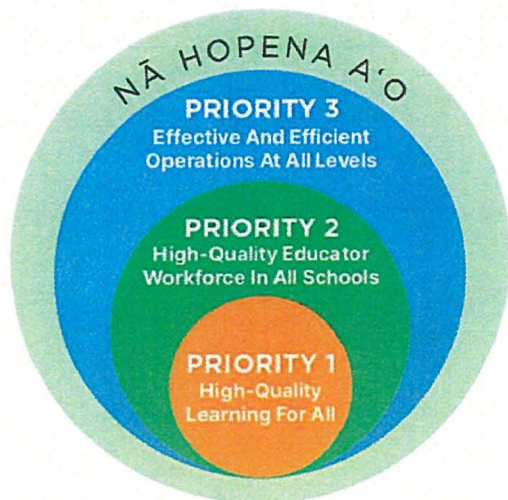




MŌKAPU ELEMENTARY SCHOOL

Academic Plan

SY 2026-2027

1193 MŌKAPU ROAD
(808) 764-0700
mokapu.k12.hi.us

- ☐ Title I School
☒ Non-Title 1 School

Submitted by Principal Brett Matsukawa

Brett K. Matsukawa

March 31, 2026

Approved by Complex Area Superintendent Lanelle Hibbs

Lanelle Hibbs

Date
04/14/2026

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
K-5	'23 Wonders ▾	i-Ready Classroom Mathematics ▾		
Grade 6	'20 Wonders ▾	i-Ready Classroom Mathematics ▾		

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

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
K-6	IXL	IXL	IXL	IXL
K-2	Heggerty: Bridge to Reading			
K-6	i-Ready	i-Ready	BrainPOP, BrainPOP Jr.	BrainPOP (Spanish), BrainPOP Jr. (Spanish)
K-6			Generation Genius	
K-6			Mystery Science	
K			Scholastic News,	Scholastic News
3	Boddle, Prodigy	Prodigy, Boddle,	Boddle,	Studies Weekly
4	Flocabulary, Readworks	Flocabulary, Struggly, 99Math, Prodigy		Studies Weekly
5			Studies Weekly	

UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

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

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

Grade Level(s)/Course Name	English Language Arts	Mathematics
K-6	I-Ready ▾	I-Ready ▾

HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

The Department is committed to ensuring that every student receives the support necessary for success. This commitment includes providing personalized support to meet individual student needs, documenting student interventions and monitoring progress.

How does your school document **HMTSS student interventions**? Please select all that apply. If “Other” is selected, please explain.

☒ Panorama

☐ School-created template

☐ Other:

IDENTIFIED SCHOOL NEEDS

Academic Plans require the identification of school needs based on data and other information analyzed as part of the school improvement process. The **Comprehensive Needs Assessment (CNA) Data Workbook** (linked [here](#)) and **Lei Kulia** (linked [here](#)) are data resources to help guide and support continuous school improvement.

This section highlights the critical student learning needs that require immediate attention for improvement, student subgroup(s) achievement gaps, and root/contributing cause for those needs and gaps, as identified in one or more of the following:

- ☒ Current CNA
- ☐ Other current assessment/self-study report:
- ☒ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: 2024
Type of Last Visit: Full Self-Study ▾

Year of Next Action: Spring 2027
Type of Next Action: Mid-Cycle Report & Visit ▾

Year of Next Self-Study:
2030

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

SBA Proficiency %	2021-2022	2022-2023	2023-2024	2024-2025
ELA	55%	63%	55%	59%
Math	54%	56%	52%	47%
HSA/NGSS	48%	48%	58%	53%

Root/Contributing Cause:

1A. Learning gaps due to transiency

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: High-Needs students(EL, Economically Disadvantaged, and/or Special Education students)

