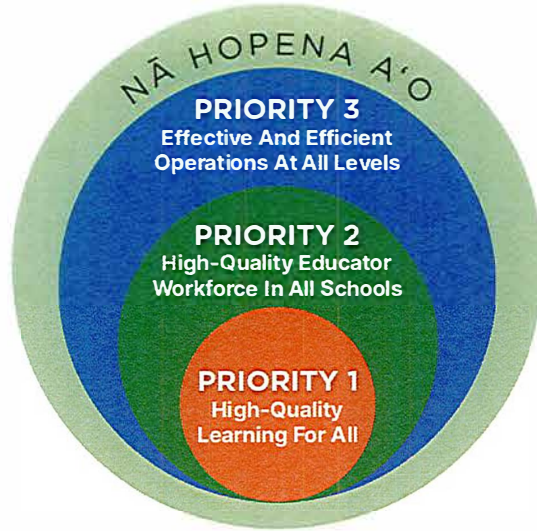




Hōlualoa Elementary Academic Plan SY 2026-2027

Hōlualoa Elementary
808-313-3800

<https://holualoelementary.k12.hi.us/>

- ☒ Title I School
☐ Non-Title 1 School

Submitted by Principal Kristin Muramoto	
	April 13, 2026

Approved by Complex Area Superintendent Janette Snelling	
	4/15/2026

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	CKLA	Ready ▾	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
K-5	MClass	Dreambox	Ka Pilina Noe'au	
2-5	iReady	iReady and Reflex/ Frax		
1-5	AR and Boost 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
2-5	I-Ready ▾	I-Ready ▾
K-5	DIBELS ▾	
K-1	DIBELS ▾	DIBELS ▾

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: SY 2026-2027

Type of Next Action: Mid-Cycle Report (No 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	<u>Trend Statement:</u> Strengthen the foundational reading skills of phonic and word study: iReady provides diagnostic data indicating grade level proficiency in Reading over the last two years, proficiency levels were 57% and 60%. Disaggregating the data further to examine reading domains revealed that 65% of students were proficient in the phonics domain as measured by iReady in SY 24-25. Moreover, the examination of disaggregate SBA ELA data in the Reading Domain supported the targets for Word Meaning and Language were not proficient for two of the three testing grade levels in Informational and Literary texts. The data validates that this is an area of concern in phonics and word study because phonics provides the initial skills needed to decode basic words, and word study then takes these students to the next level of word complexity. <u>Student Need:</u> Students need to learn how to use success criteria to self assess and identify levels of proficiency in developing reading and language skills. <u>Root/Contributing Cause:</u> The core contributing cause to low reading proficiency is an inconsistent and insufficient implementation of systematic phonics and advanced word study instruction across early and upper elementary grades respectively.
2	<u>Trend Statement:</u> Evidence and elaboration in writing: SBA Writing Dimension Domain indicates evidence and elaboration showed an average proficiency (score 3 or 4) of 23%. Student proficiency data for SBA Writing over the last two years reinforces the need to improve in writing as a school.

	<u>Student Need:</u> Students need to learn how to select relevant evidence from complex text to support a claim using learning progressions to examine the quality of evidence and elaboration written. <u>Root/Contributing Cause:</u> The root cause of students' inconsistent ability to write with evidence and elaboration shows systemic need to provide comprehensive, integrated writing instruction that addresses the interconnected skill deficits outlined in priority standards' learning progressions.
3	<u>Trend Statement:</u> the largest drop in proficiency was observed in Number and Operations (a decrease of 10 percentage points). For two consecutive years, Algebra and Algebraic Thinking and Geometry continue to be the areas with the highest percentage of students who are not demonstrating proficiency (over 70% non-proficient in 2024-2025). A strong foundation in Number and Operations is essential for success in these higher-level domains. The decline in this foundational skill (to 33% proficiency) directly exacerbates challenges in Algebra and Geometry. <u>Student Need:</u> Students need to learn how to apply appropriate strategies in math problem solving at all DOK levels. <u>Root/Contributing Cause:</u> The root cause is that fact fluency skills need to increase in order to have alignment with concepts. Grade Level teams should determine specific and measurable goals for each grade level that is progress monitored.

