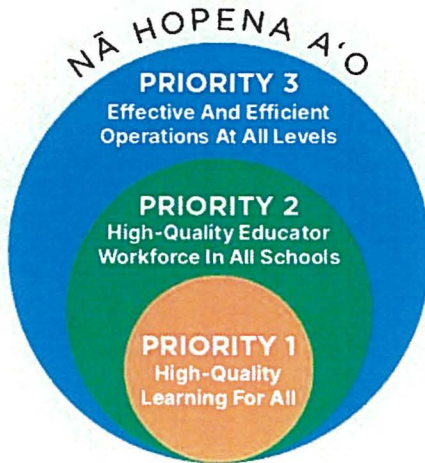


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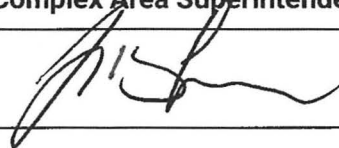


Ho'okele Elementary School Academic Plan SY 2026-2027

511 Kunehi Street, Kapolei, HI 96707
808-305-8500
<https://hookele.hidoe.us/>

- ☐ Title I School
☒ Non-Title 1 School

Submitted by Principal Bryan Rankie	
	Mar 6, 2026

Approved by Complex Area Superintendent Jon Henry Lee	
	Mar 6, 2026

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
Kindergarten - Grade 5	Other: ▾ Magnetic Literacy	i-Ready Classroom Mathematics ▾	Mystery Science	Teacher Created

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
Kindergarten - Grade 5	Orton Gillingham - Multisensory Language	IXL	Teacher Created	Teacher Created
Kindergarten - Grade 5	Heggerty - Phonemic Awareness			

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 - Grade 5	I-Ready ▾	I-Ready ▾
Kindergarten	KEA ▾	HI KRA ▾

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: 2025

Type of Last Visit: Full Self-Study -

Year of Next Action: 2028

Type of Next Action: Mid-Cycle Report (No Visit) -

Year of Next Self-Study:

2031

Please identify **critical student learning needs** and the **root/contributing cause** why these needs have been prioritized.

"What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?"

Please number the student need and root/contributing cause for ease of cross-referencing.

1	Need: Continue to embed opportunities that will support positive student behavior through school clubs, real world experiences, and workforce development to ensure HES students are globally competitive in their selected paths beyond Hawai'i's K-12 public school system. Root/Contributing cause(s): 1A - 2025 WASC Schoolwide Growth Areas for Continuous Improvement
2	Need: Ensure students have access to a vertically aligned curriculum in all subjects and Project Based Learning (PBL) projects that incorporate HĀ standards, in addition to providing additional time for articulation. Specifically, HES should continue its strong commitment to the utilization of data, both quantitative and qualitative, to inform its scholastic decision-making processes and use this data to further develop and enhance the instructional coherence it is achieving in regard to its grade level and content area vertical alignment that is already taking place. Root/Contributing cause(s): 2A - 2025 WASC Schoolwide Growth Areas for Continuous Improvement
3	Need: Because HES does not currently have data on its former students and because the receiving middle school is also using i-Ready as its universal screener, access to this data could potentially serve as an opportunity for HES to further expand the vertical alignment that

	is already occurring, but with consideration of longer-term student outcomes. Such an action and collaboration with its Complex's middle school could further inform and potentially positively modify HES's instructional practices. Root/Contributing cause(s): 3A - 2025 WASC Schoolwide Growth Areas for Continuous Improvement
4	Need: HES should continue to build on the extremely positive relationships it has with the community and investigate ways to further increase parent involvement and the participation of parents whose children may be struggling academically or are new to the community. Root/Contributing cause(s): 4A - 2025 WASC Schoolwide Growth Areas for Continuous Improvement

