>Monitor candidate placements within the school</p> <p>Memorandum of Agreement</p> <p>Attendance and Q&A from UHCOE students</p>	<input checked="" type="checkbox"/> WSF, \$ <input checked="" 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: __, \$

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 Honowai Elementary'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)	1,092 student instructional hours per year
Did your school submit a SCC Waiver Request Form? Please explain.	SCC Waiver submitted for waiver days (3). School bell schedule meets the requirements and a waiver for bell schedule is not necessary.

Bell Schedule:  Honowai Elementary Bell Schedule (See below)

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

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

1. The SCC is correctly constituted and was formed in accordance with the Board of Education policy, Department of Education procedures and state law.
2. The SCC reviewed its responsibilities under the Board of Education policy, Department of Education procedures and state law, including those related to the review of the Academic Plan and Financial Plan.
3. The SCC sought and considered all recommendations from the school community or committees before recommending the plans for approval. (Check all that apply)

☐ A School Community Meeting was conducted to share the school data and gather input on student priorities.

Date of School Community Meeting: _____

☒ A School Community Meeting was conducted to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.

Date of School Community Meeting: 4/7/2025

☒ Other (list) Examples: School Leadership Team, Curriculum Committee
School Safety Committee, School CSSS Cadre

Committee Meetings 1/15/25, 2/19/25 GLC meetings 2/15/25, 3/12/25
Faculty Meeting 1/22/25 Leadership meeting 2/26/25

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 4/9/2025.

Attested:

Stacy Kawamura
Typed name of school principal

Sharon Nichols
Typed name of SCC chairperson

[Signature]
Signature

4/9/2025
Date

4/9/2025
Date

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:
Updates to language and programming (include attendance challenge)	To accurately reflect the attendance efforts	Added to the academic plan. Teachers also agreed

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

n/a

Attested:
Sharon Nichols

Typed name of SCC Chairperson



Signature

4/9/2025

Date