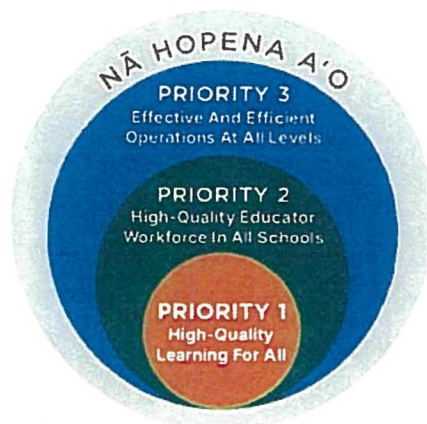


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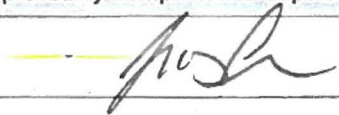
Holomua Elementary School Academic Plan SY 2026-2027

91-1561 Keaunui Drive Ewa Beach, HI 96706
808-685-9100

<https://sites.google.com/k12.hi.us/holomua/home>

- ☐ Title I School
☒ Non-Title 1 School

Submitted by Principal Christopher D. Bonilla	
Insert signature 	Date 4/9/26

Approved by Complex Area Superintendent Jon Henry Lee	
	Date 4/13/26

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	<u>English Language Arts</u>	<u>Mathematics</u>	Science	Social Studies
Kindergarten - 5th Grade	Teacher Created -	ORIGO Stepping Stones 2.0 -	Teacher-Created Curriculum	Teacher-Created Curriculum
6th Grade	Teacher Created -	HMH Into Math -	StemScopes, Challenger Center	Teacher-Created Curriculum

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
Grades K-6	iReady	iReady, IXL	Mystery Science (Gr K-5), <u>StemScopes (Gr. 6)</u>	

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 - 6th Grade	I-Ready -	I-Ready -
Kindergarten	Kindergarten Early Assessment (KEA)	Kindergarten Early Assessment (KEA)
Kindergarten - 6th Grade	Reading A-Z (Running Records)	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: [insert text]
- ☐ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: [2022]

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

Year of Next Action: [2026]

Type of Next Action: Mid-Cycle Report & Visit -

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 Student Need: Increase student achievement in English Language Arts (ELA), Math, and Science.

2024-25 SBA Proficiency by Subgroup:

Content Area	22-23 All Students	22-23 SpEd	22-23 EL + EL Exits	22-23 Disadvantaged	Content Area	23-24 All Students	23-24 SpEd	23-24 EL + EL Exits	23-24 Disadvantaged	Content Area	24-25 All Students	24-25 SpEd	24-25 EL + EL Exits	24-25 Disadvantaged
ELA	59%	25%	61%	48%	ELA	63%	26%	53%	51%	ELA	64%	22%	55%	51%
Math	54%	25%	20.5%	41%	Math	57%	30%	24%	47%	Math	58%	26%	49%	48%
Science	46%		47%	30%	Science	46%	20%	17%	32%	Science	50%	24%	55%	46%

Root/Contributing Cause:

- **Sustained School-Wide Momentum:** A primary root cause for current achievement is the school's ability to maintain consistent incremental gains in overall proficiency across all core subjects over the last three years. ELA proficiency has risen to 64%, Math to 58%, and Science to 50.6%, demonstrating that the school's core instructional programs, such as i-Ready, IXL, and DDIC, are successfully reaching the broader student population.
- **Instructional Responsiveness:** Universal screening data serves as a major contributing factor, showing that the school's instruction is highly effective at moving students forward within a single school year. For example, in Math, the percentage of students "On or Above Grade Level" jumped from 29.2% in the Fall to 60.3% in the Spring of 2024-25. This growth model provides a springboard to accelerate proficiency for subgroups like Special Education, who already demonstrate high growth potential with 70.5% meeting growth benchmarks in Math.
- **Replicable Breakthrough Models:** The surge in Science proficiency for English Learners (rising from 16.6% to 54.5% in one year) and Disadvantaged students (rising from 32.2% to 45.7%) serves as a root cause for optimism. These successes provide a proven internal blueprint. By identifying and scaling the specific adult actions and collaborative strategies used to achieve these Science breakthroughs, the school is well-positioned to replicate these results in ELA and Math.
- **Culture of Collaborative Professionalism:** Grade Level Supports (GLS) will collaborate with classroom teachers to monitor their intervention data. The collection and analysis of pre-, mid-, and post-intervention data will be used to assess the effectiveness of interventions and measure student performance growth.