	ELA				MATH			
Proficiency	'21-'22	'22-'23	'23-'24	'24-'25	'21-'22	'22-'23	'23-'24	'24-'25
NHN (non-high needs)	62%	72%	63%	69%	60%	67%	60%	56%
HN (all high-needs)	39%	50%	43%	44%	38%	41%	39%	33%
HN (Low SES only)	53%	55%	50%	56%	46%	40%	46%	43%
HN (SpEd only)	21%	20%	18%	19%	21%	23%	17%	14%
HN (EL only)	20%	46%	25%	18%	20%	14%	18%	22%
Gap	23%	22%	20%	26%	22%	26%	21%	24%



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.	State Initiative	Mokapu Summer Ae'o Program for incoming Kindergarten students who did not attend preschool All entering Kindergarten students will participate in the KEA (Kindergarten Entry Assessment) Accountable Leads: Kindergarten grade-level teachers	☒ Quarterly assessments ☒ Report cards	☒ 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.	1A, 1B, 1C, and 1D	- Teachers differentiate instruction based on student needs - Personalized lessons as a result of teachers' PD on the implementation of i-Ready - Students will engage in small-group instruction to increase their learning - Grade levels use data effectively to address students' strengths and needs during articulation time - Grade levels have a dedicated 30 minutes every other day to target students' specific reading needs. Accountable Leads: Lovella Dagdag, General Education Teacher Lori Morimoto, General Education Teacher Kelly Pereza, Academic Coachinator	☒ i-Ready Diagnostic results 3X a year ☒ Common Grade Level Formative Assessments quarterly ☒ Data Teams data ☒ Student Work	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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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.	1A, 1B, 1C, and 1D	• Students will engage in differentiated lessons as a result of PD to teachers on differentiated instruction based on students' needs • Students will engage in personalized lessons from i-Ready as a result of teachers' PD on the implementation of i-Ready • Students will engage in small-group instruction to increase their learning • Grade levels use data effectively to address students' strengths and needs during articulation time • Grade levels have a dedicated 30 minutes every other day to target students' specific math needs. Accountable Leads: Kelly Pereza, Academic Coachinator Lovella Dagdag, General Education Teacher Lori Morimoto, General Education Teacher	☒ i-Ready Diagnostic results 3X a year ☒ Common Grade Level Formative Assessments quarterly ☒ Data Teams data ☒ Student Work	☒ 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>	1A, 1B, 1C, and 1D	• Students will engage in differentiated lessons as a result of PD for teachers on differentiated instruction based on the students' needs. • Students will engage in personalized lessons from i-Ready as a result of teachers' PD on the implementation of i-Ready. • In order to reduce the achievement gap of our high and non-high needs students in ELA and Math, Mōkapu is engaging in PD focused on inclusive practices. • Continue to utilize the i-Ready diagnostic program and components for individualized instruction for students. • WINN (What I Need Now) time, EL services, and the RTI program for Tier 2 and Tier 3 instruction for targeted students are provided. • Grade levels use data effectively to address students' strengths and needs during articulation time. • Utilize Panorama & eCSSS to document HMTSS student interventions. Accountable Leads: Alison Aspelin, EL Coordinator Kelly Pereza, Academic Coachinator Lovella Dagdag, General Education Teacher Lori Morimoto, General Education Teacher Joann Kubota-Phung, School Services Coordinator	☒ i-Ready reports ☒ Formative assessments ☒ Common grade level assessments ☒ W.I.N.N. grade level schedules ☒ Student work ☒ Walkthroughs ☒ Grade level unit plans ☒ Student work	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school. <i>Required for all schools.</i>	State Initiative	- Students will be a part of a support system when transitioning upon entering, exiting, and between grade levels utilizing the Transition Center's Aloha Ambassadors - Middle School Transition guest speakers and campus visit - Classroom SEL lessons are taught in 6th grade that are focused on building skills needed for middle school - Students in 5th and 6th grade have departmentalized learning with different classrooms for core subjects in order to prepare students for a middle school schedule. Accountable Leads: Katie Aus, Counselor Adrianne Vincent, Technology Coordinator	☒ Participants in Transition Center sponsored activities ☒ Students participate in classroom lessons and activities ☒ 6th graders participate in our complex Ho'opili event to interact with peers from neighboring schools.	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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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. Reducing chronic absenteeism will be reduced by 6% to 5% (Strive HI '20-'21) (ESSER-Student Attendance) 16% to 15% ('21-'22) *COVID related 12% to 10% ('22-'23) 12% to 10% ('23-'24) 11% to 9% ('24-'25) 89% Regular Attendance <i>Required for all schools.</i>	State Initiative	- Students have access to grade-level counseling services that are appropriate to their needs - Students have access to school programs based on their individual needs - Students participate in Specials classes to address the Whole Child - Attendance lessons are taught school-wide - Attendance letters are sent after 10 absences - Attendance meetings are held with the school social worker and an Administrator once a student has 20+ absences or tardies - A small counseling group is held during quarters 3 & 4 with 5th and 6th grade students with chronic absenteeism in quarters 1 & 2 - The attendance incentive program is used in grade levels with lowest attendance rates Accountable Lead: Katie Aus, Counselor	☐ Attendance meetings ☐ Attendance letters ☐ Attendance rate ☐ Attendance Celebration?	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☒ Other: __, \$

