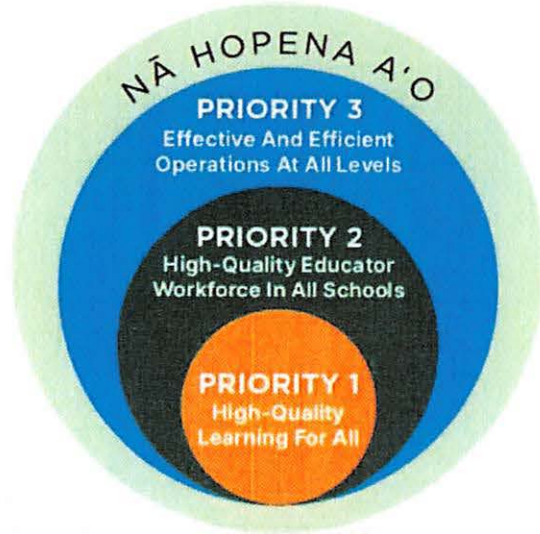




Honowai Elementary School

Academic Plan

SY 2026-2027

94-600 Honowai Street, Waipahu, HI 96797
808-307-7100
www.honowai.org

STATE OF HAWAII
DEPT OF EDUCATION
LEeward OAHU DIST
26 MAR 25 PM 2:18
ADMINISTRATION

- ☒ Title I School
☐ Non-Title 1 School

Submitted by Principal Stacy Kawamura	
	Mar 27, 2026

Approved by Complex Area Superintendent Richard Fajardo	
	Date 4/15/26

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

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VIABLE QUALITY CURRICULUM

This section highlights the **comprehensive instructional programs** and **supplementary instructional materials** used by each core subject area.

Please utilize the dropdown list to select the **comprehensive instructional program(s)** being used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the program. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
K-6	'17 Wonders ▾	Imagine Learning Illustrative Mathe... ▾	Amplify	
	Select One ▾	Select One ▾		
	Select One ▾	Select One ▾		

Please list all **supplementary instructional materials** used to extend the comprehensive instructional programs identified above, and specify the grade level(s) or course name. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
K-6	Orton-Gillingham (OG)			
K-2	Heggerty			

UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

This section highlights school-administered **screening, and/or other progress monitoring assessments** designed to quickly identify the needs of students in **Kindergarten through Grade 9** who may require additional support.

Please utilize the dropdown list to identify the **screening and/or progress monitoring assessments** used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the assessment. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics
K-6	I-Ready ▾	I-Ready ▾
K	HI KRA ▾	HI KRA ▾
K-6/English Language (EL)	WIDA Screener ▾	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 CNA
- ☐ Other current assessment/self-study report:
- ☐ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: 2024

Type of Last Visit: Mid-Cycle Report & Visit ▾

Year of Next Action: 2027

Type of Next Action: Select One ▾

Year of Next Self-Study:

[Insert year]

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> Students need to flexibly apply multiple strategies and concepts to solve problems accurately and explain their thinking. <u>Root/Contributing Cause:</u> HES lacks the collaborative structures, dedicated time, and specialized professional development needed to analyze real-time data for fluid, responsive instruction. This is compounded by classroom management challenges during small group rotations and a lack of instructional resources, resulting in limited access to the rigorous, tiered scaffolding and real world/hands-on experiences required for students to articulate and apply complex reasoning.
2	<u>Student Need:</u> High needs students need to learn how to use and apply fundamental skills required for success across ELA, Math, and Science. <u>Root/Contributing Cause:</u> Inconsistent co-planning and a lack of integrated academic systems prevent the deep implementation of accommodations and research-based interventions across ELA, Math, and Science. Without increased staff availability and supplemental programs, the school cannot provide the immediate, actionable feedback or the diverse instructional modes necessary to bridge foundational skill deficits for high-needs students.

