



Honoka'a Elementary School Academic Plan SY 2026-2027

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- ☒ Title I School
☐ Non-Title 1 School

Submitted by Principal Nathan Atkins	
<i>Nathan Atkins</i>	Apr 8, 2026 7...

Approved by Complex Area Superintendent Janette Snelling	
<i>Janette Snelling</i>	4/13/2026

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

TABLE OF CONTENTS

VIALE QUALITY CURRICULUM.....3

UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS.....4

HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS).....4

IDENTIFIED SCHOOL NEEDS.....5

PRIORITY 1.....7

 ★ GOAL 1.1.....7

 ★ GOAL 1.2.....10

 ★ GOAL 1.3.....12

PRIORITY 2.....14

PRIORITY 3.....15

 ★ GOAL 3.3.....15

 ★ Family and Community Engagement.....16

 ★ Other Systems of Support.....17

APPENDIX A: SCHOOL COMMUNITY COUNCIL ASSURANCES FORM.....18

APPENDIX B: BELL SCHEDULE.....21

VIABLE QUALITY CURRICULUM

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

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

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
K-6	'23 Wonders ▾	ORIGO Stepping Stones 2.0 ▾	Mystery Science	Teacher Created
	Select One ▾	Select One ▾		
	Select One ▾	Select One ▾		

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

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
K-6	Ready Reading Toolbox, iReady,	Ready Math Toolbox, iReady, Magma Math, IXL	Teacher Created	Teacher Created

UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

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

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

Grade Level(s)/Course Name	English Language Arts	Mathematics
K-6	I-Ready ▾	I-Ready ▾
3-6	Other: ▾ SBA Comprehensive Interim	Other: ▾ SBA Comprehensive Interim
Kindergarten	KEA ▾	I-Ready ▾

HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

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

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

☒ Panorama
 ☐ School-created template
 ☒ Other: Behavior Academies (Solutiontree)

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: [Insert text]
- ☐ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: [Insert year]

Type of Last Visit: **Select One** ▾

Year of Next Action: [Insert year]

Type of Next Action: **Select One** ▾

Year of Next Self-Study:

[Insert year]

Please identify **critical student learning needs** and the **root/contributing cause** why these needs have been prioritized.

"What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?"

Please number the student need and root/contributing cause for ease of cross-referencing.

1	Student Need: [Students need to demonstrate mastery of grade-level standards by engaging in daily, structured learning protocols that provide clear expectations for participation and task completion, as measured by a 20% increase in formative assessment scores as monitored by PLTs and PLCs.] Root/Contributing Cause: [By building or refining current Organizational Roles and Responsibilities and Protocols to enact and follow, it is likely that more students will be supported and we will improve student achievement.]
2	Student Need: [Students need to utilize proactive social-emotional strategies—specifically the use of 'I-statements' during peer conflicts and the verbal identification of their own emotional state—to maintain collaborative relationships, as measured by a 25% reduction in classroom conduct referrals and a 'proficient' score on the school's empathy and communication behavioral rubric.] Root/Contributing Cause: [By working towards regularly incorporating practices such as positive communication, empathy, and other needs that aid in all stakeholders' emotional well-being, we will create a safe environment and culture that all stakeholders will want to be a part of. Consistent monitoring and social-emotional supports will lead to improved classroom conduct. Mastering tier 1 by differentiating for teachers' abilities and styles will aid in improving gaps in student growth targets.]

3	Student Need: [Students need to demonstrate mastery of core grade-level standards by engaging with differentiated, scaffolded tasks that match their current performance level, as measured by 70% of students reaching their individual growth targets on Tier 1 common formative assessments and a reduction in the number of students requiring Tier 2 interventions.] Root/Contributing Cause: [Support Teaching Staff with professional development and refine systems that will streamline and systematize the RtI process for all tiers, with a focus on common best practices for tier 1, to help ensure differentiation is more effective.]
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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> All Students <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.
2	<u>Targeted Subgroup:</u> High Needs Students <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.
3	<u>Targeted Subgroup:</u> Non-High Needs Students <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.
4	<u>Targeted Subgroup:</u> Students with IEP's (IDEA Students) <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.