- 2 **Student Need:** Decrease the Achievement Gap in ELA, Math, and Science between non-high needs and high needs students.
Gap: Difference in proficiency rates for non-high needs and high needs.

22-23 Language Arts		22-23 Math		22-23 Science		23-24 Language Arts		23-24 Math		23-24 Science		24-25 Language Arts		24-25 Math		24-25 Science	
Non-High Needs	High Needs	Non-High Needs	High Needs	Non-High Needs	High Needs	Non-High Needs	High Needs	Non-High Needs	High Needs	Non-High Needs	High Needs	Non-High Needs	High Needs	Non-High Needs	High Needs	Non-High Needs	High Needs
69%	49	63%	44%	55%	35%	72%	51%	65%	47%	59%	31%	73%	51%	67%	48%	55%	46%

	%																		
20% Achievement Gap		19% Achievement Gap		20% Achievement Gap		21% Achievement Gap		19% Achievement Gap		28% Achievement Gap		22% Achievement Gap		19% Achievement Gap		9% Achievement Gap			

Root/Contributing Cause:

- **Science as a Proven Success Model:** Science gap narrowed from 27.5% in 2023-24 to just 8.7% in 2024-25, demonstrating that the school has already developed an effective instructional approach for high-needs students using Mystery Science. This success is driven by breakthroughs in specific subgroups, such as English Learners, who saw proficiency surge from 16.6% to 54.5% in a single year. The root cause is the opportunity to identify and replicate these high-impact Science strategies within Language Arts and Math.
- **Strong Foundational Literacy Momentum:** In 3rd-grade Language Arts, the achievement gap was successfully reduced from 25.2% in 2023-24 to 13.2% in 2024-25. This shows that early foundational interventions such as MSL are working effectively and provides a strong launchpad for maintaining lower gaps as these students progress through higher grade levels.
- **Exceptional Student Growth Potential:** While proficiency gaps exist, high-needs students demonstrate significant growth potential that instruction is successfully unlocking. For example, 61.7% of Special Education students and 65.5% of English Learners achieved a Student Growth Percentile (SGP) of 40 or higher in Language Arts for the 2024-25 year. In Math, an even higher 70.5% of Special Education students and 79.3% of English Learners met this growth benchmark.
- **A Culture of Instructional Alignment:** The school's engagement with the Universal Improvement Process (UIP) indicates a dedicated professional culture. The current gap is an indicator of the school's readiness to synchronize adult actions, ensuring that the high-growth models proving successful in Science and early grades are applied consistently across all classrooms to empower every high-needs student.

3

Student Need: Increase school wide attendance and decrease chronic absenteeism rates.