3	<u>Student Need:</u> Students need to build executive functioning skills to identify and regulate emotions so that they can build positive relationships with themselves and others <u>Root/Contributing Cause:</u> HES lacks a standardized, school-wide RTI-B framework and the personnel needed for direct behavioral consultation, leading to inconsistent identification and delayed social-emotional support. The absence of a tiered roadmap—supported by adequate staff, professional development, and specialized classroom resources—prevents the timely delivery of high-leverage interventions required for students to master self-regulation and executive functioning.
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To address student subgroup(s) achievement gaps, please list the **targeted subgroup(s)** and their **identified need(s)**. Enabling activities should address identified subgroup(s) and their needs.

1	<u>Targeted Subgroup:</u> High Needs: Special Education <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.
2	<u>Targeted Subgroup:</u> High Needs: English Learners <u>Identified Student Need(s):</u> Students need relevant curriculum and instructional strategies so they can achieve their EL growth target.
3	<u>Targeted Subgroup:</u> Tier 3 Behavior <u>Identified Student Need(s):</u> Students need to be able to regulate their emotions and communicate appropriately in various settings.



PRIORITY 1: High-Quality Learning For All

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

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and <u>provided necessary and timely support</u> to develop foundational skills for learning.	Data about entering kindergartners will inform instruction, planning, and advocacy for K-3 classrooms	Honowai will administer an assessment to students entering Kindergarten. (KEA and local school assessments) [Lead: Grade K teachers, Curriculum Coach] SW1, SW6	KEA training KEA results KPI- % Kindergartners assessed ready	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.	All students need engaging, differentiated, and tiered instruction in all settings.	Continue to implement and refine our MTSS system, including both RTI-A and RTI-B • Data-driven systematic approach • All students experience standards based curriculum • Targeted small group instruction • PD • PLC Teachers will vertically align curriculum, instruction, and assessment. Honowai will continue to understand and implement high-leverage strategies for multilingual learners as part of the complex area EL Success Plan. Honowai will ensure that targeted gap groups (High Needs) have access to the general education curriculum. [Lead: Classroom Teachers, Curriculum Coach, Intervention Lead] SW1, SW6	Walkthroughs PLC Minutes WIDA Access Common Formative Assessments iReady Diagnostics Progress Monitoring SBA Panorama Data	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.	Enabling students to transition smoothly from PreK to Kindergarten and Elementary to Middle School will improve academic and social-emotional outcomes for students	Honowai will continue to develop and support EOEL Pre K 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. Honowai's student ambassador program will continue to welcome and assist new students as they transition into our school. All 6th grade students will participate in 6th grade orientation activities with Waipahu Intermediate school annually. Transition activities between Pre-K and incoming Kindergarten begin in the second semester [Lead: Admin, Student Activities Coordinator, Counselors, Classroom Teachers, ELL Coordinator, SSC] SW5, SW6	KEA data EOEL enrollment TS Gold (PreK) Personal Transition Plans (Gr 6) Data for students entering after the first day of school	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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Implement evidence-based instructional practices in project-based learning (PBL) in multiple subject areas allowing students to experience 2 high quality PBL projects.	Connecting students to realistic learning experiences will increase engagement and retention, improve soft skills, and provide an alternative way to access content.	Coordinate and facilitate professional development for PBL: • Introductory to PBL for new staff (e.g. PBL 101) • Teacher networking throughout the complex area. • Individualized school support based on needs Engage all Honowai Students through the use of evidence based instructional practices in relevant, high quality PBL projects in multiple subject areas. [Lead: Homeroom Teachers, Curriculum Coach] SW1, SW6	PD feedback PWCA Teacher Implementation Survey Results Reflections (student, parent, teacher, community partner) PLC minutes	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ Homeless, \$ ☐ Grant:____, \$ ☐ Other:____, \$ TOTAL = \$
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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>
1.2.1. All students desire to and attend school regularly.	Communicating with students and families about the benefits of attending school regularly, encouraging attendance, and re-engaging students who are frequently absent will improve attendance.	All students have access to programs that support academic and social enrichment, transition, and communication • Social Emotional Learning opportunities • After school opportunities • APEX program • Pre-Academy classes • Na Ali'i Challenge • Parent Engagement Activities • Class Dojo Lead: All staff SW1, SW2, SW3, SW5, SW6	Panorama Survey Attendance Data Suspension Data SQS Survey Anecdotal evidence from teachers Parent Surveys Parent participation in parent engagement activities Trusted Adult Survey Attendance Policy KPI -% of students attending 90% or more days	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☒ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