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>
			Implementation Evidence	Interim Measurable Outcomes	
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.	1,2	Administer the Kindergarten Entry Assessment (KEA) to create a solid foundation for all kindergarten students. Use iReady Universal Screener data to support student learning. Accountable Leads: Kindergarten Teachers	100% of kindergarten students will take the KEA. 100% of kindergarten teachers will use and monitor iReady Universal Screener Data (BOY, Fall, Winter, Spring)	Monitor iReady Universal Screener Data (BOY, Fall, Winter, Spring) 100% of students will show gains in iReady for each Diagnostics taken (Fall, Winter, Spring)	☒ WSF, \$1000 ☒ Title I, \$6000 ☐ 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.	1,3	Establish a school-wide reading team to oversee the implementation of the Comprehensive Literacy State Development Grant and incorporate the Science of Reading more fully into teacher instruction. 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.	Monitor iReady Universal Screener Data (BOY, Fall, Winter, Spring) 100% of students will show gains in iReady for each Diagnostics taken (Fall, Winter, Spring) Monitor SBA Interim assessment (Winter) 100% of students will show gains when compared to the SBA Summative assessment from the previous year.	☒ WSF, \$ \$800 ☒ Title I, \$1,500 ☐ 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 and those who are not proficient <u>receive necessary and timely support</u> to become proficient.	1,3	Teachers use varied high-impact instructional strategies, grouping, and resources to address diverse learning needs of all students; scaffolding rigor to meet students' individual needs and challenges. Use adaptive technology to support RTI where applicable. 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.	Monitor iReady Universal Screener Data (BOY, Fall, Winter, Spring) 100% of students will show gains in iReady for each Diagnostics taken (Fall, Winter, Spring) Monitor SBA Interim assessment (Winter) 100% of students will show gains when compared to the SBA Summative assessment from the previous year.	☒ WSF, \$700 ☒ Title I, \$1,500 ☐ 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.	1,2,3	Teachers will use learning materials that are relevant and relatable to students of various backgrounds. Teachers will adapt teaching methods using evidence-based strategies to accommodate diverse learning needs. Teachers will utilize varied instructional strategies, such as small groups, hands-on activities, and technology-based learning. Teachers will provide timely and specific feedback to help all students improve. Provide a safe and inclusive school environment where students feel supported and connected. Accountable Leads: Teachers and All School Staff	Language arts proficiency(SBA 3-6, iReady K-2) Math proficiency(SBA 3-6, iReady K-2) Science proficiency(HSA) Increase in proficiency in EL students taking WIDA by 30%	Student and teacher surveys will be conducted quarterly to ensure timely and specific feedback is being given. Panorama survey will be used to monitor student's perception of safety and sense of belonging in school. (Fall, Winter, and Spring survey)	☒ WSF, \$750 ☒ Title I, \$1000 ☐ 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.	1,2,3	Kindergarten Orientation / Transition Schedule PSAP in grades K-3 for new and/or struggling students Sixth-Grade Orientation and Transition Opportunity with Honoka'a High and Intermediate. Sixth-grade student ambassadors will be selected to be a lead for students transitioning to middle school. Accountable Leads: Administration, Counselors, Teachers	90% of Kindergarten students attend orientation, and 100% of kindergarten students participate in the transition schedule. 100% of sixth-grade students will participate in a transition day to middle school	☒ WSF, \$500 ☒ Title I, \$500 ☐ 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>
			Implementation Evidence	Interim Measurable Outcomes	
1.2.1. All students desire to and attend school regularly. <i>Required for all schools.</i>	2	Attendance Awards will be given for perfect attendance at school-wide assemblies. (Quarterly and Yearly) Create goal setting targets for chronically absent students(15 or more days absent) with a "Touchstone" adult Accountable Leads: Administration, Teachers, Attendance Committee	Progressive increase in the percentage (10% quarterly increases) of students receiving perfect attendance awards. 80% of students attending 90% or more days of school instruction	Attendance data will be tracked using Everyday Labs with data checked and reinforced by the Attendance Committee.	☒ WSF, \$1000 ☒ Title I, \$100 ☐ 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. <i>Required for all schools.</i>	1,2,3	School-wide PBIS will be implemented and the following are expectations for all grade-levels: PBIS Model • Dragon STARRS reward/store • Continue Implementing HMTSS General Learner Outcomes (GLOs) Awards • Quarterly Assemblies for students who embody each of the GLOs • Monthly Dragon of the month awards and luncheons for students who embody all of the GLOs Character Strong • Monthly Themes with Bulletin Board • Class lessons Implementation of Safe and Civil Schools CHAMPS model Classroom Rituals and Routines School-wide Behavior Expectation Matrix	90% of students, parents/guardians, and school staff agree the school encourages positive behavior through the SQS survey. 10% reduction in behavior referrals from the previous year.	☒ WSF, \$5000 ☒ Title I, \$500 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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		Accountable Leads: Administration, Counselors, Teachers			
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1.2.3. All students experience a Nā Hopena A'o environment for learning. <i>Required for all schools.</i>	2	Create Place-Based grounding and learning activities. Use Na Hopena A'o principles to strengthen classrooms, grade levels, and the school community with a sense of belonging. Incorporate Social Emotional Lessons (SEL) with Na Hopena A'o Belonging Participation in a variety of school and community groups, activities, and competitions: • 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 Responsibility • Implementation and practice of the GLO's and Na Hopena A'o	Implementation of 100% of the listed activities throughout the year Family sign in sheets for family activities with an increase of 10% family involvement for each Family night. 80% of students participating in school activities 100% of classrooms will incorporate SEL lessons (Character Strong), monitored by usage. 30% of 6th grades will participate in the JPO program. 100% of classrooms in grades 4-6 will have a minimum of 4 peer mediators. School will see an increase of 10% for each category on the Panorama SEL Survey (Fall, Winter, Spring)	Monitoring of the the Panorama SEL Survey (Fall, Winter, Spring)	☒ WSF, \$2000 ☒ Title I, \$500 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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		• Dragon of the Month • Quarterly Recognition awards ◦ Perfect Attendance (Quarterly and Yearly) ◦ GLO Awards ◦ iReady achievement • Junior Police Officer Program (JPO) • Peer Mediators (grades 4-6) Excellence • 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) Aloha • 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 Total Well-Being • Safety practices and drills • "Whole child" curriculum • Highly Qualified Teachers			
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		• HMTSS that supports the “Whole Child” • 100 day celebration • Healthy snack rules • School counseling and SBBH services Hawaii • Hawaiian Studies Program (Aina Aloha Pathway) • Ho’ike and Winter Program Accountable Leads: Administration, counselors, and teachers			
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★ **GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.**

