



Honoka'a Elementary Academic Plan SY 2025-2026

45- 534 Pakalan St., Honoka'a, HI 96727
808-313-7200
<https://www.honokaael.k12.hi.us/>

- ☐ Non-Title 1 School
 ☒ Title 1 School
 ☐ Kaiapuni School (Self Contained)
 ☐ Kaiapuni School (Shared School Site)

Submitted by Principal: Nathan Atkins	
<i>Nathan Atkins</i> Nathan Atkins (Apr 14, 2025 22:21 HST)	04/14/2025

Approved by Complex Area Superintendent: Janette Snelling	
<i>Janette Snelling</i>	04/14/2025

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

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	'17 Wonders ▾	ORIGO Stepping Stones 2.0 ▾	Mystery Science	Teacher Created
6	'17 Wonders ▾	HMH Into Math ▾	Mystery Science	Teacher Created

Please list all **supplementary instructional materials** used to enrich or 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	iReady	iReady, Magma Math, IXL	Teacher created	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:

UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

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

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

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

IDENTIFIED SCHOOL NEEDS

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

Year of Last Visit: Spring 2023

Type of Last Visit: Mid-Cycle Report (No Visit) -

Year of Next Action: Spring 2025

Type of Next Action: Full Self-Study -

Year of Next Self-Study:

Spring 2025

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> Provide targeted intervention and support for High Needs Students, Non-High Needs Students, and continuously underperforming Pacific Islander groups. This includes the need for differentiated instruction to address all students and the continued implementation of our comprehensive Response to Intervention (RTI) program, iReady, for ELA and Mathematics.</p> <p><u>Root/Contributing Cause:</u> The need to close the gap between High Needs and Non-High Needs students along with raising proficiency levels for our Pacific Islander students.</p>
2	<p><u>Student Need:</u> Increase rigor and cognitively appropriate tasks for all students using a balance of Depth of Knowledge levels as applicable for the grade level.</p> <p><u>Root/Contributing Cause:</u> The need to continue professional development on instructional strategies to increase rigor in core academic areas and Tier 1 instruction, as well as refining curriculum pacing and activities to reflect a balance of intensity between skills/procedures and conceptual understanding.</p>
3	<p><u>Student Need:</u> Providing more exposure to computer-assisted programs in learning and testing situations, as well as incorporating frequent activities for students to apply mathematics to real-world situations or experiences in their own lives.</p>

Root/Contributing Cause: The need to enhance student engagement through technology and real-world application of learning to allow our students to become locally committed and globally competitive.

In order 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	<p><u>Targeted Subgroup:</u> All Students</p> <p><u>Identified Student Need(s):</u> All students to attain a minimum of one year's worth of growth no matter what achievement level they are at.</p>
2	<p><u>Targeted Subgroup:</u> High Needs Students</p> <p><u>Identified Student Need(s):</u> High Needs students need instruction / remediation using evidence based strategies that yield high effect sizes for this group. Student proficiency levels should increase by approximately 1.3 percentile points per year.</p>
3	<p><u>Targeted Subgroup:</u> Non-High Needs Students</p> <p><u>Identified Student Need(s):</u> Non-High Needs students need instruction / remediation using evidence based strategies that yield high effect sizes for this group. Student proficiency levels should increase by approximately 1.3 percentile points per year.</p>
4	<p><u>Targeted Subgroup:</u> Students with IEP's (IDEA Students)</p> <p><u>Identified Student Need(s):</u> Students with IEP's need Specially Designed Instruction to meet the individual needs of each student delivered in the Least Restrictive Environment.</p>



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> <i>Reference the Identified School Needs section.</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 (Initial & Intermediate Outcomes) <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 to execute the enabling activity.</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.	1	<p>Administer the Kindergarten Entry Assessment (KEA) to create a solid foundation for all kindergarten students.</p> <p>Use iReady Universal Screener data to support student learning.</p> <p>Accountable Leads: Kindergarten Teachers</p>	<p>100% of kindergarten students will take the KEA.</p> <p>Monitor iReady Universal Screener Data (BOY, Fall, Winter, Spring) 100% of students will show gains in iReady for each Diagnostics taken (Fall, Winter, Spring)</p> <p>100% of kindergarten teachers will use and monitor iReady Universal Screener</p>	<p><input checked="" type="checkbox"/> WSF, \$1000</p> <p><input checked="" type="checkbox"/> Title I, \$6000</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>

