



# Ho'okena Elementary Academic Plan SY 2025-2026

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

Submitted by Principal Tammy Yoshimura-Furrer	
Tammy Yoshimura-Furrer	April 1, 2025

Approved by Complex Area Superintendent Janette Snelling	
Janette Snelling Janette Snelling (Apr 15, 2025 15:13 HST)	4.15.2025

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	<a href="#">English Language Arts</a>	<a href="#">Mathematics</a>	Science	Social Studies
K-5	Success for All ▾	Eureka Math ▾	PhD Science	Inquire Ed

**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
Grades 1-5	Accelerated Reader			

## 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
K-5	NWEA MAP ▾	MAP ▾
K-2	Other: ▾ SFA Roots Assessment	
K-5	WIDA Screener ▾	

## 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: February 2025

Year of Next Action: 2028

Year of Next Self-Study:

Type of Last Visit: Mid-Cycle Report & Visit -

Type of Next Action: Full Self-Study -

2028

**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><b><u>Student Need:</u></b> Continue as a Success for All (SFA) school and implements all components as designed within all grade levels to continue the progress in Reading Proficiency at all grade levels. (WASC)</p> <p><b><u>Root/Contributing Cause:</u></b> Need for consistent and school wide common school wide improvement plan for Reading</p>
2	<p><b><u>Student Need:</u></b> Continue to develop a method for reviewing all student data to determine mastery of academic standards, vertical alignment and the impact of best teaching practices at all grade levels. (WASC)</p> <p><b><u>Root/Contributing Cause:</u></b> Need to build staff efficacy and coherency around student learning and effective instruction.</p>
3	<p><b><u>Student Need:</u></b> Provide additional professional development in using Eureka Math, Power Teaching Math framework and SFA All Day within the SFA program. (WASC)</p> <p><b><u>Root/Contributing Cause:</u></b> Need to continue professional learning processes for school staff to improve student learning outcomes through improved staff efficacy.</p>

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><b><u>Targeted Subgroup:</u></b> Special Education</p> <p><b><u>Identified Student Need(s):</u></b> To provide specialized instruction for every student to allow them to achieve their learning goals.</p>
2	<p><b><u>Targeted Subgroup:</u></b> Disadvantaged (CEP School &amp; Free/Reduced 67%)</p> <p><b><u>Identified Student Need(s):</u></b> To provide data informed tutoring in reading. To provide a school funded after school program &amp; summer program for families in need</p>
3	<p><b><u>Targeted Subgroup:</u></b></p> <p><b><u>Identified Student Need(s):</u></b></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?" Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i>  <b>and Name of Accountable Lead(s)</b> <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?" 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.	To measure readiness of incoming students and to guide targeted supports	<ul style="list-style-type: none"> <li>• Small group instruction</li> <li>• SFA Kinder Korner full day</li> </ul> <p>Grade K Teacher</p> <p>Leads: Academic Coach, Principal</p>	<ul style="list-style-type: none"> <li>• KEA</li> <li>• Quarterly Roots Assessments</li> <li>• MAP Growth</li> </ul>	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <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><b>Reading Proficiency</b> 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.</p>	<p>40% of the current 2nd grade students read proficiently. 44% of the current 3rd graders are proficient or above in reading. 28% of the current 4th graders are proficient or above in reading.</p> <p>Continue to develop a method for reviewing student data to determine mastery of academic standards to increase student achievement in reading. (WASC)</p>	<ul style="list-style-type: none"> <li>Improved Tier I in reading instruction in all classrooms through leveled instruction, differentiation, clear learning targets and expected success criteria through meaningful, engaging and collaborative learning experiences in all classes.</li> <li>RTI</li> </ul> <p>SFA Coach &amp; SFA Classroom Teachers</p> <ul style="list-style-type: none"> <li>Reading support in and after school through tutoring using SFA Lightning Squad and Theme Reads</li> </ul> <p>Support Staff</p> <p>Leads: Academic Coach, Principal, SSC</p>	<p>MAP Growth &amp; SFA Assessments</p> <p>Reading: 52% of third graders, 50% of fourth graders, and 39% of fifth graders will be at or above grade level as measured by the SBA ELA on Strive HI.</p>	<p><input checked="" type="checkbox"/> WSF, \$  <input checked="" type="checkbox"/> Title I, \$  <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><b>Mathematics Proficiency</b> 1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient will <u>receive necessary and timely support</u> to become proficient.</p>	<p>Focus of PLT work and differentiation of instruction based on upon student learning needs</p>	<ul style="list-style-type: none"> <li>Improved Tier I in math instruction in all classrooms through leveled instruction, differentiation, clear learning targets and expected success criteria through meaningful, engaging and collaborative learning experiences in all classes.</li> </ul> <p>Instructional Coach</p> <ul style="list-style-type: none"> <li>Daily RTI built into Math block</li> </ul> <p>All teachers and support staff</p> <p>Leads: Academic Coach, Principal, SSC</p>	<p>MAP Growth Data</p> <p>Math: 57% of third graders, 53% of fourth graders, and 39% of fifth graders will be at or above grade level as measured by the SBA Math on Strive HI.</p>	<p><input checked="" type="checkbox"/> WSF, \$  <input checked="" type="checkbox"/> Title I, \$  <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>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p>	<p>Lack of collective School Culture (supports, GRIT) in regards to urgency for learning for students coming from challenging backgrounds.</p> <p>According to MAP Growth data, 53% of special education students improved in reading. For math, 73% of students improved in math.</p>	<p>Students will receive targeted support in RTI groups based on performance levels to strengthen:</p> <ul style="list-style-type: none"> <li>Recommended: <ul style="list-style-type: none"> <li>Grade level skill (10-15 mins)</li> <li>Remediation or enrichment skills (at least 10-15 mins)</li> </ul> </li> <li>English Learners: One student in need of language support will receive instruction targeted to develop students' oral language development including: Cooperative Learning, content vocabulary, instruction in structured writing activities.</li> <li>IDEA: All identified IDEA students will receive explicit, systematic reading instruction and systematic math instruction in the Least Restrictive Environment appropriate.</li> <li>Students in need of Tier 2 support will be scheduled for tutoring during and after the school day.</li> </ul> <p>Leads: Academic Coach, Principal, SSC</p>	<p>80% of the Students will make expected progress in grade level PLT focus areas (GL data sheets)</p> <p>100% of English Learners will meet GTT goals.</p> <p>Achievement Gap will decrease by 5% points the SBA ELA and Math</p>	<p><input checked="" type="checkbox"/> WSF, \$</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>
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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.	Desire to see the long-range effects of efforts by school in relation to long term student outcomes	<p>School will continue to work with complex partners to collect and analyze student data (grades, behavior, dropouts) for students who have moved to the secondary level as well as to create transition activities to facilitate successful transitions</p> <p>Leads: Academic Coach, Principal, SSC</p>	<p>Grades Attendance Behavior Graduation Rates</p> <p>95% of former fifth grade students will pass all of their sixth grade classes</p> <p>2022-2023/ 2023-2024 school years: 95% were passing their sixth grade classes</p>	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <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: __, \$
				<input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <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: __, \$

