



Honaunau Elementary Academic Plan SY 2026-2027

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- ☒ Title I School
☐ Non-Title 1 School

Submitted by Principal Noreen Kunitomo	
Noreen Kunitomo	Mar 31, 2026

Approved by Complex Area Superintendent Janette Snelling	
Janette Snelling	4/6/2026

Directions for completing the School Academic Plan template can be found in the [Academic Plan Template Guidance document](#).

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VIABLE QUALITY CURRICULUM

This section highlights the **comprehensive instructional programs** and **supplementary instructional materials** used by each core subject area.

Please utilize the dropdown list to select the **comprehensive instructional program(s)** being used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the program. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
K-5	Success for All ▾	Eureka Math2 ▾	Teacher Created	Teacher Created Gr4: Hawaiians of Old
	▾	▾		

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
EL Students	Image Learning, Lexia			
RTI	95% Group			
K-5 Students			Mystery Science	

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-5	I-Ready ▾	I-Ready ▾
K-5	DIBELS ▾	Other: ▾ Priority Standards
PreK	Other: ▾ Teacher Created	Other: ▾ Teacher Created

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:
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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: H2024

Type of Last Visit: Full Self-Study -

Year of Next Action: 2026-27

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	<u>Student Need:</u> All students receive high-quality, effective, and consistent Tier 1 instruction delivered by qualified and highly supported teachers and staff. <u>Root/Contributing Cause:</u> Absence of structured opportunities for mentorship for teachers and staff that are new to the school, coupled with inconsistent application of curriculum and best practices schoolwide.
2	<u>Student Need:</u> Every student needs a comprehensive, consistent system of academic and behavioral support (MTSS), starting with highly effective core Tier 1 instruction. <u>Root/Contributing Cause:</u> RC: Lack of consistency in the implementation of school-wide practices and relating to academics, lack of instructional coherence, RC: Varying levels of implementation of ELA/Math standards-based curriculum, instruction, assessment and grading practices. CC: Lack of personnel - multiple staff vacancies, unable to hire support staff (EA, PPT/PPE/PPT) or those hired are not being used effectively. Also, existing staff are overwhelmed covering multiple roles/jobs. Recenting a shift in the culture of the school
3	<u>Student Need:</u> Every student reaches proficiency in reading by third grade, and in mathematics by eighth grade through a structured system that helps identify and address each person's learning needs. <u>Root/Contributing Cause:</u> Inconsistent application and limited time for high-impact instructional methods - including student centered projects, critical thinking activities, and opportunities for student empowerment and voice - hinder the school's ability to uniformly build student confidence and adaptable skills across all grade levels.

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: English Learners - Newcomers Identified Student Need(s): Limited ESL resources - personnel, integrated technology, language instruction and individualized plans. • Provide access to ESL (English as a Second Language) resources, such as language apps, online courses, and bilingual dictionaries. • Establish a dedicated language lab for additional language practice. • Incorporate educational technology tools that support language learning. • Use multimedia resources to engage learners and reinforce language skills.
2	Targeted Subgroup: Special Education Students Identified Student Need(s): Professional Development, differentiation, targeted intervention, resources and supports for behavior and academics • Provide ongoing training for teachers/staff to enhance their skills in adapting instruction and utilizing diverse teaching strategies. • Provide instruction tailored to the student's learning style, pace, and interests. • Adapt the curriculum to suit the individual needs of each student, focusing on their strengths and providing alternative learning materials if necessary. • Ensure support for compliance with IEP
3	Targeted Subgroup: Economically Disadvantaged Identified Student Need(s): Economically Disadvantaged students require high-interest Project-Based Learning (PBL) and culturally responsive family partnerships to bridge the opportunity gap through student agency and collaborative, learning-linked engagement. • Real-World Application: Connect standards to their community builds the academic stamina necessary to close achievement gaps in ELA and Math. • Family Engagement Opportunities/Activities: Provide families with specific tools to support and empower parents/families as co-educators, which is a proven lever for student success in low-SES households. • Culturally Responsive Engagement: Foster a sense of Belonging and Excellence through their own cultural lens to reduce chronic absenteeism and behavioral incidents. • Equitable Access to Enrichment: Provide no-cost, project-based learning opportunities to build 21st-century skills without financial barriers.