1.2.2. All students demonstrate positive behaviors at school. SD2.Students will report a positive school climate from 71% to 73% using the Panorama Survey SQS Safety (average between 3-5 & 6th grade) 75% to 77% ('20-'21) 63% to 65% ('21-'22) 63% to 65% ('22-'23) 62% to 64% ('23-'24) 66% to 68% ('24-'25) Grades 3-5 & 6 average <i>Required for all schools.</i>	State Initiative	• Students will be a part of a support system when transitioning upon entering, exiting, and between grade levels utilizing the Transition Center's Aloha Ambassadors • Students participate in IMŪA values lessons • Students have access to grade-level counseling services that are appropriate to their needs • Students with higher needs have access to a behavioral health specialist • Students have access to school programs based on their individual needs, including 1:1 counseling, small group counseling, and whole class lessons • Students participate in Specials classes to address the Whole Child • Students set quarterly goals and monitor progress in i-Ready • Students are rewarded for positive behaviors through the PBIS program and the Mokapu Market. "Chirp Chips" are earned by students to redeem at the Mokapu Market. Accountable Lead: Katie Aus, counselor Adrianne Vincent, Technology Coordinator Paula Evans, STEM Teacher	☒ Student surveys ☒ Student work ☒ Recognition awards ☒ Chirp chips ☒ Student discipline referrals ☒ Participants in Transition Center-sponsored activities ☒ Mōkapu Broadcast: "Sunrise at Mōkapu" ☒ Student Council activity participation ☒ Counselor's reports ☒ # of office discipline referrals	☒ 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>	State Initiative	Students connect our school's Vision and Mission through our IMŪA values and HĀ Framework lessons across subject areas. Accountable Leads: Lovella Dagdag, General Education Teacher Lori Morimoto, General Education Teacher Kelly Perez, Academic Coach	☒ Imūa Guidance lessons ☒ Chirp Chips ☒ Student Planner ☒ Student work ☒ May Day ☒ Ho'olaule'a ☒ Mōkapu Morning Broadcast	☒ 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> <i>KK CCCR Expectations</i>	State Initiative	Students have opportunities to engage in many activities at the school related to community and civic opportunities, such as: • Computer Science • Aloha Ambassadors • Service Learning Projects • HĀ lessons • Imūa Values • Specials (Music, STEM, Spanish, P.E., Art, and Library) classes give exposure to various pathways • PBL- Students will engage in NGSS science lessons that include project-based learning opportunities to address student voice • Career Week Guest speakers Accountable Leads: Adrianne Vincent, Technology Coordinator Paula Evans, STEM Teacher Kelly Perez, Academic Coachinator Katie Aus, Counselor	☒ Student lessons ☒ Student PBL projects ☒ Student participation ☒ Field Trips ☒ Attendance	☒ 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. KK PBL	State Initiative	KK PBL Agreed Upon Enabling Activity: Schoolwide PBL implementation; every student will experience at least one high-quality project (Gold Standard Project Design) • Computer Science • Aloha Ambassadors • HĀ lessons • Imua Values • Specials classes (exposure to various pathways) Specials include Art, Spanish, STEM, Music, P.E., Library, Computer Science. • PBL- Students will engage in NGSS science lessons that include project-based learning opportunities to address student voice Accountable leads: Paula Evans, STEM Teacher Adrianne Vincent, Technology Coordinator Kelly Pereza, Academic Coachinator	☒ Student lessons ☒ Student PBL Projects ☒ Student participation	☒ 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>