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> English Learners <u>Trend Statement:</u> English Learners (including those who have exited) demonstrated relatively stable performance across the three academic years in SBA Language Arts, with small incremental growth starting at 21.8% in 2022-23 to 27.5% to 31.2% in 2024-25. SBA Math performance increased from a previous 16.2% in 2023-24 to 34.3% in 2024-25. In Science, performance has shown inconsistencies over time from 25% in 2022-23 to 11.1% in 2023-24, before increasing to 33.3% in 2024-25. These trends indicate a need for enhanced language support services and instructional strategies that cater to the unique challenges faced by English Learners, particularly in Math and Science, to ensure they can fully engage and succeed in their studies. <u>Identified Student Need(s):</u> Students need to learn how to identify when they have integrated academic vocabulary into classroom discourse (oral and written) through the utilization of content specific learning progressions.
2	<u>Targeted Subgroup:</u> Special Education <u>Trend Statement:</u> The performance of Special Education students is concerning, especially in the 2022-23 school year, where they had no recorded performance in Language Arts and Math. However, by 2023-24, their performance improved in both subjects in SBA, reaching 6.6% and further increasing to 15.3% in Language Arts and Math in 2024-25, and 20% in Science in 2024-25. This suggests a critical need for tailored educational strategies and interventions that can effectively support their learning and engagement, as well as increased resources and training for educators working with these students. <u>Identified Student Need(s):</u> Students need to learn how to self monitor their progress towards IEP goals(academic and/or behavior) using success criteria and goal setting techniques.
3	<u>Targeted Subgroup:</u> Disadvantage <u>Trend Statement:</u> Disadvantaged students demonstrated incremental growth across three academic years. In Language Arts, their performance has climbed from 23.8% and then 36.1% rose to 44% in 2024-25. For Math, their performance rose from 16.6% in 2022-23 to 28.8% in 2023-24, and again to 35.3% in 2024-25. In Science, the data shows fluctuation in achievement from 27% in 2022-23 to 16.6% in 2023-24, with a rise to 36.6% in 2024-25. The low percentage of academic achievement indicates a need for targeted support and resources to improve academic outcomes. <u>Identified Student Need(s):</u> Students need to learn how to self monitor their progress using success criteria, learning progressions and feedback.