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.	Lack of diverse early experiences, limited access to quality pre-kindergarten programs, and insufficient literacy support at home.	In-coming Kindergarten students will be offered the following opportunities: • Orientation sessions for both students and parents to familiarize them with the school environment, routines, and expectations. • Activities that promote early literacy, numeracy, and fine motor skills to build a strong academic foundation the summer prior to Kindergarten. Kindergarten students will be assessed using KEA-Kindergarten Entry Assessment. Summer Learning Teacher for Kindergarten and Grade Level Kindergarten teacher	KEA Data, -Teacher created Assessment, 100% of the Kindergarten students will be assessed using the KEA assessment	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☒ Grant: MEP, \$4200 ☒ Other:\$3000, Summer Learning

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.	• Lack of consistency in the implementation of school-wide practices and instructional coherence (esp re: foundational literacy & intervention) • Varying levels of implementation of standards-based curriculum, instruction, assessment and grading practices • Students face a proficiency gap due to an initial 'Word Gap' and limited home-school literacy reinforcement—challenges driven by systemic economic stressors and language barriers.	Students will be exposed to / receive / engage with... Reading Instruction: • intentional, explicit instruction, fostering a targeted approach, to ensure consistent implementation of school-wide instructional practices and coherence. Alignment with Standards: • instructional materials, assessments, and grading practices are aligned with the priority standards, fostering a cohesive and standards-based learning environment. Cross-disciplinary Literacy Integration: • literacy across various subjects, integrating reading activities into science, math, and social studies lessons to reinforce skills in different contexts. • Hawai'i-based and Place-based texts Regular Progress Monitoring: • regular progress monitoring to track students' reading development and adjust support strategies as needed. • Data communicated to teachers Early Literacy & Timely Interventions: • evidence-based early literacy interventions for students identified as at risk, focusing on phonemic awareness, phonics, fluency, vocabulary, and comprehension. • individualized learning plans (Tier 1 - 2) as needed and provide additional resources or interventions, such as tutoring or specialized literacy programs. • interactive visual scaffolds and linguistic anchors to bridge the gap between social and academic language, thereby accelerating language acquisition and proficiency. Shanti Fryar, Instructional Coach, and GC- Guiding Coalition Members and SRT - Student Review Team	-Formative assessments -Individual progress reports -DIBELS -iReady reading diagnostic -SFA Quarterly Assessments Reading: 70% of third grade students will be at, near, or above grade level as measured by Third Grade Literacy on Strive Hi. Reading: 60% of the students Gr1-5 will be OGL by the EOY based on the SFA assessment	☐ WSF, \$ ☒ Title I, \$15,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☒ Grant:CLSD, \$7500 ☒ Other:MEP, \$5000
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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.	● Lack of consistency in the implementation of school-wide practices and instructional coherence, ● Varying levels of implementation of standards-based curriculum, instruction, assessment and grading practices ● Foundational deficiencies prevent students from mastering multi-step algorithms. ● lack of real -world relevance creates math anxiety and a fixed mindset, which prevents them from persevering through difficult tasks	Students will be exposed to / receive / engage with... Math Instruction: ● intentional, explicit instruction, fostering a targeted approach, to ensure consistent implementation of school-wide instructional practices and coherence. ● consistent, 75-minute daily "Math Workshop" structure designed to eliminate instructional gaps ● Daily 10-minute "Math Talk" BTC- Building Thinking Classroom protocols to normalize error analysis. ● a unified mathematical language and a consistent set of modeling strategies that remain the same as they move from grade to grade. Quality Curriculum and Instruction ● rigorous and standards-aligned mathematics curriculum. ● innovative and engaging/research-based teaching methods to make mathematics more accessible. Differentiated Instruction: ● differentiated instruction to cater to various learning styles and abilities. Early/Timely Intervention Programs: ● early identification systems to identify struggling students in earlier grades. ● targeted interventions for students showing signs of difficulty in mathematics. Small Group Instruction: ● small group instruction for targeted support and ● personalized learning. ● daily Error Analysis tasks where they identify the hidden hurdle in a pre-solved problem. ie: My Favorite No Extended Learning Opportunities: ● learning station/center activities focused on mathematics ● after-school opportunities focused on mathematics/enrichment. ● quarterly Contextual Math Projects that connect classroom concepts to real-world community challenge Shanti Fryar, Instructional Coach, GC- Guiding Coalition Members and SRT - Student Review Team, RTI team	-iReady math diagnostic -PLT forms -Priority standards focus Other assessments -math navigator -Aloha HSA -Magma Math -3,4,5 skills block iReady Math: By EOY, growth in Tier 1 by 30% and growth in Tier 3 by decrease of 12%	☒ 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>	• Limited/inadequate resources for targeted intervention/support. • Under-utilization of Paraprofessionals	Students will be exposed to / receive / engage with... • an inclusive and empowering educational environment where all students have access to updated textbooks, technology, learning materials and supports for diverse learning needs. • targeted resources for students with learning disabilities, language barriers as well as for advanced learners. • curriculum at both performance level as well as grade level Shanti Fryar, Instructional Coach, SRT - Student Leadership Team, EL coordinator	Data disaggregated by student group . 65% of students learning English will be on track to English Learning Proficiency 75% of the Students will make progress in grade level PLT focus areas	☒ WSF, \$35,000 ☒ Title I, \$10,000 ☐ Title II, \$ ☒ Title III, \$5000 ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☒ Grant:CLSD, \$7500 ☒ Other:MEP, \$35,000
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>	Non Comprehensive monitoring/ support system to identify and address emerging issues.	Students will participate in transition opportunities with Konawaena Middle School • transition meeting with teachers, counselors, administrators from both HES & KMS, parents and students to identify and address the individual needs of transitioning students • visits and orientation sessions for students to become familiar with the layout, facilities, and key personnel before the official transition. • work with a counselor to complete a transition plan identifying emerging issues that will be communicated to KMS staff. Lisa Harris, counselor, SSC, Tammy Leslie, Gr5 Teacher/Brooke Kinsler, SPED Teacher and EL Coordinator	100% of the students to participate in a transition activity 75% of the students to complete a transition survey - by Sept 2026	☐ WSF, \$ ☒ Title I, \$1000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☒ Other:MEP, \$4400