1.2.2. All students demonstrate positive behaviors at school.	Enhancing schoolwide practices and programs that foster a nurturing and caring environment will support students' well being and reinforce positive behaviors.	Develop and strengthen MTSS, including the RTI-B system to address the behavioral, social, emotional, and physical needs of all students • 5 Star /Gotcha points • Waipahu 4 Core Values • Behavior Matrix • GLOs • Social Emotional Learning opportunities • Counselor lessons • Behavior Support (PSAP, Small Group, 1:1) • Opportunities to build executive functioning skills Lead: All staff SW6	5 Star Class Dojo Panorama Survey Referrals SQS Survey Trusted Adult Survey Anecdotal evidence from teachers	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☒ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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1.2.3. All students experience a Nā Hopena A'o environment for learning.	Programs that support Nā Hopena A'o strengthen the school community and foster a deeper sense of belonging and positive school culture.	All students have access to programs that support academic and social enrichment, transition, and communication • Social Emotional Learning opportunities • After school opportunities • APEX program • Pre-Academy classes • Na Ali'i Challenge • Parent Engagement Activities • Class Dojo Develop and strengthen MTSS, including the RTI-B system to address the behavioral, social, emotional, and physical needs of all students • 5 Star /Gotcha points • Waipahu 4 Core Values • Behavior Matrix • GLOs • Social Emotional Learning opportunities • Counselor lessons • Behavior Support (PSAP, Small Group, 1:1) • Opportunities to build executive functioning skills Lead: All staff SW1, SW2, SW3. SW5, SW6	5 Star Class Dojo Panorama Survey Referrals SQS Survey Trusted Adult Survey	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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★ **GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.**

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.	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.	All Students participate in a variety of programs to engage in career, community, and civic opportunities:: • APEX • PBL projects • Pre-Academy Classes Additional programs for students to engage in career, community, and civic opportunities: • JPO • NEHS • Student Council • Ambassadors • After school enrichment • Summer Enrichment • Buddy Classes Lead: All teachers SW1, SW2, SW3, SW5, SW6	Pre- academy project planner Pacing Guides PBL project planner Presentations/ Public Events % of student participation in additional programs	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

K-12 Alignment 1.3.2. All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.	Promoting additional programs and activities for students will supplement quality instruction, to increase students' readiness for high school and beyond	All Students participate in a variety of programs to engage in career, community, and civic opportunities:: • APEX • PBL projects • Pre-Academy Classes Additional programs for students to engage in career, community, and civic opportunities: • JPO • NEHS • Student Council • Ambassadors • After school enrichment • Summer Enrichment • Buddy Classes Lead: All teachers SW1, SW2, SW3, SW5, SW6	Pre- academy project planner Pacing Guides PBL project planner Presentations/ Public Events % of student participation in additional programs	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☒ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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PRIORITY 2: High-Quality Educator Workforce In All Schools

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

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
2.1.2 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	Teachers will participate in professional development, share and collaborate in Professional Learning Communities to expand their knowledge, skill, and delivery on research-based instructional strategies by attending : - Local and National Conferences w/travel - Complex/ Complex Area PLCs, trainings, and workshops Teachers will be provided PD: - That focuses on curriculum, instruction, and assessment that are aligned to content standards in all academic areas. - In structured literacy (SOR and OG). - Through a variety of scheduled time designated for school/complex area/state initiatives, including but not limited to; designated 21 hours PD time, faculty/staff meetings, and PLCs. Continue Professional Learning Communities (K-12) and Professional Development to focus on the Induction and	LearnSoft registration and PDs 21 hr PD meeting agendas Walkthroughs PLC agenda/minutes KPI % of first and second year teachers participating in state I&M programs	☒ WSF, \$ ☒ Title I, \$ ☒ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☒ Other: __, \$