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: Disadvantaged Students Identified Student Need(s): • The percentage of chronically absent students who are disadvantaged is 34.4% compared to all students which is 22.5% • The percentage of language arts proficiency of HES disadvantaged students is 49.0% compared to all students which is 64.1% • The percentage of math proficiency of HES disadvantaged students is 50.0% compared to all students which is 60.9% • The percentage of science proficiency of HES disadvantaged students is 48.1% compared to all students which is 53.9%
2	Targeted Subgroup: Special Education Students Identified Student Need(s): • The percentage of language arts proficiency of HES SPED students is 14.2% compared to all students which is 64.1% • The percentage of math proficiency of HES SPED students is 25% compared to all students which is 60.9% • The percentage of science proficiency of HES SPED students is 33.3% compared to all students which is 53.9%



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 "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.
1.1.1. 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.	2A	EA 1.1.1. (1) All incoming Kindergarten students will be administered the Kindergarten Entry Assessment (KEA) within their first 30 days of school. EA.1.1.1 (2) All incoming Kindergarten students with minimal preschool experience will be given priority to attend a 15-day Kindergarten Kick-start Program. EA 1.1.1 (3) All incoming Kindergarten students will be given our school's Kindergarten Skills Assessment, and teachers are informally assessing students for social emotional needs. [K - 1 Curriculum Coach, K - 1 Counselor, Kindergarten HGL]	KEA Kindergarten Skills Assessment i-Ready Data	☒ 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.	2A, 4A	EA 1.1.2. (1) School based teams will engage in collegial conversations into a deeper analysis of student achievement data / evidence, where they will identify best practices and adjust instruction to meet the needs of all students. EA. 1.1.2 (2) All students will receive multi-sensory language instruction as needed to strengthen phonological awareness and phonics. EA. 1.1.2 (3) All students will receive Response to Intervention (RTI) support in reading. Students who need additional support are provided extra help in smaller group settings, focusing on letter recognition and letter sounds. [Curriculum Coaches, SSC]	Classroom Profiles SBA Data - SY 28 - 29 ELA goal of 72.33% i-Ready Data PLC Agendas and Minutes Data Team Agendas and Minutes Student Work Samples	☒ WSF, \$ ☐ Title I, \$ ☒ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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.	3A	EA 1.1.3. (1) School based teams will engage in collegial conversations into a deeper analysis of student achievement data / evidence, where they will identify best practices and adjust instruction to meet the needs of all students. EA. 1.1.3 (2) All students will receive RTI support in mathematics. Students who need additional support are provided extra help in smaller group settings. EA 1.1.3 (3) School based teams review data to identify and prioritize students for enrollment in afterschool tutoring. [Curriculum Coaches, HGLs]	Math SBA Data - SY 28 - 29 Math goal of 76.85% Classroom Profiles i-Ready Data	☒ 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. <i>Required for all schools.</i>	1A, 2A, 3A, 4A	EA 1.1.4. (1) All grade levels will revise curriculum maps and pacing guides, which are aligned to the CCSS, NGSS, and HCSSS. Through this process, grade levels will: -Review / revise clear learning targets and success criteria for priority standards -Adjust instructional strategies and / or materials based upon data and student needs -Incorporate interdisciplinary curriculum such as Inquiry Based Units (IBU) and Project Based Learning (PBL) units of study based upon CCSS, NGSS, and HCSSS -Utilize resources for instruction and learning beyond the manual/textbook/workbook such as the use of technology, library/media resources and programming, collaborative activities, and community resources -Align common grade level Assessments -Use vertical alignment to ensure expectations and rigor are consistent for each grade level EA 1.1.4. (2) School based teams will use multiple data sources to monitor and measure the effectiveness of school programs, initiatives and curricula to ensure they are leading to student success EA 1.1.4 (3) Teachers will utilize and maintain their Classroom Profiles to accurately identify and address specific student needs. Data will be continuously monitored by teachers to ensure measurable student progress. Teachers will leverage academic data to effectively inform their instructional strategies and determine appropriate next steps for individual students. [Curriculum Coaches, HGLs]	100% of the classroom teachers will implement and revise (as needed) quarterly Curriculum Maps for all core subjects, as evidenced by grade level Curriculum Maps ELA SBA Data - SY 28 - 29 ELA goal of 72.33% Math SBA Data - SY 28 - 29 Math goal of 76.85% Science HSA Data - SY 28 - 29 science goal of 60.73% Classroom Profiles i-Ready Data Data Team Agendas and Minutes Student Work Samples	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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		EA 1.1.5 (5) Leverage our Transition Center to provide all new students and families with a structured support system, including cultural orientation and peer connections, to facilitate a successful transition into the school and island community. [Grade K HGL, Grade 5 HGL, Administration, K - 1 Curriculum Coach, 4 - 5 Curriculum Coach, Transition Center Advisor]		
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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. <i>Required for all schools.</i>	1A	EA 1.2.1 (1) All teachers will plan and implement engaging curricular, co-curricular, and / or extracurricular activities that encourage student attendance. To complement these efforts, student sense of belonging may be fostered through the use of personalized or group-aligned apparel, specialized resources, or incentive programs that celebrate both individual milestones and collective achievements. EA 1.2.1 (2) The Ho'okele Attendance Team (HAT), grade level teachers, and support staff members will positively reinforce good attendance by recognizing and celebrating student achievements at the individual, class, or grade level for perfect or improved attendance. EA. 1. 2.1 (3) Implement frequent and consistent communication with parents for students with attendance issues, focusing on building a positive and supportive relationship so parents feel comfortable discussing challenges and seeking assistance. [HGLs, HAT]	Attendance Data Panorama Survey	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☒ Grant: __, \$ ☒ Other: SAF