			Data (BOY, Fall, Winter, Spring)	
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.	1,2,3,4	Establish a school-wide reading team to oversee the implementation of Comprehensive Literacy State Development Grant. Use adaptive technology to support RTI where applicable. Supply families with high- quality materials to foster continued learning at home. Accountable Leads: RTI Coordinator and Teacher	10% reduction in amount of students requiring RTI 50% of all students will be proficient in all grade levels. 25% of families receiving the materials will participate in a digital survey as to how they used the materials at home.	<input checked="" type="checkbox"/> WSF, \$800 <input checked="" type="checkbox"/> Title I, \$1500 <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$
Mathematics Proficiency 1.1.3. All students are proficient in mathematics and those who are not proficient <u>receive necessary and timely support</u> to become proficient.	1,2,3,4	Teachers use varied instructional strategies, grouping, and resources to address diverse learning needs of all students. Provide evidence-based intervention programs for students who fall below proficiency benchmarks. Supply families with high- quality materials to foster continued learning at home. Accountable Leads: RTI Coordinator and Teacher	10% reduction in amount of students requiring RTI 50% of all students will be proficient in all grade levels. 25% of families receiving the materials will participate in a digital survey as to how they used the materials at home.	<input checked="" type="checkbox"/> WSF, \$700 <input checked="" type="checkbox"/> Title I, \$1500 <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$

<p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p>	<p>1,2,3,4</p>	<p>Teachers will use learning materials that are relevant and relatable to students of various backgrounds.</p> <p>Teachers will adapt teaching methods using evidence-based strategies to accommodate diverse learning needs.</p> <p>Teachers will utilize varied instructional strategies, such as small groups, hands-on activities, and technology-based learning.</p> <p>Teachers will provide timely and specific feedback to help all students improve.</p> <p>Provide a safe and inclusive school environment where students feel supported and connected.</p> <p>Accountable Leads: Teachers and All School Staff</p>	<p>Language arts proficiency(SBA 3-6, iReady K-2)</p> <p>Math proficiency(SBA 3-6, iReady K-2)</p> <p>Science proficiency(HSA)</p> <p>Increase in proficiency in EL students taking WIDA by 30%</p> <p>Student and teacher survey will be conducted quarterly to ensure timely and specific feedback is being given.</p> <p>Panorama survey will be used to monitor how safe and a sense of belonging is provided at the school. (Fall, Winter, and Spring survey)</p>	<p><input checked="" type="checkbox"/> WSF, \$750</p> <p><input checked="" type="checkbox"/> Title I, \$1000</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>
--	----------------	--	--	--

1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.	2	<p>Kindergarten Orientation / Transition Schedule</p> <p>PSAP in grades K-3 for new and/or struggling students</p> <p>Sixth-Grade Orientation and Transition Opportunity with Honoka'a High and Intermediate.</p> <p>Sixth-grade student ambassadors will be selected to be a lead for students transitioning to middle school.</p> <p>Accountable Leads: Administration, Counselors, Teachers</p>	<p>90% of Kindergarten students attend orientation, and 100% of kindergarten students participate in the transition schedule.</p> <p>100% of sixth-grade students will participate in a transition day to middle school</p>	<input checked="" type="checkbox"/> WSF, \$500 <input checked="" type="checkbox"/> Title I, \$500 <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$
--	---	--	---	--

★ 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> <i>Reference the Identified School Needs section.</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 (Initial & Intermediate Outcomes) <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 to execute the enabling activity.</i>
1.2.1. All students desire to and attend school regularly.	2	<p>Attendance Awards will be given for perfect attendance at school-wide assemblies. (Quarterly and Yearly)</p> <p>Create goal setting targets for chronically absent students(15 or more days absent) with a "Touchstone" adult</p> <p>Accountable Leads: Administration, Teachers, Attendance Committee</p>	<p>Progressive increase in the percentage (10% quarterly increases) of students receiving perfect attendance awards.</p> <p>80% of students attending 90% or more days of school instruction</p>	<p> <input checked="" type="checkbox"/> WSF, \$1000 <input checked="" type="checkbox"/> Title I, \$1000 <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$ </p>