				<input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <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:__, \$
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★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.

<b>Desired Outcome</b> <i>"What do we plan to accomplish?"</i>	<b>Root/ Contributing Cause</b> <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	<b>Enabling Activities</b> <i>"How will we achieve the desired outcome?"</i> <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress (Initial &amp; Intermediate Outcomes)</b> <i>"How will we know progress is being made?"</i>	<b>Anticipated Source of Funds</b> <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.	Continue to work with families to improve chronic absenteeism and find creative ways to engage the adults and other family members in the school culture. (WASC)	Positive behavior support system to encourage students to attend school everyday.  Student council, All Teachers, SFA Solution Teams  Leads: Academic Coach, Principal, SSC	Decrease chronic absenteeism rate by 5%	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <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>1.2.2. All students demonstrate positive behaviors at school.</p>	<p>Prepare students to compete in a local and global society</p>	<p>Continue to reinforce and support school wide expectations for all students</p> <p>SFA's Getting Along Together (GAT) Program</p> <p>Development and implementation of behavior improvement plans as part of the MTSS process and positive rewards/recognition to reinforce key behaviors</p> <p>Continue to develop school wide coherence of Na Hopena and establish with staff/student/community key Na Hopena targets for all school community members for the 2024-2025 school year</p> <p>Work with community partners to provide tangible items such as school shirts, prizes, etc....to reinforce appropriate behaviors by all students</p>	<p>75% of the students will demonstrate expected behaviors (GLO report card data LEI Kulia)</p> <p>There will be a 5% point increase in the percentage of students, parents, staff agreeing that the school encourages a safe learning environment conducive to learning (SQS Safety Dimension)</p>	<p><input type="checkbox"/> WSF, \$</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>
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<p>1.2.3. All students experience a Nā Hopena A'o environment for learning.</p>	<p>Transition from GLOs to Na Hopena A'o</p>	<p>Connect, align and transition from GLOs and Hawaiian Studies to Na Hopena A'o statements:</p> <ul style="list-style-type: none"> <li>• Community Contributor and Effective Communicator to Sense of Belonging</li> <li>• Self-Directed Learner to Sense of Responsibility</li> <li>• Quality Producer and Complex Thinker to Sense of Excellence</li> <li>• Effective Communicator to Sense of Aloha</li> <li>• Effective and Ethical User of Technology to Sense of Responsibility</li> <li>• Hawaiian Studies content alignment to Sense of Hawaii</li> </ul> <p>Students will engage in a variety of Hawaiian culture based activities:</p> <ul style="list-style-type: none"> <li>• Daily Morning Protocol</li> <li>• Resource Class: Hawaiian Studies with Kumu Leialoha</li> <li>• May Day</li> <li>• Field Trip- Grade 4 to Makahiki Competition</li> </ul> <p>All Teachers Leads: Academic Coach, Principal, Kumu</p>	<p>100% of Staff, students, and school community trained about Na Hopena</p> <p>Daily attendance at Morning Protocol</p> <p>Hawaiian Studies Grades/Attendance</p> <p>Report Cards</p> <p>Panorama Student Results</p>	<p><input type="checkbox"/> WSF, \$</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>
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				<input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <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:__, \$
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★ **GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.**