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. Annual Target: By October 2026, all currently enrolled Kindergarteners will be assessed by the KEA to determine current level of readiness.	Instructional Plan Address Student Learning Needs	Strategy: - Utilize assessment and classroom data to align daily instruction with both grade-level standards and the immediate learning needs of students. Enabling Activities: - Co-plan and align with grade level colleagues to improve planning responsiveness. - Design tasks that address student misconceptions or extend understanding. - Use small group instruction to provide target support. Kindergarten Team; Kristin Muramoto, Principal; Anna Barnes, Vice Principal; Andrea Vinson, Vice Principal	Implementation Evidence: - Impact Team agendas - Learning walks - PD for Kinder teachers	Interim Measurable Student Outcomes: - KEA data - Dibels	☒ 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. Annual Target: By May 2027, we will increase reading proficiency by 5%, as measured by the Smarter Balance Assessment with improvement in reading.	To consistently align instruction to the standards. Supports critical need 1	Strategy: - Standards-based curriculum ensure students experience equitable, rigorous instruction Enabling Activities: - Use shared pacing guides to support vertical and horizontal alignment - Review instructional materials for alignment to rigor and relevance. - Co-develop learning progressions and models to define mastery expectations. Kristin Muramoto, Principal; Vice Principal, Anna Barnes; Vice Principal, Andrea Vinson; Heidi Gallagher, EL Coordinator	Implementation Evidence: - Pacing guides - Learning progressions - Student work analysis - Impact Team agendas - PD	Interim Measurable Student Outcomes: - Growth in reading in phonological awareness and phonics/decoding (K-2) and vocabulary/word study (3-5) as measured by iReady and/or Dibels. - Writing growth in elaboration and evidence	☒ 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. Annual Target: By June 2027, we will increase math proficiency by 5%, as measured by Smarter Balance Assessment with improvement in concepts and procedures.	To consistently align instruction to the standards. Supports critical need 3	Strategy: - Standards-based curriculum ensure students experience equitable, rigorous instruction Enabling Activities: - Design DOK 3 and 4 student practice in lessons and on assessments for rigor and relevance - Implement Math fluency learning progression. Kristin Muramoto, Principal; Vice Principal, Anna Barnes; Vice Principal, Andrea Vinson; Heidi Gallagher, EL Coordinator	Implementation Evidence: - Learning progressions - Student work analysis - Impact Team agendas	Interim Measurable Student Outcomes: - Growth in Numbers and Operations (iReady diagnostics) - CFAs	☒ 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. Annual Target: By June 2027, we will decrease our achievement gap by 5% from the prior year in Language Arts and Math as measured by StriveHI. <i>Required for all schools.</i>	Three-tiered support framework	Strategy: - An implemented MTSS framework ensures all students get what they need. Enabling Activities: - Ensure Tier 1 is strong and consistent before adding additional layers - Use universal screeners and data protocols for early identification - Monitor student progress frequently and adjust supports fluidly Kristin Muramoto, Principal; Vice Principal, Anna Barnes; Vice Principal, Andrea Vinson; Heidi Gallagher, EL Coordinator <i>Aligned to EL Strategic Goal 1B: Ensuring all English Learners have access to learning that incorporates all elements of HKKK's Language Development Approach in all classes- scaffolding</i> <i>Aligned to EL Strategic Goal 1 Improve the quality of instruction for English Learner: 1D. All students will receive frequent opportunities to engage in academic discourse and academic writing</i>	Implementation Evidence: - Color coded data wall - WIN block - Hawk Talk process	Interim Measurable Student Outcomes: Intervention group progress monitoring data (i.e. Rewards, MClass, Dibels etc)	☒ 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. Annual Target: By June 2027, 100% of 5th grades will participate in one or more transition activities. <i>Required for all schools.</i>		Strategy: - Scaffolded transition experiences to prepare for middle school Enabling Activities: - Structure middle school campus visits - Presentation by middle school - Early registration opportunities - SpEd transition meetings as applicable Fifth Grade Team and Counselor; Kristin Muramoto, Principal; Andrea Vinson, Vice Principal; Anna Barnes, Vice Principal	Implementation Evidence: - Calendared events - Communication to families	Interim Measurable Student Outcomes: Participation rates for each transition activity	☒ 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. Annual Target: By June 2027, we will increase regular student attendance by 5% from SY 25-26, as measured by LeiKulia. <i>Required for all schools.</i>		Strategy: - Engage all students in learning Enabling Activities: - Frequent checks for understanding - Design lessons with real world relevance and cultural connections - Offer voice and choice in assignments or products Lei Moore, Counselor; Kristin Muramoto, Principal; Anna Barnes, Vice Principal; Andrea Vinson, Vice Principal	Implementation Evidence: - Positive reinforcement and recognition for attendance - PD on UDL basic components	Interim Measurable Student Outcomes: Quarterly attendance rates	☒ 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. Annual Target: By June 2027, we will implement goal setting for students quarterly. <i>Required for all schools.</i>		Strategy: - Teaching SEL skills support behavior, relationships, and academic success. Enabling Activities: - Embed SEL instruction into morning meetings, and academic tasks. - Use goal-setting and reflection routines to normalize productive struggle - Build trusting relationships through daily interactions Kimberly Ushiroda, Counselors; Heidi Gallagher, EL Coordinator; Anna Barnes, Curriculum Coach; Kristin Muramoto, Principal <i>Aligned to EL Strategic Goal 3 Enhance culturally and linguistically responsive practices: 3C. Taking the time to know all students and their interests, backgrounds, skills, and talents that can be used to engage students in their learning</i>	Implementation Evidence: - Schoolwide SOAR Behavior Expectations - I/o ticket positive reinforcement system	Interim Measurable Student Outcomes: - Teacher constructed Classroom Management Plans - Quarterly goal setting and accomplishment reflections with homeroom students	☒ 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. Annual Target: By June 2027, we will develop a continuum of cultural competencies for each grade level. <i>Required for all schools.</i>	To develop understanding of Hawai'i and its culture.	Strategy: - Place-based and culturally grounded instruction to support student success Enabling Activities: - Learn key elements of students' home culture to celebrate diversity of background and experience - Integrate 'aina-based learning - Partner with cultural practitioners and community organizations - Embed Hawaiian language and place into classrooms Kimberly Ushiroda, Counselor; Kristin Muramoto, Principal; Vice Principal; Heidi Gallagher, EL Coordinator	Implementation Evidence: - Culturegrams - Ka Pilina No'eau built in to schedule for each homeroom - HA crosswalk with SOAR Matrix - Visual environment of classroom - Morning Broadcast	Interim Measurable Student Outcomes: Aligned field trips and experiences	☒ 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 and Name of Accountable Lead(s) <i>"How will we achieve the desired outcome?" "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?" 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. Annual Target: By June 2027, all students will be exposed to a career, community and/or civic opportunities. <i>Required for all schools.</i>		Strategy: - Scaffolded experiences for career Exploration to build purpose, motivation and future readiness Enabling Activities: - Partner with local business, alumni and families - Ensure exploration includes colleges, trades, military and entrepreneurial options Kimberly Ushiroda, Counselor; Kristin Muramoto, Principal; Andrea Vinson, Vice Principal; Anna Barnes, Vice Principal	Implementation Evidence: - Community speakers - Girls Exploring Math and Science (GEMS) - Career Fair - Student council, grades 3-5	Interim Measurable Student Outcomes: Participation rate of activities	☒ 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. Annual Target: By June 2027, we will develop a K-5 continuum of academic expectations, experiences, field trips and culture.		Strategy: • High rigor equitably designed learning journey Enabling Activities: • Map curriculum and assessments • Aligned experiences and fieldtrips • Horizontal and vertical alignment Kimberly Ushiroda, Counselor; Kristin Muramoto, Principal; Vice Principal, Andrea Vinson; Anna Barnes, Vice Principal	Implementation Evidence: • Learning progressions • Specials courses • Grade level one pager	Interim Measurable Student Outcomes: • Learning activity request form • GL plan for learning activities	☒ 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>
2.1.2 All teachers are effective or receive the necessary support to become effective. Annual Target: By June 2027, we will increase student work analysis to improve student proficiency in priority standards using data protocol of evidence, analysis and action.	Critical Student Need 1 & 3	Strategy: - Strong instructional teams foster collective responsibility and learning <i>All staff will engage in the PLC process to ensure high-quality instruction using the four critical questions as the road map for student success.</i> Enabling Activities: - Align team goals to schoolwide learning targets - Train team leads to facilitate collaboration - Review student work or data regularly as a team using a data protocol	Implementation Evidence: - Learning progression s for priority standards - Posting LISC - Forming of fluid groups based on recent data - Feedback - PD for teams and GC	Interim Measurable Student Outcomes: - Complex learning walk data - CFAs - Analysis of Evidence	☒ 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