★ 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>	Unclear and inconsistent information about school policies, and expectations. Limited resources allowing for a variety of interesting, relevant curriculum/materials Schools with high relational trust between educators, parents, and students see higher attendance rates and better student outcomes.	Students will be provided/participate in Attendance Incentive/Regular Attendance Campaigns: - a positive reinforcement system with incentives for regular attendance where students are recognized Early Intervention Programs: - Provide support services, such as counseling, tutoring awareness for students facing challenges. Community Partnerships: - additional resources and support for students and families with the support of community organizations. Engaging Curriculum: - a curriculum that is relevant, interesting, and engaging to capture students' interest. ie: hands-on and experiential learning activities to make lessons more appealing which may include field trips. Personalized outreach and connections: - Welcome Calls or postcards – Personalized introductions from teachers to families before the school year starts. Lisa Harris, counselor, GC Members/GAT Schoolwide Solutions Team	Year to Date Attendance will improve from 90% to 92%	☒ WSF, \$2500 ☒ Title I, \$5000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☒ Other: MEP \$2500

1.2.2. All students demonstrate positive behaviors at school. <i>Required for all schools.</i>	Lack of consistency in the implementation of school-wide practices relating to behavior	Students will be provided/participate in... ● PBIS-4Bs for positive behavior to foster a culture of positivity and inclusion ● GAT program for encouraging positive behavior ● Peer Mediation for negotiating conflict and promoting positive peer relationships. ● counseling services and support for students facing challenges that may contribute to negative behaviors. ● student-led leadership focused on promoting and maintaining a positive school culture. ● Powered up by Character Strong ● Culturally responsive SEL curriculum ● SEL tier 1: Ripple Effects (Grades 2-5) Bouncy (Grades K-1) ● SEL tier 2: Character Strong Powered Up Small Groups ● Build positive classroom culture ● Activities to promote Sense of belonging ● Activities foster students belief in themselves Lisa Harris, counselor, SRT/GAT Schoolwide Solutions Team	Growth in TFI Data Tier 1 from 77% to 93%. Tier 2 to @ 81%	☒ WSF, \$35,000 ☒ Title I, \$4-000 ☐ 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>	Lack of clarity/understanding Policy E-3: Na Hopena A'o and how it applies to the learning environment	Students will participate in / be provided 'Ike (Knowledge)/(Aloha): • inquiry-based learning activities that encourage students to explore and apply knowledge. • a classroom environment that values diverse perspectives and experiences. Kuleana (Responsibility): • service-learning projects that address community needs. • opportunities within the classroom to promote responsibility. • Time to set personal and academic goals and track their progress. • group projects that require collaboration and teamwork Mālama (Respect)(Hawaii): • clear expectations for respectful behavior -4Bs • Literature and activities that highlight cultural diversity and respect for all perspectives. • opportunities to learn Hawaiian values, protocols, traditional greetings, etiquette and key vocabulary.. • opportunities to learn Mo'olelo - Hawaiian Legends/stories that emphasize respect for nature and cultural heritage - May Day Program. Pono (Excellence): • opportunities to set high expectations for academic achievement and personal growth. • opportunities for students to showcase their talents and achievements. • opportunities for students to explore and solve real-world problems. Kūpono (Equity)/Belonging: • an inclusive classroom environment where every student feels valued and supported. 'Ike Pono (Well-being): • mindfulness and stress-reduction activities via GAT • a supportive classroom community where students feel safe to express their emotions. • balanced curriculum that fosters academic excellence, creativity, physical well-being, and social-emotional growth. GC, Community School Coordinator & Hawaiian Studies Kumu	100% will engage in Hawaiian culture based activities	☒ WSF, \$15,000 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☒ Other:__, \$3000