<p>1.2.2. All students demonstrate positive behaviors at school.</p>	<p>1,2,3,4</p>	<p>School-wide PBIS will be implemented and the following are expectations for all grade-levels:</p> <p>PBIS Model</p> <ul style="list-style-type: none"> Dragon STARRS reward/store Continue Implementing HMTSS <p>Quarterly Assemblies for General Learner Outcomes Awards</p> <p>Character Strong</p> <ul style="list-style-type: none"> Monthly Themes with Bulletin Board Class lessons <p>PD and implementation of Safe and Civil Schools CHAMPS model</p> <p>Classroom Rituals and Routines</p> <p>School-wide Behavior Expectation Matrix</p> <p>Accountable Leads: Administration, Counselors, Teachers</p>	<p>90% of students, parents/guardians, and school staff agree the school encourages positive behavior through the SQS survey.</p> <p>10% reduction in behavior referrals from the previous year.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$5000 <input type="checkbox"/> Title I, \$500 <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$
--	----------------	--	--	--

<p>1.2.3. All students experience a Nā Hopena A'o environment for learning.</p>	<p>1</p>	<p>Create Place-Based grounding and learning activities.</p> <p>Use Na Hopena A'o principles to strengthen classrooms, grade levels, and the school community with a sense of belonging.</p> <p>Incorporate Social Emotional Lessons (SEL) with Na Hopena A'o</p> <p>Belonging</p> <p>Participation in a variety of school and community groups, activities, and competitions:</p> <ul style="list-style-type: none"> • Spirit Week • School Community Council (SCC) • Student Government • Winter Program • Halloween Parade • 6th Grade transition ceremony • School-wide assemblies • Open House • Grade K Parent Orientation • School-wide welcome-back assembly • Dare Day (5th Grade) • Family Nights <p>Responsibility</p> <ul style="list-style-type: none"> • Implementation and practice of the GLO's and Na Hopena A'o • Dragon of the Month • Quarterly Recognition awards <ul style="list-style-type: none"> ○ Perfect Attendance (Quarterly and Yearly) ○ GLO Awards ○ iReady achievement • Junior Police Officer Program (JPO) • Peer Mediators (grades 4-6) 	<p>Implementation of 100% of the listed activities throughout the year</p> <p>Family sign in sheets for family activities with an increase of 10% family involvement for each Family night.</p> <p>80% of students participating in school activities</p> <p>100% of classrooms will incorporate SEL lessons (Character Strong), monitored by usage.</p> <p>30% of 6th grades will participate in the JPO program.</p> <p>100% of classrooms in grades 4-6 will have a minimum of 4 peer mediators.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$2000 <input checked="" type="checkbox"/> Title I, \$500 <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$
---	----------	--	---	---

		<p>Excellence</p> <ul style="list-style-type: none"> • GLOs and Na Hopena A'o • Enrichment/GT opportunities (grades 4-6) • School Garden • Varied and differentiated evidence based instructional strategies (i.e. Learning Targets and Success Criteria) • Quarterly recognition awards • Participation in co-curricular and extracurricular activities (mentioned above) <p>Aloha</p> <ul style="list-style-type: none"> • Student, teacher, parents, and community collaboration (SCC) • Practice of GLO's and Na Hopena A'o • Ho'ike • Hawaiian Studies Program (grade 4) • Campus Beautification <p>Total Well-Being</p> <ul style="list-style-type: none"> • Safety practices and drills • "Whole child" curriculum • Highly Qualified Teachers • HMTSS that supports the "Whole Child" • 100 day celebration • Healthy snack rules • School counseling and SBBH services <p>Hawaii</p> <ul style="list-style-type: none"> • Hawaiian Studies Program (Aina Aloha Pathway) • Ho'ike and Winter Program <p>Accountable Leads: Administration, counselors, and teachers</p>	<p>School will see an increase of 10% for each category on the Panorama SEL Survey (Fall, Winter, Spring)</p>	
--	--	---	---	--

