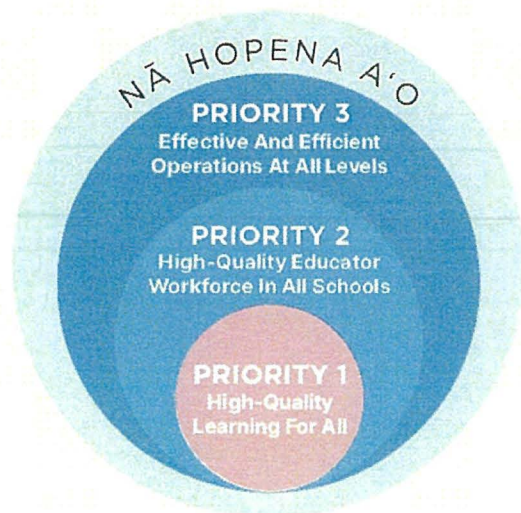
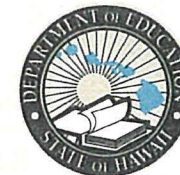




Blanche Pope Elementary Academic Plan SY 2026-2027

41-133 Huli Street
Waimanalo, HI 96795
808-259-0450

www.popeschool.k12.hi.us

- ☒ Title I School
☐ Non-Title 1 School

Submitted by Principal Heidi Rezentes	
	Apr 2, 2026

Approved by Complex Area Superintendent Lanelle Hibbs	
	04/13/2026

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-6 (English Medium)	'23 Wonders ▾	i-Ready Classroom Mathematics ▾	Mystery Science Generation Geneius	Studies Weekly
K-6 (Kaiapuni)	Teacher Created ▾	Other: ▾ Ready Math Translated	Teacher Created	Teacher Created
		Select One ▾		

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

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
K-6	iXL, Guided Readers, Scholastic News, BrainPop, Seesaw	iXL, BrainPop, Seesaw	iXL, Scholastic Science Spin	iXL
2-6		Reflex Math, Frax math		
PreK-K	Kristi Yamaguchi- Always Reading			

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 (English Medium)	I-Ready ▾	I-Ready ▾
Kaipuni K-4	Other: ▾ Avant	I-Ready ▾
Kaipuni 5-6	I-Ready ▾ Avant	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: NA
- ☒ 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: 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 | <p><u>Student Need:</u> Average daily attendance does not meet state expectations (95%).</p> <p><u>Root/Contributing Cause:</u> With 58% of students currently attending school on a regular basis—compared to 59%, 55%, and 43% in prior years—the data shows modest improvement over time but continued inconsistency in regular attendance. Contributing factors may include weakened family support systems that make consistent attendance harder to maintain, as well as lower student motivation as students grow more independent and may not always prioritize school. In addition, since COVID, ongoing shifts in health protocols and family routines may have led some families to place a lower priority on daily school attendance.</p> |
|---|---|

Data Source: Strive HI Data Reports

Regular Attendance				
The Regular Attendance Rate percentages shown here and in the chart below are taken from Strive HI data reports. The dotted line in the chart below indicates the state average. Since the significant low of 43% in SY2021-2022, Blanche Pope has shown an increase in the percentage of students attending school. SY2024-25 shows a small decrease, from 59% to 58%.				
	2022-23	2023-24	2024-25*	STATE STANDARD
Regular Attendance Rate - % (higher is better)	55%	59%	58%	90.0%

2 **Student Need:** Academic achievement.

Root/Contributing Cause: While we are currently strengthening instruction through targeted reading comprehension support using the close reading routine, inconsistent implementation of curriculum and teaching practices across classrooms may still contribute to gaps in student learning. Ongoing turnover or reassignment of teachers and grade-level placements can also disrupt instructional continuity and affect student progress. Some families may face challenges in supporting their children's education, which could contribute to higher absenteeism. Additionally, when students' basic needs—such as food, safety, and shelter—are not fully met, it can be difficult for them to focus on learning and reach higher levels of academic achievement.