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>		Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
			Implementation Evidence	Interim Measurable Outcomes	
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>	1,2	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. Accountable Leads: Whole School	Document service learning projects throughout the year and showcase in the yearbook. 50% of grade levels will participate in a service-learning project with 100% of students from those grade levels completing a service-learning project.	Photos of events will be shared through various Social platforms including Facebook, Instagram, , ClassDojo, and the School Website	☒ WSF, \$1000 ☒ Title I, \$500 ☐ 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.	1,2,3	Continue implementing a School-Wide Response to Intervention (RTI) System-Behavior: Develop school-wide processes and procedures handbook for new staff Continuous training on RTI, Universal screening, and progress monitoring. Determine criteria for identifying students who need tier 2 and tier 3 interventions. Provide school-wide training on RTI and how to progress monitor. Accountable Leads: Administration, RTI coordinator, Teachers	Reduction in behavior referrals/suspensions by 50%. Reduction in the need for RTI-B by 50%.	Monitoring of behavioral referrals from Infinite Campus and HMTSS submissions from the teacher.	☒ WSF, \$600 ☒ Title I, \$1500 ☐ 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>
			Implementation Evidence	Interim Measurable Outcomes	
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.	1,3	Academic: - All grade-level teams will develop: - Yearly Pacing Guides - Proficiency scales - School Wide PLC Procedures and Protocols will be developed - Based on best practices and School-level agreed upon criteria Behavioral: - All teachers will implement Tier 1 behavioral strategies. Accountable Leads: Administration, Coordinators, and Teachers	Pacing guides and Quarterly plan folder for all to use and see.	School-level walk-throughs monitoring agreed upon criteria for effective instruction as agreed upon by both Administration and teachers	☒ WSF, \$500 ☐ Title I, \$500 ☐ 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.	1,2,3	To help all be effective: Clear, consistent, and equitable communication will be provided for all staff. All staff will participate in professional development provided through the CLSD grant: • All teachers: Science of Reading • GC/Leadership: HMTSS-R; • Literacy Coach: HDOE coaching sessions All staff will participate in professional development opportunities that are: • Complex led, • Teacher led, • Individual choice, • and mandatory professional development days. Leads: Administration, Leadership Team, Literacy Teams	Monitored through staff sign-in sheets for PD days and sign in sheet for extended days for 21 hours of PD	School-level walk-throughs monitoring agreed upon criteria for effective instruction as agreed upon by both Administration and teachers	
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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>
			Implementation Evidence	Interim Measurable Outcomes	
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.	2, 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	Use of Google Calendar and Reminder to set meetings and double-check agreed-upon dates. Hold meetings virtually as well as in person to allow flexibility in attendance. Accountable Leads: School Community Council Chairperson and Principal	100% of SCC meeting Agendas and minutes will be posted on the school website A 10% increase of community members will attend each monthly meeting monitored by google participation sheet and sign in sheet for those attending in person.	Agenda and minutes from meetings. Sign-in sheets for all attending community members.	☒ WSF, \$500 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:____, \$ ☒ Other:____, \$
3.3.2. All families and staff can easily learn about and participate in feedback processes	2, All stakeholders are essential partners in the	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	An increase of 10% in the participation of school families	Sign-in sheets for all attending	