		Stephanie Chin, Instructional Coach; Kristin Muramoto, Principal; Andrea Vinson, Vice Principal; Anna Barnes, Vice Principal; Heidi Gallagher, EL Coordinator <i>Aligned to EL Strategic Goal 5 Enhance the regular use of assessment data: 5B Ensuring all educators have the time and appropriate access to data to support decision-making, drive instruction, and meet proficiency or extend learning; build awareness and use formative and summative assessments as part of the continuous learning cycle, and ensure systemic use of key data for English Learners.</i>			
		Strategy: - Ongoing teacher training and support to grow together as leaders and teachers Enabling Activities: - Design PD sessions to support growth of pedagogy and practice - Provide job embedded coaching - Facilitate peer learning walks Stephanie Chin, Instructional Coach; Kristin Muramoto, Principal; Andrea Vinson, Vice Principal; Anna Barnes, Vice Principal; Heidi Gallagher, EL Coordinator	Implementation Evidence: 21 HR PD track choices - Calendared peer learning walks - Scheduled literacy coaching cycles	Interim Measurable Student Outcomes: - Teacher reflections/artifacts - Participation rates	☒ 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> Estimate the additional amount needed for enabling activities.
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. Annual Target: By June 2027, the SCC will meet a minimum of eight times within the school year. <i>Required for all schools.</i>	School community reporting	Strategy: - Sharing progress fosters shared ownership and transparency Enabling Activities: - Share data with stakeholders - Provide time for Q&A and input gathering - Incorporate students to share updates Kristin Muramoto, Principal; Anna Barnes, Vice Principal; Andrea Vinson, Vice Principal	Implementation Evidence:	Interim Measurable Student Outcomes:	☒ 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 "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.
3.3.2. All families and staff can easily learn about and participate in feedback processes that inform decision making at the school. Annual Target: By June 2027, we will host a quarterly family engagement night.	Building school-home relationships	Strategy: - Strong school-home relationships require trust, clarity and shared purpose Enabling Activities: - Hosting learning focused family events that build capacity to support instruction - Parent teacher conferences - Multilingual communication system using app and liaisons <i>EL Strategic Goal 6 Ensure families feel welcomed as meaningful contributors to the school: 6C. Hosting family nights that target interests and celebrate cultural assets of English Learner families</i> Heidi Gallagher, EL Coordinator; Kimberly Ushiroda, Counselor; Stephanie Chin, Instructional Coach; Kristin Muramoto, Anna Barnes, Vice Principal	Implementation Evidence: - Parent teacher conferences - Literacy Nights - Parent communication Interim Measurable Student Outcomes: - Participation rate	☒ 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.