Statewide Assessment All Grades (English Medium)			
Grades 3-6: Met or Exceeded Standard	2022-23	2023-24	2024-25
ELA	40%	32%	40%
Math	26%	30%	37%
Science (Grade 5 Only)	21%	13%	15%

KAEO Assessment (All Grades Kaiapuni)			
Grades 3-6: Met or Exceeded Standard	2022-23	2023-24	2024-25
HLA	15%	18%	20%
Math	8%	12%	16%
Science (Grade 5 Only)	NA	40%	20%

KAEO HLA Assessment Proficiency Levels by Grade

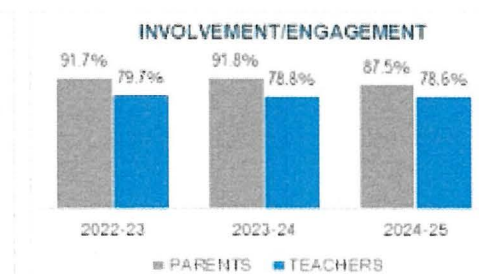
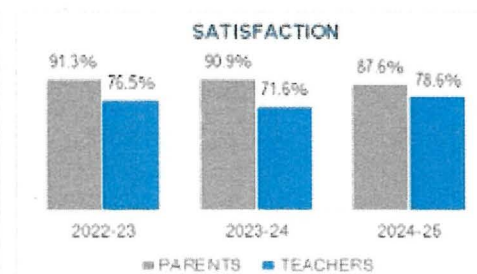
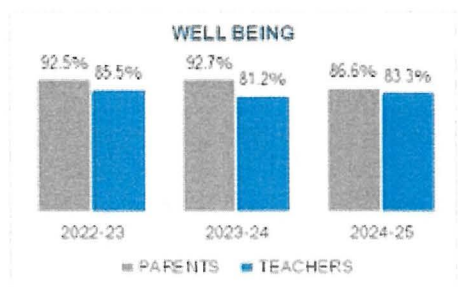
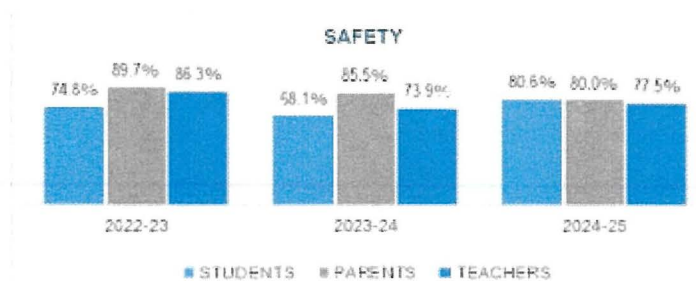
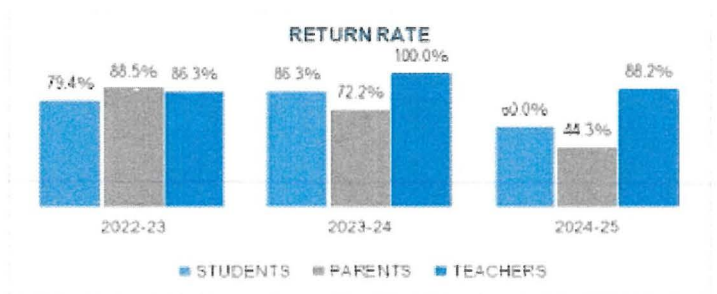
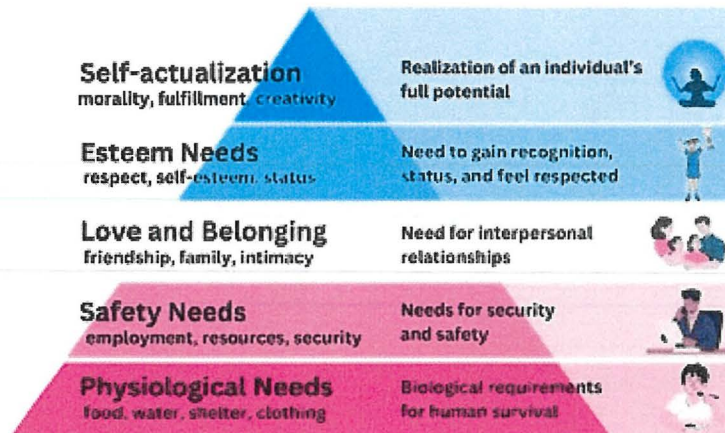
SCHOOL	3	4	5	6	ALL GRADES
2022-23	0.0%	33.3%			15.3%
2023-24	16.6%	0.0%	40.0%		17.6%
2024-25	0.0%	14.2%	20.0%	50.0%	20.0%

KAEO Math Assessment Proficiency Levels by Grade

SCHOOL	3	4	5	6	ALL GRADES
2022-23	0.0%	16.6%			7.6%
2023-24	16.6%	0.0%	20.0%		11.7%
2024-25	14.2%	14.2%	0.0%	33.3%	16.0%

3 **Student Need:** SEL: Behavior Expectations, Self-Regulation and Social Interaction

Root/Contributing Cause: Although we have implemented PBIS through our BREATHE behavior expectations and reward system to provide consistent structures and positive reinforcement, some students continue to struggle with identifying and applying effective coping skills to manage their emotions. In addition, various environmental and social factors may continue to influence their social and emotional development and overall functioning at school.