1.2.2. All students demonstrate positive behaviors at school. <i>Required for all schools.</i>	1A, 2A	EA 1.2.2 (1) All students will engage in community building, SEL (Second Step), and Nā Hopena A'o (HĀ) frameworks to cultivate a safe, culturally responsive environment that nurtures well-being and fosters positive behavioral growth. EA 1.2.2 (2) All teachers will administer the Panorama Survey and conduct individual and collective reflection on the results. EA 1.2.2 (3) Implement a school-wide PBIS framework by explicitly teaching behavioral expectations defined in the school matrix and utilizing a consistent recognition system to reinforce positive behaviors for all students. EA 1.2.2 (4) Maintain the production of weekly student broadcasts that highlight and celebrate positive behaviors, offering real-life examples and reinforcing a culture of respect and safety across the campus. [Counselors]	Panorama Second Step PBIS Data	☒ 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. <i>Required for all schools.</i>	2A	EA 1.2.3 (1) All teachers have received professional development on Nā Hopena A'o to enhance and promote culturally responsive learning environments. EA 1.2.3 (2) All teachers and students participate in a weekly broadcast to share Hawaiian values and examples of these values in the classroom and in school. Teachers instill all components of the Nā Hopena A'o in their day-to-day lessons. EA1.2.3 (3) All learning environments intentionally integrate the Nā Hopena A'o (HĀ) framework, ensuring instruction and classroom routines foster a Sense of Belonging, Responsibility, Excellence, Aloha, Total Well-being, and Hawai'i. [HGLs, SAC]	PD Agenda and meeting minutes	☒ 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. <i>Required for all schools.</i>	1A	EA 1.3.1 (1) Collaborate as a staff with consultants to prepare, refine, and implement Project Based Learning and Inquiry Based Units for students using technology, library/media, collaborative activities, and community resources beyond the manual/textbook/workbook. EA 1.3.1 (2) All students will engage in career, community, and civic exploration to foster personal growth and promote collective well-being. This may include participating in diverse service opportunities and registering for local or global competitions that expand their professional and civic horizons. EA 1.3.1 (3) Ho'okele Elementary will create new community partnerships while supporting existing partnerships. [Curriculum Coaches, Librarian, HGLs, Counselors]	CAT Agenda and meeting minutes Career Day Agendas ClimbHI Data Field Trips	☒ 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.	1A	EA 1.3.2 (1) All students explore career pathways through Elementary Academies. [SAC]	Academy Data	☒ 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.	1A	EA 1.3.3 (1) All students complete a Career Interest Survey [SAC]	RAISEC Assessment Results	☒ 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