Attendance	2022-23	2023-24	2024-25
Average Daily	82%	86%	89%

	Attendance			
	Root/Contributing cause(s): • Sustaining a Growth Trend: The school has demonstrated an ability to improve attendance, with regular attendance rates climbing steadily from 82.4% in 2022-23 to 88.7% in 2024-25. This success serves as a primary contributing factor, showing that the school's current engagement efforts are highly effective and providing a roadmap for continued progress. • Scaling Success from Top-Performing Grades: There is a significant opportunity to identify and replicate the high-attendance models found in specific grade levels. For example, 3rd-grade and 6th-grade students achieved impressive regular attendance rates of 92.6% and 92.3% respectively in the 2024-25 school year. The "root cause" is simply the opportunity to synchronize these successful practices across all grade levels, particularly in the early primary years. • Leveraging Parental and Community Support: The school benefits from an exceptionally positive relationship with its community, which is a vital asset for improving attendance. School Quality Survey data shows that 92.9% of parents express satisfaction with the school, and 91.6% feel positively about involvement and engagement. This high level of community trust provides a unique opportunity to partner even more closely with families to turn positive sentiment into consistent daily attendance. • Deepening the Sense of Belonging and Engagement: While overall attendance is rising, there is an opportunity to further enhance the student experience to ensure every subgroup feels equally connected. By focusing on deepening the sense of belonging (68.5%) and classroom engagement for groups like Native Hawaiian and Special Education students—who are already showing growth in their attendance habits—the school can close remaining gaps and ensure every child is present to benefit from the school's rising academic achievement.			

4	Student Need: Decrease student behavior incidents.			
	Suspensions	2022-23	2023-24	2024-25
	Non-Suspended	98.7%	98.7%	98.8%
	Suspended	1.2%	1.2%	1.1%

Class A	30.7%	7.1%	54.5%
Class B	30.7%	64.2%	45.4%
Class C	38.4%	28.5%	0%
Class D	0.0%	0.0%	0%

Root/Contributing cause(s):

- **School-Wide Stability:** The most significant contributing factor is the school's ability to maintain an incredible 98.8% non-suspension rate for the 2024-25 school year. This consistent upward trend demonstrates that the vast majority of the student body is thriving within the school's current behavioral expectations and support systems.
- **Management of Foundational Behaviors:** The school has achieved a milestone by completely eliminating Class C and Class D suspension incidents in the 2024-25 school year, which previously accounted for 38.4% of incidents. This success serves as a root cause for the school's safe environment, showing that general expectations for behavior and insubordination are being met school-wide.
- **Growth in Student Emotional Resilience:** The school's focus on social-emotional learning is yielding positive results. Spring 2024-25 Panorama data shows a surge in Emotion Regulation (87.9%) and Social Awareness (80.5%) among students. This growing emotional intelligence provides a powerful internal toolset for students to navigate challenges positively, which is reflected in high safety satisfaction ratings from both teachers (94.0%) and parents (91.0%).
- **Strategic Opportunity for Intensive Personalized Support:** Because the school has been successful in managing general behavior, the current data reveal a targeted opportunity to provide specialized care. Since only 13 students (approximately 1.1% of the population) were responsible for all suspension incidents, the school is perfectly positioned to transition from general school-wide management to highly individualized, intensive behavioral partnerships for that small group.

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

Targeted Subgroup: Special Education

Identified Student Need(s): Decrease the student achievement gap in English Language Arts (ELA), Mathematics and Science

	2022-23	2023-24	2024-25
ELA gap	62.7%	62.6%	59.2%
Math gap	57.5%	49.6%	50.1%
Science gap	38.2%	51%	40.4%

2

Targeted Subgroup: English Language Learners

Identified Student Need(s): Decrease the student achievement gap in English Language Arts (ELA), Mathematics and Science

	2022-23	2023-24	2024-25
ELA gap	9.4	19.9	17.4%
Math gap	22.9	19.4	19.1%
Science gap	8.2	42	.1%

3

Targeted Subgroup: Disadvantaged

Identified Student Need(s): Decrease the student achievement gap in English Language Arts (ELA), Mathematics and Science

	2022-23	2023-24	2024-25
ELA gap	22.1	21.5	22.3%

	Math gap	21.5	19.3	19%
	Science gap	25.2	27.5	8.9%



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.	The Kindergarten Readiness Assessment (KRA) helps to identify the student's strengths and challenges and inform instruction.	Assess incoming Kindergarten students using the KRA and grade-level assessments at the beginning of the school year. Use this data to address learning gaps and students' needs with differentiated instruction provided throughout the day. Grade-level teachers will provide differentiated/modified lessons targeting specific skills. Teachers and GLS will meet periodically to monitor and discuss students' progress using classroom data, iReady data, and anecdotal records. Teachers will complete Panorama SEL survey for all kindergarten students. Accountable Lead: Kimberly Tadaki	Kindergarten Quarterly Assessments Kindergarten Formative and Summative Assessments iReady Pre/Mid/Post Reading Diagnostic Assessments Panorama SEL Survey	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