<b>Desired Outcome</b> <i>"What do we plan to accomplish?"</i>	<b>Root/ Contributing Cause</b> <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	<b>Enabling Activities</b> <i>"How will we achieve the desired outcome?"</i> <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress (Initial &amp; Intermediate Outcomes)</b> <i>"How will we know progress is being made?"</i>	<b>Anticipated Source of Funds</b> <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
<p>1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.</p>	<p>To expose students to career options and how to become service leaders</p>	<p>Return of South Kona Career Event</p> <p>Partner with middle and high school students (Ho'okena Grads) to be guest speakers around career exploration, school transitions, jobs, and future opportunities for students</p> <p>Grades 3-5 Student Council</p> <p>Teachers &amp; Students</p> <p>Leads: SSC, Coach, Principal, Kumu</p>	<p>95% or more students will participate</p> <p>100% of student council will organize all school assemblies</p>	<p> <input type="checkbox"/> WSF, \$  <input type="checkbox"/> Title I, \$  <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>

<b>K-12 Alignment</b> 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.				<input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <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: __, \$
				<input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <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: __, \$



## 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>  <b>and Name of Accountable Lead(s)</b> <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>
2.1.2 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.  Leads: Academic Coach, Principal, Guiding Coalition	PLT meeting notes  NWEA, SFA, Eureka, SBA data  5% increase in formative and summative assessment scores	<input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <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: __, \$
2.1.2 All teachers are effective or receive the		All staff will participate in professional development provided through the CLSD grant		<input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$

necessary support to become effective.		<ul style="list-style-type: none"> <li>• All teachers: Science of Reading</li> <li>• GC/Leadership: HMTSS-R</li> <li>• Literacy Coach: HDOE coaching sessions</li> </ul> <p>Leads: Principal, Coach</p>		<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:____, \$
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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> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i>  <b>and Name of Accountable Lead(s)</b> <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.	PLT meeting notes  NWEA, SFA, Eureka, SBA data  5% increase in formative and summative assessment scores	PLT meeting notes  NWEA, SFA, Eureka, SBA data  5% increase in formative and summative assessment scores	Meeting links and agendas are on the school website. 90% of the SCC minutes will document full meeting participation from various role groups.  SCC Assurances and Principal Evaluation Completed yearly.	<input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <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: __, \$

★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.

<b>Desired Outcome</b> <i>"What do we plan to accomplish?"</i>	<b>Root/ Contributing Cause</b> <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	<b>Enabling Activities</b> <i>"How will we achieve the desired outcome?"</i> <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress</b> <i>"How will we know progress is being made?"</i>	<b>Anticipated Source of Funds</b> <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
3.3.2. All families and staff can easily learn about and participate in feedback processes that inform decision making at the school.	Continue to build positive school/stakeholder relationships focused on improving student achievement for all students as well as safety, facilities, school successes/challenges, parent engagement to foster meaningful relationships with all school stakeholders	Monthly SCC Meetings open and families notified  Class Dojo Communication on a regular basis by staff and admin  Weekly staff meetings  Community events  Utilization of the SMS system when needed	Meeting notes and agendas for SCC  Event agendas/attendance  Staff Meeting agendas/notes  SMS messages sent	<input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <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:____, \$

## 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 Ho'okena Elementary's 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](#).

<b>Total student instructional <u>hours per year</u></b> <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>	
<b>Did your school submit a SCC Waiver Request Form? Please explain.</b>	No
<b>Bell Schedule:</b> <a href="#">SY 2025-2026 Ho'okena Bell Schedule</a>	