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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>	Limited emphasis on student development beyond academic achievements.	Students will participate in/be provided opportunities Career Opportunities: • career exploration/guest speaker: where students are introduced to different careers and professionals from various fields • Career Fairs where students can interact with representatives from diverse industries. Community Opportunities: • Community Service Projects: where students can volunteer within the school/community to instill a sense of civic responsibility. • Service Learning Projects: where community service is incorporated into the curriculum, connecting academic learning with real-world needs. • School Action Club: where students can collaborate with local businesses and organizations to create community engagement initiatives. • Community Gardens: to establish and maintain gardens where students can learn about sustainable practices and provide fresh produce to the community. Lisa Harris, counselor, GLC, SLT Teacher, PCNC, and School Community Coordinator Trish Papalimu,	100% of the 5th graders will participate in a career activity School to participate in at least 2 service projects by the EOY	☒ WSF, \$35,000 ☒ Title I, \$[15,000] ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☒ Grant: __, \$2000 ☒ Other: MEP, \$35,000

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 enter high school prepared when provided a strong academic foundation in early grades, a rigorous and aligned curriculum, effective teaching practices that foster critical thinking and problem-solving, and receive comprehensive support systems that address their academic and social-emotional needs.	Students will participate in/be provided opportunities... Activities that strengthen Early Academic Foundations • Implement evidence-based literacy and numeracy programs in early grades. • Provide targeted interventions and differentiated instruction for struggling students. • Use formative assessments to monitor student progress and adjust instruction. Activities that ensure a rigorous & aligned curriculum • Align curriculum vertically from elementary to middle to high school. • Integrate real-world applications and project-based learning. Career & College Readiness Opportunities • Facilitate early exposure to career pathways through guest speakers, field trips, and job shadowing. • Establish partnerships with local businesses, colleges, and community organizations. • Guide students in goal-setting and personalized learning plans aligned with their career interests. Lisa Harris, counselor, GLC, SLT Teacher, PCNC, and School Community Coordinator Trish Papalimu.	100% of the students will participate / be exposed to the opportunities listed	☒ 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. 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.	Highly effective Teachers collaborate around student learning,	All teachers will utilize the PLT process to implement best practice strategies to plan and modify instruction informed by formative assessment data. -All teacher teams will develop: (Academic) ● Quarterly Unit Plans, ● Identifying priority standards ● Proficiency scales ● Pacing of Priority Standards ● Learning Targets & Success Criteria -Teacher team will run their own meetings. Coach to support	By the end of each quarter, 100% of teachers will engage in the PLT process, reflect on their practice and share their implementation of specific "best practice" strategies as documented in minutes. By the end of year 100% of teachers will both visibly display the Success Criteria and Learning Targets for the ELA, Math, and Writing lesson and review it with students - teacher talk as evidence in Walkthrough Observations	☒ WSF, \$75,000 ☒ Title I, \$8,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☒ Other:__, \$