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.	Student Needs #1, 2, 3, 4	Assess all students in their reading level (decoding and comprehension) using Reading A-Z, Qualitative Reading Inventory (QRI) graded passages, running records (K-2nd Gr), fluency assessments, and iReady Reading Pre/Mid/Post Diagnostic Assessments (K-6th Gr). • If a 3rd-6th grade student is 2 grade levels below, they will be assessed using running records as needed. • Data is used to address learning gaps and students' needs • Differentiated instruction is provided throughout the day. Analyze student reading data to address individual student needs. • Teachers will analyze iReady data, set SMART goals, identify needs, and decide on instructional strategies to address the needs of each tier. Implement differentiated/modified instructional strategies to target a specific skill throughout the day. • The strategies are provided during the Dedicated Response to Intervention Block (DRIB) by the teachers and grade level support (GLS). • SpEd will receive Specially Designed Instruction (SDI) focusing on the IEP goals and objectives. • EL students will receive additional support based on their WIDA ACCESS results. • Socio-economic status (SES) students will be identified and supported through differentiated support throughout the day. Students utilize the iReady Reading Prescriptive Computer-based Program 45 minutes a week and work on lessons prescribed by the program and/or the teacher.	Grade-level Quarterly Assessments Grade-level Formative and Summative Assessments iReady Pre/Mid/Post Reading Diagnostic Assessments and Diagnostic Growth Reports Smarter Balanced Assessments (SBA) State/School Growth Target Percentage	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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		Teachers and GLS will meet periodically to monitor and discuss the students' progress using classroom data, iReady data, and anecdotal records. Accountable Leads: Kimberly Tadaki, Christine Dash, Dana Kawamura, Shannon Shimabukuro		
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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.	Student Needs #1, 2, 3, 4	Assess students using the iReady Pre/Mid/Post Math Diagnostic Assessments and grade-level formative and summative assessments. - Teachers will use data to address learning gaps and students' needs to determine differentiated instruction provided throughout the day. Grade levels go through the Data Team Process and set SMART goals, identify needs, and select strategies/lessons to address the needs of each tier. - Teachers identify students in the different tier groups and address strengths and needs. The strategies/lessons are provided during their math block. - SpEd will receive Specially Designed Instruction (SDI) focusing on the IEP goals and objectives. - EL students will receive additional support. - Socio-economic status (SES) students will be identified and supported through differentiated support throughout the day. After School Activities will also be offered. Students utilize the iReady Math Program for 45 minutes a week and work on lessons prescribed by the program and/or the teacher. IXL is a supplemental resource. The teachers and GLS will meet periodically during articulation and as needed to monitor and discuss the students' progress using classroom data, iReady data, and anecdotal records. Accountable Leads: Kimberly, Christine Dash, Dana Kawamura, Shannon Shimabukuro	Grade level Quarterly Assessments Grade level Formative and Summative Assessments iReady Pre/Mid/Post Math Diagnostic Assessments Smarter Balanced Assessments (SBA) State/School Growth Target Percentage	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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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>	To provide a project-based curriculum to promote higher-level thinking.	To provide a project-based curriculum to promote higher-level thinking, the school offers Enrichment and Afterschool Robotics and Sphero programs: Target Audience: Programs are available to students in grades 4-6. • Admission: Participation in the Enrichment program requires a rigorous screening process. • Instructional Methodology: Combines project-based learning with hands-on activities to foster higher-level thinking, problem-solving, and teamwork. • First Lego League (FLL): A central component where students master coding, robotics skills, and strategic thinking through competition. • Passion Projects: Students apply research skills to personal interests to create projects that directly benefit the community. • Advanced Computer Science: The curriculum covers complex technical concepts, including loops, conditional events, sensors, and motors. • Academic and Professional Preparation: Focuses on developing critical research and presentation skills for future success. • Afterschool Robotics and Sphero: Provides foundational programming and coding exploration, challenging students to adapt skills to various tasks. Accountable Leads: Justin Furuta, Ryan Kanetani	Project Evaluations: Judges, including teachers and staff, using the FLL Rubrics Feedback and Self-Assessment Surveys Teacher Assessment of Students' Teamwork and Communication Project-based assessments through competition & challenges Teacher/Coach Observations Self-evaluation	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.	