To address student subgroup(s) achievement gaps, please list the **targeted subgroup(s)** and their **identified need(s)**. Enabling activities should address identified subgroup(s) and their needs.

1	<u>Targeted Subgroup:</u> K-6 (English Medium)/ Kaiapuni K-6 <u>Identified Student Need(s):</u> Improve ELA and Math academic performance
2	<u>Targeted Subgroup:</u> K-6 (English Medium)/Kaiapuni K-6 <u>Identified Student Need(s):</u> Improve prosocial behaviors & skills and attendance
3	<u>Targeted Subgroup:</u> High Needs (SPED, ELL, 504) <u>Identified Student Need(s):</u> Improve ELA and math academic performance (close the gap between high needs and GenEd students)



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.	Ensure a smooth transition for incoming kindergarteners by providing structured practice of school routines and expectations. Early assessment of readiness will allow for targeted interventions to build foundational kindergarten skills.	- In the summer, English and Kaiapuni kindergarten entry students are provided the opportunity to participate in the Keiki Steps program (2-3 weeks). - Students are provided space for active participation and teacher observation, while prioritizing collaboration and parent feedback to ensure a smooth transition to school. <u>Leads:</u> Grade Level Team PLT Team/Academic Coach	KEA Entry Assessment (Initial) English and Kaiapuni Teacher Quarterly Assessments English and Kaiapuni (Avant)	☒ 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.	Ensure all students receive rigorous, high-quality Tier 1 reading instruction, while delivering targeted interventions to students identified for additional support through the MTSS process.	- Students will engage in multisensory skill building, track their mastery of learning goals and work with peers in a collaborative setting. - Continue strengthening HMTSS processes across all grade levels to ensure systematic, data-driven support for every student. Grades K–3: Teachers administer the Orton-Gillingham assessment, iReady Diagnostic, and Wonders Phonics Diagnostic to determine reading proficiency. Data is used to form targeted RTI small groups. Grades 3–6: Teachers use the iReady Diagnostic to identify skill gaps and create focused RTI small groups. Grades 3–6: Teachers administer various Wonders Assessments to monitor reading skills and guide instruction. Tier 1 Instruction: Teachers implement small-group differentiation using Wonders resources. All teachers are participating in specialized professional development on instructional routines and close reading to strengthen Tier 1 core instruction. Instructional Leadership Team (ILT): This committee provides teachers with PD on Close Reading instruction focused on comprehension of informational texts. This supports our Data Teams process and reflection on teacher practice. Special Education: Students with IEPs receive additional reading and writing support aligned to their individualized goals and services.	iReady diagnostic (Fall, Wint, Spr) OG Screener Dibels (K-1) Developmental Reading Assessment (Papa M-Papa 3) Wonders Screener Hakalama and pī'āpā screener Wonders Report Cards Panorama Smarter Balanced Assessment KĀ'EO	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☒ Title IV-A, \$ ☒ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☒ Other:__, \$
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		English Learners: EL students receive supplemental support aligned to WIDA Standards and the school's LIEP framework. Statewide Assessment: All students in Grades 3–6 participate in the statewide assessment. Tier 3 Intervention: Students requiring intensive intervention receive targeted support. Kaiapuni Program (Grades K–6): He Lawai'a reading assessment is used to measure fluency, comprehension and vocabulary. Grades 5 and 6 use the iReady Reading diagnostic for reading placement 3 times a year. <u>Leads:</u> HMTSS Team PLT Team/Academic Coach Grade Level Team EL Coordinator		
