



# Momilani Elementary School Academic Plan SY 2025-2026

2130 Ho'oki'eki'e St  
(808) 307-5800  
[www.momilani.k12.hi.us](http://www.momilani.k12.hi.us)

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

Submitted by Principal Garrett M. Arakawa	
<u>Garrett M. Arakawa</u> Garrett M. Arakawa (Apr 9, 2025 12:33 HST)	April 9, 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	<a href="#">English Language Arts</a>	<a href="#">Mathematics</a>	Science	Social Studies
Grades K-3	'20 Into Reading ▾	i-Ready Classroom Mathematics ▾	Teacher Created	Teacher Created
Grades 4-6	Other: ▾ Read Side-by-Side	i-Ready Classroom Mathematics ▾	Teacher Created	Teacher Created

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
Grades K-6	i-Ready, OG, Ready Toolbox	i-Ready	Mystery Science, Nearpod	Nearpod
Grades 4-6	MyAccess			

### 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 ▾
	Teacher Created ▾	Teacher Created ▾



## 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: [SY 24-25]

Type of Last Visit: Full Self-Study

Year of Next Action: [Pending]

Type of Next Action: Pending

Year of Next Self-Study:

[Pending]

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><b><u>Student Need:</u></b> Increase ELA, Math, Science Proficiency Rates</p> <p><b><u>Root/Contributing Cause:</u></b> Reading Foundational Strategies, Collective Intervention, and mindsets for improvement</p>
2	<p><b><u>Student Need:</u></b> Foster a deeper Sense of Belonging in our school community</p> <p><b><u>Root/Contributing Cause:</u></b> Improve outcomes still impacted by school closure and "return to learn"</p>
3	<p><b><u>Student Need:</u></b> Continue to develop Career Connected Learning Experiences for our students</p> <p><b><u>Root/Contributing Cause:</u></b> Connecting students to realistic learning experiences will increase engagement and retention, improve soft skills, and provide an alternative way to access content</p>
4	<p><b><u>Student Need:</u></b> Strengthen the connectivity of the learning of writing through the grade levels</p> <p><b><u>Root/Contributing Cause:</u></b> Collective/aligned work increases teacher effectiveness and student learning outcomes, (reconnecting pre-pandemic practices)</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.**

<b>1</b>	<p><b><u>Targeted Subgroup:</u></b> High Needs/Not Achieving Students</p> <p><b><u>Identified Student Need(s):</u></b> School Connectedness, Inclusionary Learning Path, HMTSS, PBIS, Learning Acceleration. Small Group Instruction</p>
<b>2</b>	<p><b><u>Targeted Subgroup:</u></b> ELL</p> <p><b><u>Identified Student Need(s):</u></b> Language Opportunities, scaffolded build in language development, Learning Community Development</p>
<b>3</b>	<p><b><u>Targeted Subgroup:</u></b></p> <p><b><u>Identified Student Need(s):</u></b></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>  <b>and Name of Accountable Lead(s)</b> <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>Selected Kindergarten Readiness Assessment is required by the Department of Education</p>	<p>Schools will administer an assessment to students entering Kindergarten. (KEA and local school assessments)</p> <p>The Kindergarten Readiness Assessment is provided to all entering Momilani Kindergarten students before the 30th day of the school year.</p> <p>-Kindergarten Teachers</p>	<p>100% of incoming Kindergarteners are assessed by the 30th day of school</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>