PRIORITY 2: High-Quality Educator Workforce In All Schools

2.1.2 All teachers are effective or receive the necessary support to become effective.	Inconsistency of schoolwide practice relating to differentiated instruction and/or specific subject matter pedagogy.	All teachers will participate in professional development provided • All teachers: Science of Reading, PD-Schoolwide Agreement with ELA/Math/Writing practices • GC/Leadership: HMTSS-R • Literacy Coach: HDOE coaching sessions	By the end of the year, 100% of the teachers will implement one new strategy or practice and share their experience at PLT/Faculty meetings as documented - sign-in sheets/minutes.	☒ WSF, \$25,000 ☒ Title I, \$10,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☒ Grant:CLSD, \$1500 ☐ Other:____, \$
All teachers will engage in creating a positive, safe, and supportive school environment that fosters the social and emotional development of students.	Lack of consistency in the implementation of school-wide practices relating to behavior	Behavior: All teachers will implement Tier 1 behavioral practices: • develop /implement classroom Management Plan • HES Behavior Expectations - 4Bs • GAT program • Use of GAT lessons to reinforce practice - based on needs of students/class • Communicate and collaborate regarding incidents and students as needed • Bouncy Program (K-1) & Ripple Effects (2-5) • Personal classroom management plan with fidelity • Provide the management plan in their sub plans.	100% of the teachers will create a classroom mgt plan, & teach the 4Bs. 100% of the grade level teachers will teach GAT lessons and acknowledge students who exhibited expected behaviors on 4bs	☒ Title I, \$[15,000] ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:____, \$ ☒ Other: \$ 2500

All staff will engage in staff professional development to enhance their knowledge, skills, and effectiveness in providing a high-quality education/environment for students.	Limited supportive measures to accommodate professional growth within the existing work structure .Limited provision of resources, such as time, materials, and external trainers, to support staff learning.	The school will purchase & teachers will participate in PD opportunities: • Literacy Instruction (SFA, /MTSS-R Science of Reading • GAT-Getting Along Together, Ripple Effects & Bouncy Programs • Eureka Math Squared, Reflex / Magma Math / BTC • iReady • Thinking Maps • Explicit Instruction • Visible Learning • Mystery Science • PBL/Inquiry Practices/Place-based, culturally-responsive education • Computer Science • Differentiation • Small Group Instruction • Inclusive Practices • GVC:Guaranteed and Viable Curriculum • Priority Standards/Achieve the core.org • Curriculum Mapping • Rtl - Academic & Behavior • Infinite Campus/eCSSS, • QBS Training / Behavior Lab • PBIS Framework/MTSS • Schoolwide Systems/Protocols (ie:SNM,Google Calendar, Email, Infinite Campus etc) • Teaching strategies for ELs, Learning Vista (EL newcomer training) • S.I.Q Qualification by 2026 • Ho'opono Project, Na Hopena A'o, • Solution Tree • Training for Classified Staff Shanti Fryar, Instructional coach, and GLC	-Meeting Notes -Universal Screener Data -Peer Observation Notes All PD, and observations will be documented and notes posted on the teacher internal website Teachers will share strategies & practices they learned from PDs w/peers	☒ WSF \$15,000 ☒ Title I, [\$35,000] ☐ Title II, \$ ☒ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☒ Grant:\$ 10,000 ☐ Other:____, \$
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PRIORITY 3: Effective and Efficient Operations At All Levels

★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	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>	Absence of a structured, year-round onboarding process Absence of a clear "Value Proposition" for potential members, validating their participation directly impacts student outcomes.	- Create a year-round "Intent to Serve" list to keep a steady pool of ready-to-join parents and community partners. - Build a permanent waiting list of interested volunteers to fill vacancies quickly. - Launch a recruitment campaign using the Impact Roadmap (visual/one page document that measures members actions to student outcomes) as the primary marketing tool to reach underrepresented parent groups SCC Chairperson, PCNC, Principal	- Maintain an "Intent to Serve" database with contact info and stakeholder category (Parent/Staff/Community) - Meeting minutes documenting recruitment - Meeting minutes, copy of Roadmap Presentation / flyers	☐ WSF, \$ ☒ Title I, \$10,000 ☐ 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. All families and staff can easily learn about and participate in feedback processes that inform decision making at the school.	Lack of Awareness – Families may not know that feedback opportunities exist. Cultural Barriers to Participation – Some families may come from backgrounds where they are not accustomed to being involved in school decision-making.	Increase Visibility at School Events - Promote feedback opportunities at Open House, PTA meetings, parent-teacher conferences, and school-wide events. - Offer diverse feedback options to cater to different preferences (ie: online surveys, in-person meetings, written submissions, suggestions boxes, email) Community School Coordinator & Principal - Assign cultural liaisons or parent ambassadors who can bridge communication gaps and encourage participation. - Use bilingual staff or volunteers to personally invite families to participate. - Create collaborative projects where families can contribute their skills, traditions, and perspectives in meaningful ways. Community School Coordinator & PCNC	By the end of the year, the school will enhance the visibility of feedback opportunities at key school events (Open House, Parent-Teacher Conferences, Community Partnership Events) by ensuring that at least 80% of these events feature: clearly visible signage, verbal announcements, dedicated feedback stations and support staff/volunteers.	☐ WSF, \$ ☒ Title I, \$10,000 ☐ 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>
Families and the community work together to support children's education	Strong School-Community Partnerships, high trust, positive relationships and effective two way communication contribute to student success.	The school will create a system that builds relationships, fosters collaboration, and enhances student learning. The school will... • host family engagement opportunities that focus on building relationships, sharing information and strategies for parents to support their child(ren) • organize events to bring families and community together • set up easy platforms for keeping families informed about school activities, policies, and opportunities for involvement • collaborate with community organizations for resources and support for students and families • encourage two way communication practices • Refine the MTSS Team (formerly known as SRT) and strengthen Tier 1 practices • create a schedule for teachers to share their Learning Targets/Success Criteria/Standards with families along with work pages for extra support GLC, SCC, PCNC, Counselor and MTSS/SRT Team	-SCC Notes -GLC Notes -Community Partnership Notes Family Community Engagement Notes/Survey -Sign-in Sheets -Class Dojo messages	☒ WSF, \$5,000 ☒ Title I, \$15,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☒ Other: MEP, \$10,000