To provide equity and support to our students with identified disabilities Student Need #2	Our Special Education Department provides different levels of support. Determining the level of support a student will receive is based on the IEP process. • Supports in the general education class ◦ Teacher/EA/PPT provides specialized designed instruction (SDI) to students in the general education class ◦ Special Education and General Education teachers collaborate to develop accommodations and/or modifications of curriculum beforehand • Special education ◦ Students receive SDI for academic, behavior, communication, daily living, motor, and social skills ◦ Special Education and General Education teachers collaborate to develop accommodations and/or modifications of curriculum beforehand ◦ Focus on specific skills that are prerequisites for grade-level standards ◦ Students in 4th-6th grade participate in Community Based Instruction (CBI) where they learn life skills in the actual environment. Accountable Lead: Jacie Kanetani and Kelly Tanimura	Evaluation / IEP process	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant:___ \$ ☐ Other:___ \$
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1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.	To provide equity and support to our students identified as disadvantage Student Need #4	Socio-Economic Students Provide after-school tutoring in math and give priority to the disadvantaged group. Accountable Lead: Kimberly Tadaki	iReady Pre/Mid/Post Math Diagnostic Assessments Utilizing our demographic data	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances	To provide curriculum instruction and assessments to all K-6 EL students in all 4 language domains (listening, speaking, reading, and writing) to reach language proficiency Student Need #3	All K-6 EL students work towards language proficiency and growth to target goals. • EL Teacher/Gen Ed Teacher/PPE provides Direct and Sheltered Instruction • Students utilize the Imagine Learning and Flashlight Programs. ◦ Grades K-6 students will utilize Imagine Learning. The students are given pre-, mid-, and post-assessments to track their progress for the year. The students will be assigned lessons based on their performance on the assessments. ◦ EL students in grades 3-6 will also utilize the Flashlight Learning Program. This program allows additional practice in speaking and writing. The questions are posed similarly to what is given in the ACCESS test. The students also complete the pre-, mid-, and post-benchmark assessments to track their growth. • EL Students participate in Guided Reading using leveled books and practice a variety of reading strategies. • EL students work to improve their grade-level content vocabulary and math proficiency. After School Tutoring • Tutoring is offered to promote student success within their areas of need. Goal 1.2: All students learn in a safe, nurturing, and culturally responsive environment. 1.2.1. All students desire to and attend school regularly. 1.2.2. All students demonstrate positive behaviors at school.		☒ 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 Na Hopena A'o environment for learning The Holomua Elementary EL Program will host events to celebrate the many diverse families represented at our school and promote cultural understanding. • The students feel a sense of pride and belonging to our Holomua family. • The students will experience the similarities and differences between themselves and their peers. • This will expose them to other cultures that exist within our Holomua family. • We want to maintain the students' eagerness to be a part of our school's family, increasing their desire to come to school and positively influence their peers with whom they interact daily. • The students are encouraged to be positive role models, no matter their cultural background, and work together to create stronger relationships with those around them. Accountable Lead: Michele Murakami		
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		Kimberly Tadaki, Dana Kawamura, Jacie Kanetani, Shannon Foster, Stevie Hudyma, Haylee Ku, Kendyl Eugenio		
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★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.