<p><b>Reading Proficiency</b> 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>Teachers in K-3 are developing their skills and pedagogical understanding of foundational reading aligned with the current updates to the Science of Reading.</p>	<ul style="list-style-type: none"> <li>● Provide training on science of reading strategies</li> <li>● Support implementation of high quality curriculum and reading strategies</li> <li>● Implement Targeting Interventions and Instructions</li> <li>● Utilize Universal Screener 3 times a year</li> <li>● Provide additional training or resources to strengthen Curriculum, Instruction or Assessment</li> </ul>	<p>-SBA -Universal Screening Data -Intervention Data</p>	<p><input checked="" type="checkbox"/> WSF, \$  <input type="checkbox"/> Title I, \$  <input type="checkbox"/> Title II, \$  <input type="checkbox"/> Title III, \$  <input type="checkbox"/> Title IV-A, \$  <input type="checkbox"/> Title IV-B, \$  <input type="checkbox"/> IDEA, \$  <input type="checkbox"/> SPPA, \$  <input type="checkbox"/> Homeless, \$  <input type="checkbox"/> Grant:__, \$  <input type="checkbox"/> Other:__, \$</p>
<p><b>Mathematics Proficiency</b> 1.1.3. All students are proficient in mathematics by the end of <del>eight</del> <b>sixth</b> 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>Collective improvement in mathematics instructional practices, intervention strategies, and student mathematical mindsets is essential.</p>	<ul style="list-style-type: none"> <li>● Support implementation of high quality curriculum and reading strategies</li> <li>● Utilize Universal Screener 3 times a year</li> <li>● Implement Targeting Interventions and Instructions</li> <li>● Provide additional training or resources to strengthen Curriculum, Instruction or Assessment</li> </ul>	<p>-SBA -Universal Screening Data</p>	<p><input checked="" type="checkbox"/> WSF, \$  <input type="checkbox"/> Title I, \$  <input type="checkbox"/> Title II, \$  <input type="checkbox"/> Title III, \$  <input type="checkbox"/> Title IV-A, \$  <input type="checkbox"/> Title IV-B, \$  <input type="checkbox"/> IDEA, \$  <input type="checkbox"/> SPPA, \$  <input type="checkbox"/> Homeless, \$  <input type="checkbox"/> Grant:__, \$  <input 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>Based on the 2023-24 STRIVE HI report, there was an achievement gap of 33% and 38%, respective, for Language Arts and mathematics</p>	<ul style="list-style-type: none"> <li>• Provide additional training or resources to strengthen Curriculum, Instruction or Assessment</li> <li>• Provide additional instructional supports (eg. RTI staff, tutoring, support curriculum)</li> <li>• Provide additional resources to support the diverse learning and social-emotional needs of our student population</li> <li>• Coordinate Professional Development for Momilani teachers to strengthen flexible instructional situations to deepen learning. (eg. Small Group Instruction, Building Thinking Classrooms)</li> <li>• Enhance collaboration around student success supporting the academic growth of all students</li> </ul>	<p>-i-Ready Universal Screener -Smarter Balanced Assessment</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>	<p><input checked="" type="checkbox"/> WSF, \$  <input type="checkbox"/> Title I, \$  <input type="checkbox"/> Title II, \$  <input type="checkbox"/> Title III, \$  <input type="checkbox"/> Title IV-A, \$  <input type="checkbox"/> Title IV-B, \$  <input type="checkbox"/> IDEA, \$  <input type="checkbox"/> SPPA, \$  <input type="checkbox"/> Homeless, \$  <input type="checkbox"/> Grant:__, \$  <input type="checkbox"/> Other:__, \$</p>
<p>1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.</p> <p><i>Required for all schools.</i></p>	<p>Supporting our students in their transition to middle school is essential for the success</p>	<ul style="list-style-type: none"> <li>• Utilize the Pearl City High School and Highlands Intermediate School Graduate Profile and Academy Continuums to design learning and activities to support the flow of the Career Connected Construct and Academy Design</li> <li>• Participate in planned articulation meetings between Pearl City elementary schools and Highlands Intermediate (HIS) and/or Pearl City High School</li> <li>• Support transition to HIS via 6th grade visit to HIS</li> </ul>	<p>-Attendance of 6th grade visit -Meeting Agendas/Minutes</p> <p>KPI: programs for newly entering students</p>	<p><input checked="" type="checkbox"/> WSF, \$  <input type="checkbox"/> Title I, \$  <input type="checkbox"/> Title II, \$  <input type="checkbox"/> Title III, \$  <input type="checkbox"/> Title IV-A, \$  <input type="checkbox"/> Title IV-B, \$  <input type="checkbox"/> IDEA, \$  <input type="checkbox"/> SPPA, \$  <input type="checkbox"/> Homeless, \$  <input type="checkbox"/> Grant:__, \$  <input type="checkbox"/> Other:__, \$</p>