- ★ 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 "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.
2.1.1 All teacher positions are filled with qualified hires.	1A, 2A	EA 2.1.1 (1) HES will recruit and retain teachers who embody our CARES Vision and Mission. By combining targeted outreach with a supportive workplace culture, HES will attract mission-aligned candidates and empower veteran teachers through a comprehensive focus on educator well-being, belonging, and resources. [Administration]	Number of HQTs	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
2.1.2 All teachers are effective or receive the necessary support to become effective.	1A, 2A	EA 2.1.2 (1) All teachers will engage in differentiated, targeted professional development tailored to their specific implementation milestones. This may include high-impact internal sessions, as well as strategic off-campus or out-of-state opportunities to gain specialized expertise and best-practice insights.	Ignite Session Sign-Ins PD Agendas and minutes	☒ WSF, \$ ☐ Title I, \$ ☒ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$



PRIORITY 2: High-Quality Educator Workforce In All Schools

		EA 2.1.2 (2) Engage beginning teachers in a system of support that includes working with highly skilled, trained instructional mentors to accelerate teacher effectiveness and student learning. [Administration, Curriculum Coaches]	Kickup Documentation	☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
2.2.1 All school support staff positions are filled with qualified hires	1A, 2A	EA 2.2.1 (1) HES will recruit and retain support staff who embody our CARES Vision and Mission. By combining targeted outreach with a supportive workplace culture, HES will attract mission-aligned candidates and empower veteran staff through a comprehensive focus on educator well-being, belonging, and resources. [Administration]	Number of Vacant Positions	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
2.2.2 All school support staff are effective or receive the necessary support to become effective.	1A, 2A	EA 2.2.2 (1) All support staff will engage in differentiated, targeted professional development tailored to their specific implementation milestones. This may include high-impact internal sessions, as well as strategic off-campus or out-of-state opportunities to gain specialized expertise and best-practice insights. [Administration, Curriculum Coaches]	PD Agendas and minutes	☒ WSF, \$ ☐ Title I, \$ ☒ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$



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>	4A	EA 3.3.1 (1) Regularly elect appropriate stakeholders by their peers to advise the principal on matters that affect student achievement and school improvement. Routinely exchanging ideas on how to improve student achievement among the school's stakeholders: principals, teachers, school staff, parents, students, and community members. [SCC Chair]	SCC Meeting 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>
Ho'okele Elementary parents / guardians will be active partners in their child(ren)'s education.	4A	EA (1) 100% of classroom teachers will conduct at least one class/grade level activity that engages parents in a hands-on learning opportunity and provides information about standards-based learning, as evidenced by the school record sheet. [SAC, Tech Coordinator]	Activity sign - in sheets Planning materials Family and staff feedback/surveys School Quality Survey Involvement / Engagement Responses	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☒ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☒ Other: SAF \$

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.

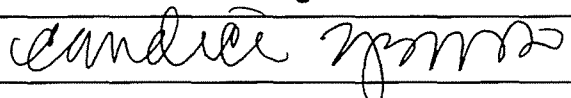
Hawaii State Department of Education School Academic Plan and Financial Plan Annual Assurances and Recommendation for Approval

The **Ho'okele 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 11/6/2025 to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **2/19/2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☒ Other (list): Grade Level Teams, Content Area Teams, School Leadership Team
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: **2/19/2026**

Attested:

Ho'okele Elementary School Principal	Signature	Date
Bryan Rankie		Feb 19, 2026
SCC Chairperson	Signature	Date
Candice Yamamoto		Feb 19, 2026

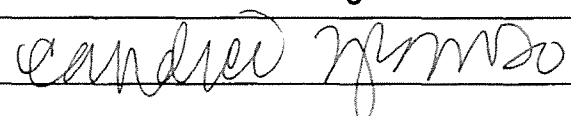
SCC Recommendations to the Academic Plan and Financial Plan:

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:
N/A	N/A	N/A

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

Attested:

SCC Chairperson	Signature	Date
Candice Yamamoto		Feb 19, 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 <u>hours per year</u> (Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)	1050
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☒ Yes ☐ No ☐ N/A, we meet the requirement
Ho'okele Elementary School Bell Schedule: SY 2026 - 2027 Bell Schedule	