All teachers will have the opportunity to further their professional learning	Based on our school goals and professional goals, teachers are life-long learners that positively impact their student's learning	- Teachers follow the EES requirements - Teachers are offered PD opportunities that are aligned with the school goals and/or professional growth goals - District Provides Trainings - School invites all staff to participate in PD opportunities - Principal completes CESSA requirements - Teachers participate in the Data Team process, that include the cycle of professional learning (KK ILT) - Specials teachers participate in specialized professional development opportunities, including World Languages PLC, Librarians PLC and conferences (ISTE and AASL), SHAPE National Conference, TMEA Conference. Accountable Lead: Brett Matsukawa, Principal	☒ EES ☒ PD attendance ☒ 21 hours of required PD ☒ Data Team minutes ☒ Workshops attended	☒ 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>	State Initiative	EA 3.3.1 • Monthly meetings • Academic Plan reviewed for the current and next school year Accountable Lead: Brett Matsukawa, Principal	☒ Monthly 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>
3.3.2 Increase Family Engagement	2A and 2B	- Family Nights: Literacy Night, STEM Nights - HĀ Community Days: Beach Cleanups, Campus Beautification Days, Healthy Heart Challenge - School-wide events: May Day, Makahiki (Ho'olaule'a) Turkey Trot, Winter Program, Read Across America - Partnerships: PTA, 3D Marine Littoral Regiment, School Community Council (SCC) - PTA & PCNC sponsored events: Purple Up (April), Monthly Volunteer Training, Family Game Nights - Book Fair Family Hours and volunteer opportunities. - Student Teachers bring new ideas, build future teachers, and provide additional support in the classroom. - Parent volunteers in the classroom - Family Survey: Fall/Spring - ClassDojo Communication with parents Accountable Leads: 'Ohana Engagement Team: Transition Center Coordinator, PCNCs, PTA, EL Coordinator	☒ Attendance records ☒ Class Dojo Data ☒ Exit surveys	☒ 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.

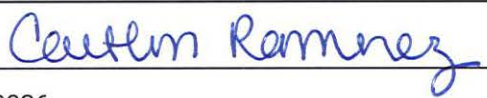
The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name 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 **MŌKAPU 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 **Feb 26, 2026** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Mar 31, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☐ Other (list):
4. The SCC reviewed the Academic Plan and Financial Plan and found that they are based upon a thorough analysis of student performance data, and use evidence-based interventions.
5. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The principal has provided a clear explanation to the SCC about the status of each of the recommendations made by the SCC regarding the Academic Plan and Financial Plan.
7. This school plan was adopted through consensus or by vote by the School Community Council on: **Mar 31, 2026**

Attested:

MŌKAPU ELEMENTARY SCHOOL Principal	Signature	Date
Brett Matsukawa		Mar 31, 2026
SCC Chairperson	Signature	Date
Caitlin Ramirez		Mar 31, 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
Caitlin Ramirez		Mar 31, 2026

APPENDIX B: BELL SCHEDULE

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

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

Total student instructional hours per year <i>(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)</i>	1092 Hours
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement
MŌKAPU ELEMENTARY SCHOOL Bell Schedule: Mōkapu ES Bell Schedule	