<p>1.1.6* -Implement evidence-based instructional practices in <b>Career-Connected, project-based</b> 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>Participate in professional development for PBL:</p> <ul style="list-style-type: none"> <li>• Introductory to PBL for new staff (e.g. PBL 101)</li> <li>• Teacher networking throughout the complex area.</li> <li>• Individualized teacher support based on needs</li> </ul> <p>All K-6 students will experience 2 Career-Connected PBL units</p> <ul style="list-style-type: none"> <li>• PBL 101 training or similar will be provided to staff that may need the training</li> <li>• Support the collaborative process for PBL development within our staff</li> </ul>	<p>-PBL Units -Career Connected Field Trips Attendance</p> <p>PD feedback</p> <p>PWCA Teacher Implementation Survey Results</p>	<p><input checked="" type="checkbox"/> WSF, \$  <input type="checkbox"/> Title I, \$  <input type="checkbox"/> Title II, \$  <input type="checkbox"/> Title III, \$  <input type="checkbox"/> Title IV-A, \$  <input type="checkbox"/> Title IV-B, \$  <input type="checkbox"/> IDEA, \$  <input type="checkbox"/> Homeless, \$  <input type="checkbox"/> Grant:____, \$  <input type="checkbox"/> Other:____, \$</p> <p><b>TOTAL = \$</b></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>  <b>and Name of Accountable Lead(s)</b> <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>
1.2.1. All students desire to and attend school regularly.  <i>Required for all schools.</i>	-Recovery from school closure and "return to learn" has greatly increased the number of students absent	<ul style="list-style-type: none"> <li>• Support transition to HIS via 6th grade visit to HIS</li> <li>• Promote student attendance via Momilani Morning Miles, incentivizing participation and Celebrating attendance</li> <li>• Promote attendance via positive behavioral supports</li> <li>• Re-engaging our students and families with school-home events, timely communication</li> <li>• Communicate the importance of regular attendance to families through regular promotional campaigns</li> </ul>	-90% of students attending 90% or more days of instructions	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$
1.2.2. All students demonstrate positive behaviors at school.  <i>Required for all schools.</i>	The development of a student's ability to demonstrate positive behaviors ensures a caring school environment for all.	<ul style="list-style-type: none"> <li>• Increase school-wide practices and interventions that address the well-being of students and support a positive school environment</li> <li>• Continue to integrate and develop Choose Love/Choose Aloha concepts with our students to instill kindness and a spirit of aloha</li> <li>• Continue to promote our Choose Love umbrella rules (love each other, love yourself, love this place)</li> </ul>	-Discipline Data -Panorama Data  KPI- % of parents agreeing school supports positive behaviors	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input checked="" type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$

<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>Globally Competitive, Locally Committed - strengthening our students' connection to Hawaii and our values</p>	<ul style="list-style-type: none"> <li>• Continue to develop relationships with business and community partners</li> <li>• Deepen our students' connection to Hawaii via experiential learning, service learning and/or Project-Based Learning</li> <li>• Promote our students as stewards of "this place" ...."our 'ohana, our home"</li> </ul>	<p>-Panorama Data -ClimbHI use/Community Member Participation -Community Member attendance of Momilani Elementary School's Presentations of Learning</p>	<p><input checked="" type="checkbox"/> WSF, \$  <input type="checkbox"/> Title I, \$  <input type="checkbox"/> Title II, \$  <input type="checkbox"/> Title III, \$  <input type="checkbox"/> Title IV-A, \$  <input type="checkbox"/> Title IV-B, \$  <input type="checkbox"/> IDEA, \$  <input type="checkbox"/> SPPA, \$  <input type="checkbox"/> Homeless, \$  <input type="checkbox"/> Grant:__, \$  <input 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.**