★ **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> <i>Reference the Identified School Needs section.</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 (Initial & Intermediate Outcomes) <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 to execute the enabling activity.</i>
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.	1	<p>Engaging students in service-learning projects provides opportunities to address community needs, instilling a sense of social responsibility as they actively contribute to the betterment of society while simultaneously developing practical skills and enhancing their awareness of civic issues.</p> <p>Accountable Leads: Whole School</p>	<p>Document service learning projects throughout the year and showcase in the yearbook.</p> <p>50% of grade levels will participate in a service-learning project with 100% of students from those grade levels completing a service-learning project.</p>	<input checked="" type="checkbox"/> WSF, \$1000 <input checked="" type="checkbox"/> Title I, \$500 <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$

<p>K-12 Alignment</p> <p>1.3.2. All students enter middle school with the academic background and skills to succeed in progressively challenging and advanced-level coursework..</p>	<p>1,2,3,4</p>	<p>Continue implementing a School-Wide Response to Intervention (RTI) System-Behavior:</p> <p>Develop school-wide processes and procedures handbook for new staff</p> <p>Continuous training on RTI, Universal screening, and progress monitoring.</p> <p>Determine criteria for identifying students who need tier 2 and tier 3 interventions.</p> <p>Provide school-wide training on RTI and how to monitor progress.</p> <p>Accountable Leads: Administration, RTI coordinator, Teachers</p>	<p>Reduction in behavior referrals/suspensions by 50%.</p> <p>Reduction in the need for RTI-B by 50%.</p>	<p><input checked="" type="checkbox"/> WSF, \$600</p> <p><input checked="" type="checkbox"/> Title I, \$1500</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>
---	----------------	---	---	--



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> <i>Reference the Identified School Needs section.</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 to execute the enabling activity.</i>
2.1.1 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.	1	<p>Academic:</p> <ul style="list-style-type: none"> All grade-level teams will develop: <ul style="list-style-type: none"> Quarterly unit plans Proficiency scales Learning targets to be posted Success criteria to be posted <p>Behavioral:</p> <ul style="list-style-type: none"> All teachers will implement Tier 1 behavioral strategies. <p>Accountable Leads: Administration and Teachers</p>	<p>School-level walk-throughs with evidence of LT and SC posted</p> <p>Quarterly plan folder for all to use and see.</p>	<input checked="" type="checkbox"/> WSF, \$500 <input type="checkbox"/> Title I, \$500 <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input checked="" type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$
2.1.2 All teachers are effective or receive the	1,2,3,4	To help all be effective:	Monitored through staff sign-in sheets for PD days and	

necessary support to become effective.		<p>All staff will participate in professional development provided through the CLSD grant: 1) All teachers: Science of Reading 2) GC/Leadership: HMTSS-R; 3) Literacy Coach: HDOE coaching sessions</p> <p>All staff will participate in professional development provided by Safe & Civil School (CHAPMS training)</p> <p>All Teachers will participate in professional development provided by the school for classroom management (Conscious Classroom Management)</p> <p>Leads: Administration, Guiding Coalition, Literacy Teams</p>	<p>sign in sheet for extended days for 21 hours of PD</p> <p>Walkthroughs by administration with evidence all teachers are implementing the CHAMPS model and strategies from Conscious Classroom Management.</p>	
--	--	---	--	--



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> <i>Reference the Identified School Needs section.</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 to execute the enabling activity.</i>
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.	To empower us to build strong community partnerships, strengthen the foundation of our school community, and ensure every stakeholder has the opportunity to play a vital role in our shared journey of academic excellence and growth	<p>Use of Google Calendar and Reminder to set meetings and double-check agreed-upon dates.</p> <p>Hold meetings virtually as well as in person to allow flexibility in attendance.</p> <p>Accountable Leads: School Community Council Chairperson and Principal</p>	<p>Agenda and minutes from meetings.</p> <p>100% of SCC meeting Agendas and minutes will be posted on the school website</p> <p>A 10% increase of community members will attend each monthly meeting monitored by google participation sheet and sign in sheet</p>	<p><input checked="" type="checkbox"/> WSF, \$500</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:____, \$</p> <p><input type="checkbox"/> Other:____, \$</p>

			for those attending in person.	
3.3.2. All families and staff can easily learn about and participate in feedback processes that inform decision-making at the school.	All stakeholders are essential partners in the decision-making process at the school and need to be valued.	<p>All families and staff will be informed via school communication (Classdojo, email, social media) of times when they can learn about and participate in giving feedback that inform the decision making at Honoka'a Elementary.</p> <ul style="list-style-type: none"> • Attending family engagement nights • For those not able to attend family engagement nights, meeting with the administration to understand the process and participate by giving feedback. 	An increase of 10% in the participation of school families for each family engagement night.	