★ 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>
Enhance school level efficiency and productivity	Ineffective Systemic Processes	The School will... - review the Technology Plan annually - develop systems for mentoring/training of all new staff member - develop, in coordination with the Complex Area, a long range staff recruitment plan. - Review and update (with the support of the complex area) the safety plan including physical plant and grounds. Provide PD as needed. - Implement an automated system like: EveryDay Labs to bridge communication barriers with personalized, mobile-friendly attendance alerts that keep families engaged and students in class.	-Documentation of activities 100% of the tasks will be documented in GLC and/or Safety Committee Notes	☒ WSF, [\$5000] ☒ Title I, [\$15,000] ☐ Title II, \$ ☐ Title III, \$ ☐ Grant ☒ Other: \$2000
All school practices support a positive & safe learning environment	Clear communication/engagement in opportunities regarding school expectations, protocols, policies and positive school culture contributes to student well-being and academic success.	The school will promote safe, healthy, and supportive practices: - Afterschool Snack Program - Fresh Fruits and Vegetables program - Cultural activities, festivals, extra curricular - Project/Aina-based Learning - Student Leadership opportunities - Learning Opportunities/Field trips - Health/Hygiene education - Health Expo/Dinner with a Doctor/Mental Health Day - Art/Drama Education - GAT - Getting Along Together, Ripple Effects - PBIS/MTSS Student Recognition - Market Day Community Schools Coordinator, PCNC, GLC,	100% of the students will be offered opportunities 100% of the positive practices/activities will be shared with parents.	☒ WSF, [\$5000] ☒ Title I, [\$15,000] ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☒ Grant: [\$5,000] ☒ Other: [\$40,000] ☒ MEP:[\$10,000]

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 **Honaunau 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 18, 2025** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Mar 24, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☒ Other (list): School Faculty and Guiding Coalition - School Leadership Team
4. The SCC reviewed the Academic Plan and Financial Plan and found that they are based upon a thorough analysis of student performance data, and use evidence-based interventions.
5. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The principal has provided a clear explanation to the SCC about the status of each of the recommendations made by the SCC regarding the Academic Plan and Financial Plan.
7. This school plan was adopted through consensus or by vote by the School Community Council on: **Mar 31, 2026 4:30 PM**

Attested:

Honaunau Elementary Principal	Signature	Date
Noreen Kunitomo	<i>Noreen Kunitomo</i>	Mar 31, 2026

SCC Chairperson	Signature	Date
Patricia Papalimu	<i>Patricia Papalimu</i>	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:
Establish a Parent Ambassador Program led by the School Community Coordinator to bridge the "Engagement Gap" and facilitate Two-Way Feedback Loops between families/community partners and the school community.	• By creating a relational network of Parent Ambassadors we can ensure our families are active partners in their child's success. • Breaking down barriers we offer more support for marginalized or silent subgroups.	The Principal fully supports the recommendation and looks forward to working with the School Community Coordinator.

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

The SCC approves this comprehensive plan and is ready to partner with the school to manage the intense work required for student success

Attested:

SCC Chairperson	Signature	Date
Patricia Papalimu	<i>Patricia Papalimu</i>	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>	[Honaunau Bell Schedule 2026-27]
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement
Honaunau Elementary Bell Schedule: Honaunau School Schedule 2026-27	