<b>Desired Outcome</b> <i>"What do we plan to accomplish?"</i>	<b>Root/ Contributing Cause</b> <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	<b>Enabling Activities</b> <i>"How will we achieve the desired outcome?"</i> <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress (Initial &amp; Intermediate Outcomes)</b> <i>"How will we know progress is being made?"</i>	<b>Anticipated Source of Funds</b> <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>Provide opportunities for students and teachers to have career-connected learning experiences</p>	<ul style="list-style-type: none"> <li>• K-6 Students will experience 2 Career Connected PBL units per year.</li> <li>• Career Connected Field trips, Guest Speakers and Learning opportunities for students and staff (eg, Prince Waikiki, Hawaii FCU partnerships etc)</li> <li>• School-wide Service Learning experience.</li> </ul>	<p>-PBL Units -# of field trip opportunities and guest speakers -ClimbHI data -Service Learning Participants</p> <p>% of students participating in CCE</p> <p>Description and participation in civics engagement</p>	<p><input checked="" type="checkbox"/> WSF, \$  <input type="checkbox"/> Title I, \$  <input type="checkbox"/> Title II, \$  <input type="checkbox"/> Title III, \$  <input type="checkbox"/> Title IV-A, \$  <input type="checkbox"/> Title IV-B, \$  <input type="checkbox"/> IDEA, \$  <input type="checkbox"/> SPPA, \$  <input type="checkbox"/> Homeless, \$  <input type="checkbox"/> Grant:__, \$  <input type="checkbox"/> Other:__, \$</p>

<p><b>K-12 Alignment</b></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 and support to increase students' academic readiness for high school.</p>	<p>How is your school addressing the Expose component for PWCA CCE and PBL Initiatives?</p> <p>All K-6 students will experience 2 Career-Connected PBL units</p> <ul style="list-style-type: none"> <li>• PBL 101 training or similar will be provided to staff that may need the training</li> <li>• Support the collaborative process for PBL development within our staff</li> </ul>	<p>PBL 2x/Yr for each student</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>
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## 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>  <b>and Name of Accountable Lead(s)</b> <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 <b>teachers</b> are effective or receive the necessary support to become effective.	Teachers have the greatest impact after parents on student learning.	Provide Teachers with Professional development training to increase effectiveness. <ul style="list-style-type: none"> <li>• 21 Hours</li> <li>• School PD</li> <li>• National PD opportunities for Staff (travel to conferences)</li> <li>• Induction and Mentoring Supports</li> <li>• Adult Learning resources and exposure - (trainers, books for book study, collaborative resources)</li> </ul> Communicate expectations and standards using Educator Effectiveness System Utilize systems to maintain prompt notification of new hires.	-21-hours documentation -National Conference TAF -School PD plan -EES results	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$
2.2.2 All schools' <b>support staff</b> are effective or receive the	Effective support staff is necessary for a	<ul style="list-style-type: none"> <li>• Provide Support Staff with Professional development training to increase effectiveness and productivity</li> </ul>	-PAS -Meeting Minutes	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$



necessary support to become effective.	successful school climate	<ul style="list-style-type: none"> <li>Utilize monitoring systems (eg. PAS, Time Sheets) to support growth for Classified and Casual employees</li> </ul>	<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 checked="" type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:____, \$ <input type="checkbox"/> Other:____, \$
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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> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i>  <b>and Name of Accountable Lead(s)</b> <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>
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>	Momilani School Community Council is essential creating a cohesive, connected School 'ohana	<ul style="list-style-type: none"> <li>Increase recruitment of SCC Members and clearly share role and function of Momilani's SCC</li> </ul>	SCC Minutes	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$

## 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 Momilani Elementary School 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](#).

<b>Total student instructional <u>hours per year</u></b> <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>	1092
<b>Did your school submit a SCC Waiver Request Form? Please explain.</b>	No. Waiver was not necessary this school year
<b>Bell Schedule:</b> <a href="https://docs.google.com/spreadsheets/d/1kmpR9fbvbmB30R_CLdleAFYqceyQ80_WXB01laz0-3U/edit#gid=1663527314">https://docs.google.com/spreadsheets/d/1kmpR9fbvbmB30R_CLdleAFYqceyQ80_WXB01laz0-3U/edit#gid=1663527314</a>	



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

The Momilani 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: 11/13/2023

☒ 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: 01/29/2024

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

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 01/29/2024.

Attested:

Garrett Arakawa

Typed name of school principal

Garrett Arakawa

Signature

03/06/2024

Date

Kendra Nip

Typed name of SCC chairperson

Kendra Nip

Signature

03/06/2024

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.

SCC Recommendation:	Rationale for the SCC Recommendation:	Principal's Response to SCC Recommendation:
No Comments		

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

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