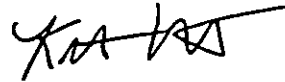
The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name 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 **Hōlualoa 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 **Nov 17, 2025** to share the school data and gather input on student priorities.
 - ☐ A School Community Meeting was conducted on **Apr 13, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☒ Other (list): School Support Staff and Guiding Coalition
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: **Apr 13, 2026**

Attested:

Hōlualoa Elementary Principal	Signature	Date
Kristin Muramoto		April 13, 2026
SCC Chairperson	Signature	Date
Matthew Rossman		April 13, 2026

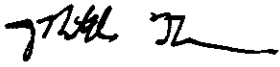
SCC Recommendations to the Academic Plan and Financial Plan:

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:
Specials integration into the academic plan	Support for core content foundations	Specials courses are integrated into the AC Plan in 1.3.2 implementation evidence.
Library integration into regular schedule	Variety for students in order to meet AR goals, equity of access to books for disadvantaged students	The school will continue to find additional ways to support the library.
Spelling program utilized within the reading and writing blocks	Support for writing	A new ELA curriculum will be implemented next year, which will provide more exposure to spelling.

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

Attested:

SCC Chairperson	Signature	Date
Matthew Rossman		April 13, 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>	1,083
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☒ No ☐ N/A, we meet the requirement
Hōlualoa Elementary Bell Schedule: Hōlualoa Elementary Bell Schedule	