PRIORITY 3: Effective and Efficient Operations At All Levels

that inform decision-making at the school.	decision-making process at the school and need to be valued.	feedback that informs the decision making at Honoka’a Elementary. • 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.	for each family engagement night.	community members.	
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★ 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>
			Implementation Evidence	Interim Measurable Outcomes	
3.3.3 Buiding community through participation in meaningful activities focused on improving attendance and academics	2, Attendance affects academic growth	Title 1 Family Engagement Nights - Explain Title 1 purpose and function - Host literacy nights Accountable Lead: Title 1 coordinator ELL Family Nights - Promote inclusive performances of our ELL students/families - Focus on literacy Accountable Lead: ELL coordinator Family engagement nights - Promote literacy strategies and provide examples of how it can be achieved at home with families	An increase of 10% in the participation of school families for each family engagement night. A decrease of 10% in chronic absenteeism at the end of the 26-27 SY monitored monthly through RTI-B	Event Sign-in sheets. Attendance data will be tracked using Everyday Labs with data checked and reinforced by the Attendance Committee.	☐ WSF, \$ ☒ Title I, \$500 ☐ Title II, \$ ☒ Title III, \$500 ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

		Promote attendance by connecting attendance with academic achievement to families Accountable Lead: Administration and Teacher Lead			
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★ 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>
			Implementation Evidence	Interim Measurable Outcomes	
Create a safe and orderly campus for all	Increase the perceptual data for the dimension of safety on our SQS	Develop school-wide indicators for common agreements in environmental, behavioral, and academic aspects. Accountable Lead: Administration Create a safe, clean, healthy, and orderly learning environment characterized by trust, care, professionalism, and high expectations for all students. Accountable Lead: Whole School	Increase favorable ratings on the Panorama Survey by 5%. Decrease behavioral referrals by 50%.	Monitoring of the the Panorama SEL Survey (Fall, Winter, Spring) Monitoring of behavioral referrals from Infinite Campus and HMTSS submissions from the teacher.	☒ WSF, \$500 ☒ Title I, \$500 ☐ 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 **Honoka'a Elementary School** School Community Council (SCC) recommends the school plans to the Complex Area Superintendent for approval and assures the following:

1. The SCC is correctly constituted and was formed in accordance with the Board of Education policy, Department of Education procedures and state law.
2. The SCC reviewed its responsibilities under the Board of Education policy, Department of Education procedures and state law, including those related to the review of the Academic Plan and Financial Plan.
3. The SCC sought and considered all recommendations from the school community or committees before recommending the plans for approval. (Check all that apply)
 - ☒ A School Community Council Meeting was conducted on **Oct 20, 2025** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Feb 23, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☒ Other (list): School Leadership, and full faculty meetings
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: **Date**

Attested:

Honoka'a Elementary School Principal	Signature	Date
Nathan Atkins	<i>Nathan Atkins</i>	Apr 8, 2026 7:35 AM
SCC Chairperson	Signature	Date

Mary Beth Laychak	Mary Beth Laychak	Apr 8, 2026
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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:

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

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Attested:

SCC Chairperson	Signature	Date
Mary Beth Laychak		Apr 8, 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>	1089
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement
Honoka'a Elementary School Bell Schedule: Honoka'a Elementary Bell Schedule	