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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.	Ensure all students receive rigorous, high-quality Tier 1 math instruction, while delivering targeted interventions to students identified for additional support through the MTSS process.	- Students will engage in multisensory skill building, track their mastery of learning goals and work with peers in a collaborative setting. - Continue strengthening HMTSS processes across all grade levels to ensure cohesive, data-driven support for all students. Grades K–6: Teachers implement Ready Classroom Math Curriculum and administer the iReady Diagnostic to monitor progress and inform instructional planning. Kaipuni Program (Grades K-6): All Kaipuni teachers implement Ready Classroom Math Curriculum. Teachers administer the iReady Math Diagnostic three times a year for grades K-6. Math Task Force: Both English and Kaipuni grades K-6 teachers are provided with PD to strengthen math instruction. Teachers implement Building Thinking Classroom (BTC) practices to align with our focus of mathematical reasoning, discourse, and collaborative problem-solving. Grades 3–6: All students participate in the statewide assessment. (SBA) Special Education: Students with IEPs receive additional math support aligned to their individualized goals and services. <u>Leads:</u> HMTSS Team Math Task Force PLT Team/Academic Coach	iReady diagnostic (Fall, Wint, Spr) Ready Classroom assessments Report Cards Panorama Smarter Balanced Assessment KĀ'EO	☒ 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 increase overall student proficiency by accelerating growth for students who are not yet meeting standards. Currently, 40% of students meet or exceed proficiency on the SBA ELA assessment, while 60% are not yet proficient. In mathematics, 37% of students meet or exceed proficiency on the SBA Math assessment, with 63% not yet meeting the standard.	Continue strengthening HMTSS processes across all grade levels to ensure systematic, responsive support for all students. Develop and implement a timely action plan to address the attendance, academic and behavioral needs of high-needs students. Ensure consistent, high-quality curriculum implementation and instructional practices across Grades K–6. Provide substitute coverage to allow classroom teachers to participate in Student Focus Team (SFT) meetings during the school day. <u>Leads:</u> Academic Coach HMTSS Team	RTI Progress Monitoring MTSS Meeting Minutes/SFT Meeting	☒ 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>	To ensure a smooth and successful transition for all students by clearly preparing them to understand and meet the expectations of the next grade level.	Keiki Steps: Summer program for English and Kaiapuni students entering kindergarten. "Fly Up" Day: Students visit their upcoming grade-level classroom and teacher. 6th Grade Transitions: - BPES teachers coordinate with WEIS for student transition visits. - BPES Kaiapuni teachers coordinate with Anuenue School, Pū'ohala School and Waimanalo Elementary & Intermediate School for transition visits. - Teachers collaborate with the TRiO (Educational Talent Search) coordinator at WCC to teach organizational and time-management skills and provide students with supplies for a successful transition. Special Education: Transition meetings are held with all stakeholders to support student needs. <u>Leads:</u> (Planning with OHE transitioning Kaiapuni graduates to Waimānalo El. & Inter.) ART Team Classroom Teachers Counseling Team SpEd Department Head	Keiki Steps roster Fly-up rotation schedule 6th grade rosters Kaiapuni 6th grade rosters TRiO application Meeting Agendas	☒ 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. <i>Required for all schools.</i>	Students who are absent miss critical academic instruction and essential social-emotional learning opportunities.	Implement schoolwide attendance incentives, including start-of-year recognition, monthly and quarterly awards, and class competitions. Implement schoolwide health & wellness policy to include healthy eating habits, mental and physical wellness practices. The Attendance Team monitors and tracks interventions using a systematic data-tracking process. Align attendance incentives with the PBIS framework. Strengthen communication and family engagement to reinforce the importance of regular attendance. Collaborate with the Tech Coordinator to promote and publicize positive attendance incentives. Ensure consistent implementation of Tier 1 (HMTSS) academic and behavioral practices to support engagement and attendance.	Panorama attendance data (Daily Attendance Rate) Internal attendance data tracking system Lei Kūlia Database	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☒ Title IV-A, \$ ☒ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☒ Homeless, \$ ☐ Grant: __, \$ ☒ Other: __, \$