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.
1.2.1. All students desire to and attend school regularly. <i>Required for all schools.</i>	Attendance impacts student achievement and well-being. Student Need #5	Holomua Elementary will implement the attendance policy. Teachers, Counselors, and Administration communicate with parents through attendance letters and phone calls. Holomua Elementary has an Attendance Review Committee that meets monthly to develop a support plan. Counselors will plan Attendance Challenges to motivate students to attend school regularly. Provide students (in grades 4-6) with opportunities to participate in various enriching activities: - Junior Police Officer Program (JPO) - Enrichment/Robotics - Extracurricular after-school activities - Hip-Hop - Voyager Voices - FINE Club - Fast & Fit - Sphero - Library Club - Student Council - Intramural Sports (track, basketball, volleyball)	Attendance rates Chronic absenteeism rates School Quality Survey Attendance Policy, Student Surveys Attendance rates The Wa'a group will be meeting with leads to discuss program successes and needed support.	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

		Provide support through the PSAP program for students who have difficulty coming to school and transitioning. The counseling department will provide individual support as needed for all students. Accountable Leads: Shannon Foster, Stevie Hudyma, Haylee Ku, Kendyl Eugenio	PSAP Data End-of-the-Year Summary.	
1.2.2. All students demonstrate positive behaviors at school. <i>Required for all schools.</i>	Positive behaviors increase a sense of safety and well-being for all students. Positive behaviors have a positive impact on student achievement. Student Need #6	Holomua implements a school-wide Social-Emotional Learning (SEL) Program in grades PK-6. The Choose Love Program will be taught in all classrooms throughout the school year. Teachers will use the scripted lessons and supplement them with books and other activities. The program will include faculty PD. Counselors and Administration will reference the Choose Love language when working with students. Holomua Elementary will implement and reinforce a school-wide Behavior Matrix that outlines three core behavior expectations of all students in indicated areas across the campus. The three Behavior Expectations are: Be Safe, Be Respectful, and Be Responsible. The matrix will be posted, taught, and referenced throughout the school by all staff. Accountable Leads: Shannon Foster, Stevie Hudyma, Haylee Ku, Kendyl Eugenio	Rate of Chapter 19 incidents Panorama Survey Rate of Behavior Referrals	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

★ 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. <i>Required for all schools.</i>	Implement more opportunities to learn about college and career pathways and increase community partnerships to increase student exposure.	K-6 teachers integrate career exploration learning opportunities and guest speakers as a part of their curriculum. - Utilize ClimbHi to arrange field trips, guest speakers, and resources that align with their curriculum. ClimbHi provides opportunities for our teachers to engage with the community, businesses, and organizations. Career day will be organized for our 4th-6th graders. - Volunteers in various careers share information about their occupations Teachers conduct lessons on various career, community, and civic opportunities throughout the year. SpEd FSC students participate in Community Based Instruction (CBI). - Students learn life skills in the actual environment. Accountable Leads:	ClimbHi: Community Engagement Data Tracking Sheet Career Day Feedback Class Lessons IEP and Progress Report	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

		Christine Dash (ClimbHi), Shannon Foster, Stevie Hudyma, Haylee Ku, Kendyl Eugenio (Career Days), Amanda Lehman(SpEd FSC)		
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.	Students need to develop skills to be successful, lifelong learners. Student Needs #1, 2, 3, 4	Continue to utilize the Common Core Standards with a focus on the continuum from foundational to college and career readiness skills. - Provide a variety of educational and extracurricular activities. - Utilize strategies to prepare students for success at the next level. Career day will be organized for our 4th-6th graders. - Volunteers in various careers share information about their occupations. Accountable Leads: Christopher Bonilla, Justin Furuta, Kimberly Tadaki, Christine Dash, Dana Kawamura, Shannon Shimabukuro, Shannon Foster, Stevie Hudyma, Haylee Ku, & Kendyl Eugenio (Career Days)	Teachers Observations Career Day Feedback	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
1.3.3. All students graduate high school with a personal plan for their future.	[If applicable, reference the root/contributing cause from the Identified School Needs section]	[Include specific enabling activities or strategic actions being taken to achieve your desired outcome]; [Reference name of accountable lead(s) here]	[List the measures, including initial and intermediate outcomes, that will be used to monitor progress.]	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