PRIORITY 2: High-Quality Educator Workforce In All Schools

	Supporting and mentoring beginning educators is our responsibility in growing and elevating education as a profession.	Mentoring Program for school level mentors and teachers in their first two years: • Beginning teacher PD • Mentor PD • Induction and Mentoring Forums Teachers will participate in the Educator Effectiveness System (EES) to continue to grow and improve as an educator. Teachers will have opportunities to participate in individualized structured conversations with Curriculum Coach, Intervention Specialist, and Administration Lead: I&M Coordinator, Administration, Curriculum Coordinator, Student Services Coordinator, Intervention Specialist SW6	Mentor teacher Meeting Logs EES Evaluations	
2.2.2 All school 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	Support staff and classified supervisors will be provided PD to ensure effectiveness in their role. Lead: Administrators SW6	LearnSoft registration and PDs 21 hr PD meeting agendas # of PD opportunities for Support Staff PAS evaluations	



PRIORITY 2: High-Quality Educator Workforce In All Schools

	increase their effectiveness			
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PRIORITY 3: Effective and Efficient Operations At All Levels

★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.	Increasing training for School Community Council (SCC) members and providing information about the role and purpose of the SCC's will engage more stakeholders in shared decision-making to improve student achievement.	The School Community Council (SCC) will meet regularly to share school progress, solicit input, and engage in shared decision-making with community stakeholders. Information will be shared with various stakeholder groups to ensure full membership and participation. Lead: Principal, School Community Council SW2, SW3	SCC Agendas/ Minutes Principal Survey Parent Meetings (Attendance/ agendas)	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
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.	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. Honowai will continue to conduct our CNA process during staff meetings to identify areas of need and to address root causes. Lead: Administration, Title 1 Coordinator SW1, SW2, SW3, SW4	CNA monitoring Academic Plan interim measures Self-Study Process	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:____, \$ ☐ Other:____, \$
HES continues partnership with UHCOE and WHS to support pre-service educators	Supporting and mentoring pre-service educators is our responsibility and elevating education as a profession	Mentor UHCOE teacher candidate placements Participate in PDS liaison/steering meetings to sustain the trajectory of partnership Participate in PDS advisory committee meetings to sustain the trajectory of the partnership	Enrollment of candidates in UHCOE Mentor and candidate survey Attendance and Q&A from UHCOE students	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:____, \$

		Honowai will continue its partnership with Waipahu High School Teacher Cadet program to cultivate student interest in education. Lead: Administrators, Teacher Mentors SW5	Monitor candidate placements within the school	☐ Other: __, \$
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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.

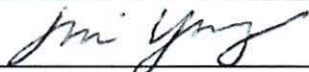
The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name 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 **Honowai 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 **Nov 5, 2025** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Mar 25, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☒ Other (list): Faculty and Staff Meetings
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:

Honowai Elementary School Principal	Signature	Date
Stacy Kawamura		Mar 25, 2026
SCC Chairperson	Signature	Date
Joni Young		Mar 25, 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:
Temperature check with staff to determine need for support	To ensure staff is feeling heard and supported appropriately in a timely manner	Principal and coaches meet with staff individually on a regular basis to discuss short term/long term goals and provide opportunity for direct feedback

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

Attested:

SCC Chairperson	Signature	Date
Joni Young		Mar 25, 2026

APPENDIX B: BELL SCHEDULE

Pursuant to [Hawaii Revised Statutes Section \(HRS\) 302A-251](#), as well as the current Hawaii State Teachers Association collective bargaining agreement, all Hawaii public schools must establish school schedules (including teacher work year, teacher schedule, and bell schedules) that meet student instructional hours and school year requirements. **However, in certain circumstances, a preferred bell schedule may not comply with existing regulations and will therefore require a School Community Council (SCC) waiver, effective for up to one school year.**

To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided [bell schedule tool](#).

Total student instructional hours per year <i>(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)</i>	1,092
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement
Honowai Elementary School Bell Schedule:  Honowai Elementary Bell Schedule	