		Clearly communicate learning targets and success criteria to increase student ownership. Build and sustain strong teacher–student relationships. Foster a safe and welcoming environment through practices such as ISLA: WOW (Welcoming students at the door). Counselors facilitate Tier 2 attendance intervention groups. The Social Worker provides targeted support for students with chronic or critical absenteeism. <u>Leads:</u> School Culture Committee Counseling Team Classroom Teachers HMTSS Team School Social Worker Health & Wellness Coordinator		
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1.2.2. All students demonstrate positive behaviors at school. <i>Required for all schools.</i>	To strengthen students' social-emotional skills and behavioral strategies in order to support those impacted by trauma at home and in the community.	Implement and consistently monitor the Pueo Expectations aligned to Nā Hopena A'ō: (HĀ) BREATH. Continue refining schoolwide PBIS implementation, in alignment with BREATH Expectations and Inclusive Skill-Building Learning Approach. All teachers and support staff will be provided with PD on trauma informed practices. Utilize the Counseling Center to provide targeted social-emotional and behavioral support. Continue to deliver professional development focused on trauma-informed practices and social-emotional learning (ie. Continue Conscious Classroom Management). <u>Leads:</u> School Culture Committee Counseling Team HMTSS Team	Panorama data Counseling Data PBIS Rewards Data HMTSS Minutes	☒ 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>		Provide ongoing activities and learning opportunities for all stakeholders to deepen understanding of Nā Hopena A'o (HĀ). Implement and consistently monitor the Pueo Expectations aligned to Nā Hopena A'o: BREATH. Share BREATH expectations in daily morning messages. Share a weekly 'Ōlelo No'eau in Kaiapuni to reinforce cultural values and language. Design Project-Based Learning (PBL) units that intentionally integrate the Nā Hopena A'o framework. Engage the entire school in culturally inclusive practices, including the daily recitation of the school oli and the celebration of Lā Kū'oko'a and Kūhio. Build community partnerships that strengthen students' sense of belonging and connection to the school. Offer diverse field trip opportunities to extend learning beyond the classroom. Utilize the Counseling Center to support students' social-emotional development. Continue refining schoolwide PBIS implementation, aligned to HĀ: BREATH. <u>Leads:</u> School Culture Committee Counseling Team Family Resource Center	All faculty & staff participate in Professional Development each semester.	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☒ Title IV-A, \$ ☒ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☒ Homeless, \$ ☐ Grant: __, \$ ☒ Other: __, \$
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		Classroom Teachers		
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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>	Students need meaningful opportunities to build relationships that deepen their connection to both the school community and the broader community.	Provide structured opportunities for students to explore career pathways through classroom lessons, Career Day, college visits, and guest speakers connected to PBL projects. Facilitate mentoring opportunities in partnership with community organizations. Engage students in activities that promote community involvement and civic responsibility. <u>Leads:</u> College for Every Student Committee Classroom Teachers	Student Surveys (College Visits, Career Day, Mentor Activities, etc.) Panorama Survey (Engagement & Connections)	☒ 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.	Students need to understand the relevance of their learning and recognize how it meaningfully connects to their lives and community.	Every student will be provided at least one high quality PBL unit (Gold Standard Project Design). Every student will be provided opportunities during STEAM to engage in standards-based projects aligned with CTE pathways. Every student will be provided opportunities to participate in standards-based Computer Science lessons aligned with CTE pathways. <u>Leads:</u> Academic Coach STEAM Teacher Computer Science Teacher Classroom Teachers	Student Artifacts Panorama Data	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☒ Title IV-A, \$ ☒ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☒ Homeless, \$ ☐ Grant:__, \$ ☒ Other:__, \$
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PRIORITY 2: High-Quality Educator Workforce In All Schools