★ 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> <i>Reference the Identified School Needs section.</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 to execute the enabling activity.</i>
3.3.3Buiding community through participation in meaningful activities focus on improving attendance and academics	Attendance affects academic growth	<p>Title 1 Family Engagement Nights</p> <ul style="list-style-type: none"> • Explain Title 1 purpose and function • Host literacy nights <p>Accountable Lead: Title 1 coordinator</p> <p>ELL Family Nights</p> <ul style="list-style-type: none"> • Promote inclusive performances of our ELL students/families • Focus on literacy <p>Accountable Lead: ELL coordinator</p> <p>Family engagement nights</p> <ul style="list-style-type: none"> • Promote literacy strategies and provide examples of how it can be achieved at home with families • Promote attendance by connecting attendance with academic achievement to families <p>Accountable Lead: Administration and Teacher Lead</p>	<p>Event sign-in sheets</p> <p>An increase of 10% in the participation of school families for each family engagement night.</p> <p>A decrease of 10% in chronic absenteeism at the end of the 25-26 SY monitored monthly through RTI-B</p>	<p> <input type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$500 <input type="checkbox"/> Title II, \$ <input checked="" type="checkbox"/> Title III, \$500 <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:____, \$ <input type="checkbox"/> Other:____, \$ </p>

★ Other Systems of Support

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</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 to execute the enabling activity.</i>
Create a safe and orderly campus for all	Increase the perceptual data for the dimension of safety on our SQS	<p>Develop school-wide indicators for common agreements in environmental, behavioral, and academic aspect.</p> <p>Accountable Lead: Administration</p> <p>Create a safe, clean, healthy, and orderly learning environment characterized by trust, care, professionalism, and high expectations for all students.</p> <p>Accountable Lead: Whole School</p>	<p>Increase favorable ratings on the Panorama Survey by 5%.</p> <p>Decrease behavioral referrals by 50%.</p>	<p> <input checked="" type="checkbox"/> WSF, \$500 <input checked="" type="checkbox"/> Title I, \$500 <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:____, \$ <input type="checkbox"/> Other:____, \$ </p>

APPENDIX A: SCHOOL 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.**

This section showcases Honoka'a Elementary Schools current bell schedule(s) and total student instructional hours per 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)

1089 minutes

Did your school submit a SCC Waiver Request Form? Please explain.

Yes, submitted for 3 days for parent/teacher conferences and 2 P/C days, one for the day we return from fall break and one for the day we return from spring break.

Bell Schedule:

Monday					Tuesday					Wednesday					Thursday					Friday				
Student Start Time 8:00 AM					Student Start Time 8:00 AM					Student Start Time 8:00 AM					Student Start Time 8:00 AM					Student Start Time 8:00 AM				
Teacher Start Time 8:00 AM					Teacher Start Time 8:00 AM					Teacher Start Time 8:00 AM					Teacher Start Time 8:00 AM					Teacher Start Time 8:00 AM				
Start	End	Min	Type	Description (Optional)	Start	End	Min	Type	Description (Optional)	Start	End	Min	Type	Description (Optional)	Start	End	Min	Type	Description (Optional)	Start	End	Min	Type	Description (Optional)
8:00 AM	8:10 AM	10	Opening		8:00 AM	8:10 AM	10	Opening		8:00 AM	8:10 AM	10	Opening		8:00 AM	8:10 AM	10	Opening		8:00 AM	8:10 AM	10	Opening	
8:10 AM	9:40 AM	90	Instruction	Block 1: ELA	8:10 AM	9:40 AM	90	Instruction	Block 1: ELA	8:10 AM	9:40 AM	90	Instruction	Block 1: ELA	8:10 AM	9:40 AM	90	Instruction	Block 1: ELA	8:10 AM	9:40 AM	90	Instruction	Block 1: ELA
9:40 AM	9:55 AM	15	Recess		9:40 AM	9:55 AM	15	Recess		9:40 AM	9:55 AM	15	Recess		9:40 AM	9:55 AM	15	Recess		9:40 AM	9:55 AM	15	Recess	
9:55 AM	9:59 AM	4	Passing		9:55 AM	9:59 AM	4	Passing		9:55 AM	9:59 AM	4	Passing		9:55 AM	9:59 AM	4	Passing		9:55 AM	9:59 AM	4	Passing	
9:59 AM	11:04 AM	65	Instruction	Block 2	9:59 AM	11:04 AM	65	Instruction	Block 2	9:59 AM	11:04 AM	65	Instruction	Block 2	9:59 AM	11:04 AM	65	Instruction	Block 2	9:59 AM	11:04 AM	65	Instruction	Block 2
11:04 AM	11:34 AM	30	Lunch		11:04 AM	11:34 AM	30	Lunch		11:04 AM	11:34 AM	30	Lunch		11:04 AM	11:34 AM	30	Lunch		11:04 AM	11:34 AM	30	Lunch	
11:34 AM	11:38 AM	4	Passing		11:34 AM	11:38 AM	4	Passing		11:34 AM	11:38 AM	4	Passing		11:34 AM	11:38 AM	4	Passing		11:34 AM	11:38 AM	4	Passing	
11:38 AM	12:08 PM	30	Instruction	RTI	11:38 AM	12:08 PM	30	Instruction	RTI	11:38 AM	12:08 PM	30	Instruction	Block 3	11:38 AM	12:08 PM	30	Instruction	RTI	11:38 AM	12:08 PM	30	Instruction	RTI
12:08 PM	12:38 PM	30	Instruction	Block 3	12:08 PM	12:38 PM	30	Instruction	Block 3	12:08 PM	12:38 PM	30	Instruction	Block 3	12:08 PM	12:38 PM	30	Instruction	Block 3	12:08 PM	12:38 PM	30	Instruction	Block 3
12:38 PM	12:53 PM	15	Recess		12:38 PM	12:53 PM	15	Recess		12:38 PM	12:53 PM	15	Recess		12:38 PM	12:53 PM	15	Recess		12:38 PM	12:53 PM	15	Recess	
12:53 PM	2:10 PM	77	Instruction	Block 4	12:53 PM	2:10 PM	77	Instruction	Block 4	12:53 PM	2:10 PM	77	Instruction	Block 4	12:53 PM	2:10 PM	77	Instruction	Block 4	12:53 PM	2:10 PM	77	Instruction	Block 4
2:10 PM	2:15 PM	5	Closing		2:10 PM	2:15 PM	5	Closing		2:10 PM	2:15 PM	5	Closing		2:10 PM	2:15 PM	5	Closing		2:10 PM	2:15 PM	5	Closing	
2:15 PM	3:00 PM	45	Teacher Prep		2:15 PM	3:00 PM	45	Teacher Prep		2:15 PM	3:00 PM	45	Teacher Prep		2:15 PM	3:00 PM	45	Teacher Prep		2:15 PM	3:00 PM	45	Teacher Prep	
3:00 PM					3:00 PM					3:00 PM					3:00 PM					3:00 PM				
Student End Time	2:15 PM			6:15:00	Student End Time	2:15 PM			6:15:00	Student End Time	1:15 PM			5:15:00	Student End Time	2:15 PM			6:15:00	Student End Time	2:15 PM			6:15:00
Teacher End Time	3:00 PM			7:00:00	Teacher End Time	3:00 PM			7:00:00	Teacher End Time	3:00 PM			7:00:00	Teacher End Time	3:00 PM			7:00:00	Teacher End Time	3:00 PM			7:00:00

Place for Notes for Yourself as You Think About How to Fill Out the Schedule:

																				Total Minutes
Student Minutes:	375	(Opening, Homeroom, Passing, Instruction, Recess, Lunch, Teacher Prep - During Student Hours, Study Hall, Closing, Advisory)		Student Minutes:	375	(Opening, Homeroom, Passing, Instruction, Recess, Lunch, Teacher Prep - During Student Hours, Study Hall, Closing, Advisory)		Student Minutes:	315	(Opening, Homeroom, Passing, Instruction, Recess, Lunch, Teacher Prep - During Student Hours, Study Hall, Closing, Advisory)		Student Minutes:	375	(Opening, Homeroom, Passing, Instruction, Recess, Lunch, Teacher Prep - During Student Hours, Study Hall, Closing, Advisory)		Student Minutes:	375	(Opening, Homeroom, Passing, Instruction, Recess, Lunch, Teacher Prep - During Student Hours, Study Hall, Closing, Advisory)		1,815
Teacher Instruct Time:	292	(Instruction, Advisory)		Teacher Instruct Time:	292	(Instruction, Advisory)		Teacher Instruct Time:	247	(Instruction, Advisory)		Teacher Instruct Time:	292	(Instruction, Advisory)		Teacher Instruct Time:	292	(Instruction, Advisory)		1,415
Teacher Duty-free Lunch:	30	(Lunch)		Teacher Duty-free Lunch:	30	(Lunch)		Teacher Duty-free Lunch:	30	(Lunch)		Teacher Duty-free Lunch:	30	(Lunch)		Teacher Duty-free Lunch:	30	(Lunch)		150
Teacher Prep Time:	45	(Teacher Prep - During Student Hours, Teacher Prep - Outside Student Hours)		Teacher Prep Time:	45	(Teacher Prep - During Student Hours, Teacher Prep - Outside Student Hours)		Teacher Prep Time:	45	(Teacher Prep - During Student Hours, Teacher Prep - Outside Student Hours)		Teacher Prep Time:	45	(Teacher Prep - During Student Hours, Teacher Prep - Outside Student Hours)		Teacher Prep Time:	45	(Teacher Prep - During Student Hours, Teacher Prep - Outside Student Hours)		225
Teacher "Other" Time:	53	(Opening, Homeroom, Recess, Passing, Study Hall, Closing, Meetings)		Teacher "Other" Time:	53	(Opening, Homeroom, Recess, Passing, Study Hall, Closing, Meetings)		Teacher "Other" Time:	98	(Opening, Homeroom, Recess, Passing, Study Hall, Closing, Meetings)		Teacher "Other" Time:	53	(Opening, Homeroom, Recess, Passing, Study Hall, Closing, Meetings)		Teacher "Other" Time:	53	(Opening, Homeroom, Recess, Passing, Study Hall, Closing, Meetings)		310

Summary			M, T, TH, F	W	Your School's Bell Schedule Results:			School	Complies?
Total Teacher Workday			7:00:00	7:00:00	• Student minutes (bell to bell) is a minimum of 1,800 minutes per week. • Teacher instruction is a maximum of 1,415 minutes per week. • Teacher duty-free lunch is a minimum of 150 minutes per week. • Teacher prep time is a minimum of 225 minutes per week. • Teacher "other" time is a maximum of 310 minutes per week including meetings (faculty, departmental, grade level, curriculum), opening/closing time, recess, and other. • Teacher workday is a maximum of 35 hours per week. • Teacher is scheduled to work no longer than a 7 hour day or use a rotating, block, or other non-traditional schedules. • Teacher endtime is no later than 4:30 PM • Teacher prep time should be at least 45 consecutive minutes. • Manually check to ensure teachers teach for no more than 180 consecutive minutes without a break, lunch, or recess of no less than 15 minutes.			1,815	Yes
Student Start Time			8:00 AM	8:00 AM				1,415	Yes
Student End Time			2:15 PM	1:15 PM				150	Yes
Teacher Start Time			8:00 AM	8:00 AM				225	Yes
Teacher End Time			3:00 PM	3:00 PM				310	Yes
								35:00	Yes
								7:00	Yes
								Not later than 4:30 PM	Yes
								Manually Enter Yes or No: →	Yes
								Manually Enter Yes or No: →	Yes

Student Instructional Minutes:		Estimated Teacher Minutes:	
Minimum Student Days	180	Estimated Teacher Days	195
Minimum Student Weeks	36	Estimated Teacher Weeks	39
Student Hours Per Year	1,089	Estimated Teacher Hours Per Year	1,365

All Yes: Your proposed schedule is approved and can be implemented