[Insert school specific desired outcome / student learning target] (To add additional desired outcomes, duplicate this row)	[If applicable, reference the root/contributing cause from the Identified School Needs section]	[Include specific enabling activities or strategic actions being taken to achieve your desired outcome]; [Reference name of accountable lead(s) here]	[List the measures, including initial and intermediate outcomes, that will be used to monitor progress.] ☐ 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>
100% of teachers will complete their Individualized Professional Development Plan (IPDP) or EES on-cycle evaluation. 100% of Enhanced teachers will receive an Effective rating on their year-end EES rating.	To ensure teachers are highly qualified to support all students.	Danielson Framework Administrators support all teachers by following the Charlotte Danielson framework to enhance instruction for SY 2025-26. Accountable Leads: Christopher Bonilla, Justin Furuta	IPDP and EES	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant:____ \$ ☐ Other:____ \$
100% of new teachers will be supported by their Mentor, Grade Level Chair, and Grade Level Support staff. 100% of new teachers	To ensure teachers are highly qualified to support all students. New teachers	Highly Qualified and Highly Effective Teachers Mentor teachers will support new teachers (tenured or non-tenured) to provide professional improvement and to ensure they are all Highly Qualified Teachers for SY 2025-26. Beginning Teachers (BT) are mentored by their Track	New Teacher Center (NTC) and EES	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$



PRIORITY 2: High-Quality Educator Workforce In All Schools

will receive an Effective rating on their EES rating.	require support to assist in their transition to HES	Partner, Grade Level Chairperson, Grade Level Support, resource teacher, and lead mentor and induction person - Beginning Teachers attend CK Complex BT Orientation, EES Overview Training, and PLCs throughout the year. - Mentor Teachers attend CK Complex Forum. - Site Lead attends CK Complex PLC - Site Lead will meet with new hires Accountable Leads: Christopher D. Bonilla, Justin Furuta, Kimberly Tadaki (I&M Program)		☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant:____ \$ ☐ Other:____ \$
Teachers will be supported by the Grade Level Support staff	To ensure teachers are effective in teaching practices	GLS will meet and support teachers by reviewing and analyzing class data. GLS and teachers will develop a plan to address areas of need for both teacher and student(s).	Data Teams Process and Templates	
100% of Grade level agendas will reflect - After every meeting on the Agenda ask " Did you have time to plan collaboratively with a school-wide focus?" "Are there resources or support needed to meet the school-wide focus?" 100% of Grade levels will reflect on what is working for their grade level and what their	Students Needs #1 - 6 This will provide students with a clear and coordinated school-wide curricular program, more precise instruction, and more appropriate assessments.	Grade Level Articulation Provide 10+ articulation sessions for grades K-6 from 8:00-10:00 to allow collaborative planning with a school-wide focus. Grade Level Vertical Articulation Refine vertical articulation with a focus on elements such as common language across grade levels, anchor charts, graphic organizers, and when needed, common formative and summative assessments. Begin with ELA and expand to all curricular areas where vertical articulation is incomplete. Accountable Leads: Christopher Bonilla, Justin Furuta, Kimberly Tadaki,	Data Teams Process and Templates	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant:____ \$ ☐ Other:____ \$



next steps will be.		Christine Dash, Dana Kawamura, Shannon Shimabukuro	
Narrow the achievement gaps for our targeted student groups (EL, SpEd, Disadvantaged)	SY 24-25 Panorama teacher and staff survey results for Professional Learning	Professional Development (PD) Provide ongoing professional growth to our educators through comprehensive and adaptable PDs. The PDs are designed to continually expand the capacity and knowledge of our teachers, keeping them as the focus of Holomua's educational advancements. Provide opportunities focused on professional development topics (local/national), such as educational technology, curriculum design, innovative instructional methods, and increasing student engagement. - Continue the Data-Driven Instructional Cycle (DDIC). Teachers will have grade-level workdays to continue the DDIC Process in various subject areas. - Develop Instructional Partners within the school to improve student achievement and drive school-wide improvement	Monitoring of Professional Development via the creation of school-wide initiatives and updates to the academic plan.
Improve offerings and opportunities for professional learning for staff and teachers		Accountable Leads: Christopher D. Bonilla, Justin Furuta, & Kimberly Tadaki	Panorama teacher and staff survey results Teacher Sign-in Sheets, PD Agendas, Conference Registrations, Presentations