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

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
2.1 All students are taught by effective teachers.	Every student will have access to high quality education.	Professional Development opportunities: ● PBIS: Positive Behavior Interventions and Supports (ie. Inclusive Skill-Building Learning Approach; Conscious Teaching Strategies and Teaching with Trauma in Mind) ● MTSS: Panorama ● Math: Ready Classroom and Math Task Force: Building Thinking Classrooms (BTC) ● Kaiapuni 'Aha Kumu ● Literacy: Wonders, Close Reading Routine ● Project Based Learning Professional Development ● Mentoring support for new teachers <u>Leads:</u> Committee Team Members: ● Instructional Leadership Team ● School Culture Team Members ● College for Every Student Team Members ● Academic Review Team ● Grade Level Chairs	Faculty Meeting Minutes Professional Development Minutes Professional Development Exit Passes	☒ 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>	Communication to strengthen relationships between the school, community, and School Community Council (SCC)	The School Community Council (SCC) is established with representation from all stakeholder groups. - The SCC meets regularly, with all annual meeting dates—including two town hall meetings—scheduled in advance. - Ongoing communication is maintained among the school, community, and SCC. - SCC Board members are trained annually by the State SCC Education Specialist. - The Principal and SCC Board oversee implementation and monitor progress toward established goals. <u>Leads:</u> SCC Board & Principal	Meeting dates are posted on the school website and social media, with monthly meetings. Agendas and minutes are maintained by the SCC and published on the school website following each meeting.	☒ 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>
The Family Resource Center Coordinator fosters and sustains relationships within and beyond our school community.	To promote diversity, equity, and inclusion by equipping parents and guardians with skills and strategies that strengthen family relationships through targeted support programs.	Conduct monthly PAC meetings. Host 'Ohana Nights to engage families and strengthen their sense of belonging within the school community. Offer workshops and training (ie. Volunteer Training) to equip parents and families with the skills and knowledge needed to effectively support their children and uphold high standards of responsibility and excellence. <u>Leads:</u> Family Resource Center Coordinator Principal	PAC Meeting Minutes 'Ohana Night Events Quarterly Parent/Adult Workshops/ Trainings Parent Surveys Family Engagement Activities	☒ 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>
The Health & Wellness Committee will cultivate and sustain a comprehensive, student-centered wellness framework that measurably improves student health, social-emotional well-being, and academic readiness.	To ensure consistent practices, equitable access to wellness supports, and data-informed decision-making that strengthens the overall learning environment for every student.	Wellness Guidelines: - Classroom lessons & Hands-on activities - Wellness challenges (ie. Buttons Project, etc.) - School-wide events (ie. Relay Races, Turkey Trott, Glow Run, etc.) - Reflection journals and goal tracking (ie. Extracurricular activities outside of school) <u>Leads:</u> Principal Health & Wellness Committee Members Health & Wellness Coordinator	Health & Wellness Meeting Minutes (Quarterly) Health & Wellness Policy Project Surveys Project Awards: Rubrics & Reflections	☒ 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.

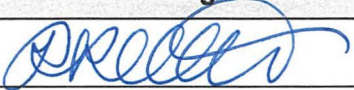
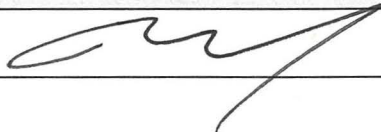
The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name 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 **Blanche Pope 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 Council Meeting was conducted on **Feb 24, 2026 2:15 PM** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Mar 24, 2026 2:15 PM** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☒ Other (list): ART: *School Leadership Team*, ILT: *Instructional Leadership Team*, Safety & Wellness 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: **Mar 24, 2026**

Attested:

Blanche Pope Elementary Principal	Signature	Date
Heidi Rezentes		Mar 24, 2026
SCC Chairperson	Signature	Date
Takako Yada		Mar 24, 2026

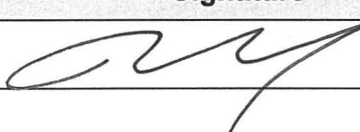
SCC Recommendations to the Academic Plan and Financial Plan:

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:
NA	NA	NA

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

Attested:

SCC Chairperson	Signature	Date
Takako Yada		Mar 24, 2026 2:45 PM

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)	1,086
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement

Blanche Pope Elementary Bell Schedule:



BELL SCHEDULE

Time	Mon/Tues/Thurs/Fri	Time	Wed
7:05-7:35am	Breakfast Services	7:05-7:35am	Breakfast Services
7:30am	Office Opens	7:30am	Office Opens
7:50-9:45am	Morning Oli, Opening, Instruction	7:50-9:45am	Morning Oli, Opening, Instruction
8:15-8:45am	Pre-K Breakfast	8:15-8:45am	Pre-K Breakfast
9:45-10:00am	Recess	9:45-10:00am	Recess
10:00-11:00am	Instruction-Bldg. A	10:00-11:00am	Instruction Bldg. A
10:00-11:30am	Instruction-Bldg. B	10:00-11:30am	Instruction-Bldg. B
10:30-11:00am	Pre-K Lunch	10:30-11:00am	Pre-K Lunch
11:00-11:30am	Lunch-Bldg. A	11:00-11:30am	Lunch-Bldg. A
11:30-11:40am	Recess	11:30-11:40am	Recess
11:40-12:10pm	Lunch-Bldg. B	11:40-12:10pm	Lunch-Bldg. B
11:40-2:05pm	Instruction-Bldg. A	11:40-1:00pm	Instruction-Bldg. A
12:10-2:05pm	Instruction-Bldg. B	12:10-1:00pm	Instruction-Bldg. B
2:05pm	End of School Day	1:00pm	End of School Day
4:30pm	Office Closes	4:30pm	Office Closes

- "A" Building: Gr K, 1, 2, Kaiapuni K, 1, 2, 3 & 4
- "B" Building: Gr All-PK, 3, 4, 5, 6