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. <i>Required for all schools.</i>	Increased parent and community involvement supports student success by providing additional resources and opportunities.	Sustain the current SCC committee membership which now includes a parent with public safety community experiences as an HPD Officer and the business partnership with the current SCC members from Prince Waikiki Hotel and Hawaii Prince Golf Club. Accountable Lead: Christopher Bonilla, Kimberly Tadaki	Military Partnership Agreements SCC Minutes	☒ 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>
To create a forum that includes stakeholders from school, families and community partnerships to share information and be a part of the decision-making process.	Increased parent and community involvement supports student success by providing additional resources and opportunities.	Provide various community and parent involvement activities and continue to work on increasing community and parent support. Provide and promote family engagement opportunities: • Continue the practice of parent surveys to gain feedback on school-related activities. • Seek and maintain partnerships in the community to promote engagement via the SCC and other community resources. • Provide parent coffee hour workshops to address various topics with consultant Dr. Dale Fryxell • Continue with the current partnership with the Coast Guard • Sustain new partnership with the Command Pacific Fleet Accountable Leads: Christopher Bonilla, Justin Furuta	SCC Minutes Family Nights and Coffee Hour Attendance and Surveys SQS	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:____, \$ ☐ 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>	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>
		All support systems are included in the above sections.		☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

APPENDIX A: SCHOOL COMMUNITY COUNCIL ASSURANCES FORM

One of a School Community Council's (SCC) main functions is to review the school's Academic Plan and Financial Plan for the upcoming school year and either recommend revisions of the plans to the principal or recommend the plans for approval by completing the SCC Assurances Form.

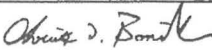
The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name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

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

The **Holomua 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 3/24/26 to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on 3/24/26 to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☐ Other (list): [Insert text. Examples: School Leadership Team, Curriculum Committee, School Safety Committee]
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: 3/24/26

Attested:

Holomua Elementary School Principal	Signature	Date
Christopher D. Bonilla		4.10.26
SCC Chairperson	Signature	Date
Kimberly Tadaki		4.10.26

SCC Recommendations to the Academic Plan and Financial Plan:

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

SCC Recommendation:	Rationale for the SCC Recommendation:	Principal's Response to SCC Recommendation:
n/a		

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

Attested:

SCC Chairperson	Signature	Date
Kimberly Tadaki	<i>Kimberly M. Tadaki</i>	4/10/26

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)		1,059 instructional hours		
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?		☐ Yes	☒ No	☐ N/A, we meet the requirement
Monday-Tuesday-Thursday-Friday			Wednesday	
TIME	EVENT	TIME	EVENT	
7:45 AM	1st Bell/Warning Bell	7:45 AM	1st Bell/Warni ng Bell	
7:50 AM	School Day Begins	7:50 AM	School Day Begins	
9:10-9:25 AM	Kindergarten Recess	9:10-9:25 AM	Kindergart en Recess	
9:45-10:00 AM	Recess Grades 1, 3 & 4	9:45-10:00 AM	Recess Grades 1, 3 & 4	

10:05-10:20 AM	Recess Grades 2, 5 & 6	10:05-10: 20 AM	Recess Grades 2, 5 & 6
10:40 AM-12:30 PM	Lunch Grades K-6	10:40 AM-12:30 PM	Lunch Grades K-6
2:00 PM	School Day Ends	1:15 PM	School Day Ends