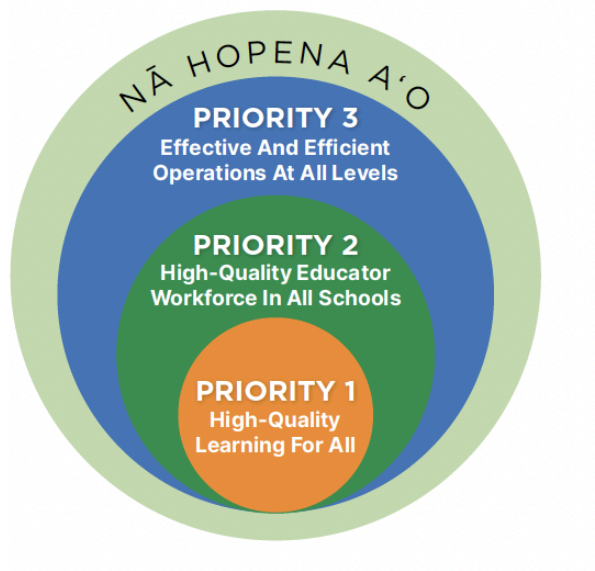
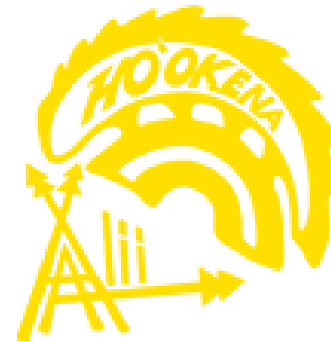


**Ho`okena Elementary School
Academic Plan
SY 2026-2027**

**86-4355 Mamalahoa Highway
808-313-5900
<https://hookenael.k12.hi.us>**



- ☒ Title I School
☐ Non-Title I School

Submitted by Principal	
Glenn Gray	Mar 31, 2026

Approved by Complex Area Superintendent	
	 4/15/26

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

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VIABLE QUALITY CURRICULUM

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

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

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
K-5	Success for All ▾	Eureka Math ▾	PhD Science	?
	SFA Writing			

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
Grades 1-5	Accelerated Reader, LexiaCore5, Lightning Squad, Theme Reads			

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 ▾	Other: ▾ NWEA MAP Growth
K-1	Other: ▾ SFA Roots Assessment	
K-5	WIDA Screener ▾	
K-5	Other: ▾ LexiaCore5	

HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

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

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

☐ Panorama
 ☒ School-created template
 ☐ Other:

IDENTIFIED SCHOOL NEEDS

Academic Plans require the identification of school needs based on data and other information analyzed as part of the school improvement process. The **Comprehensive Needs Assessment (CNA) Data Workbook** (linked [here](#)) and **Lei Kulia** (linked [here](#)) are data resources to help guide and support continuous school improvement.

This section highlights the critical student learning needs that require immediate attention for improvement, student subgroup(s) achievement gaps, and root/contributing cause for those needs and gaps, as identified in one or more of the following:

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

Year of Last Visit: February 2025

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

Year of Next Action: 2028

Type of Next Action: Full Self-Study ▾

Year of Next

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	<u>Student Need:</u> Although students showed improved results on the 2024-2025 SBA (44% proficient in both math and reading), 56% of students were not proficient on the 2024-2025 SBAC in Reading, Math. <u>Root/Contributing Cause:</u> Fundamental literacy and language skills required for success to be at proficient level are not at the level to ensure proficiency. The specific areas of need include: ELA: i. <u>Learning to Read:</u> Phonics/Decoding/Language Syntax ii. <u>Reading to Learn:</u> Comprehension skills of academic vocabulary, fluency, clarifying, summarizing & predicting Math: Understanding directions, decoding/understanding questions and ability to do multistep word problems, proficiency and fluency in foundational math concepts such as number sense, etc.... Science: Understanding informational text/data, academic vocabulary, science concepts, scientific method Writing: Structures, grammar, types of writing, editing, plan for response, citing supporting evidence from text, pre-writing
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2	<u>Student Need:</u> Students need to increase their ability to pursue and facilitate their own learning through goal setting, using learning targets/success criteria to guide and self-assess their work, and identifying their own next steps for learning during daily instruction. <u>Root/Contributing Cause:</u> Students do not inherently come with self-efficacy, self-assessment and the ability to set goals for/assess their own learning.
3	<u>Student Need:</u> Students need to learn how to break down multi-step math problems, comprehend what they are being asked to solve, choose appropriate operations, and explain the steps in their solution process. <u>Root/Contributing Cause:</u> Inconsistent Tier 1 instruction regarding academic vocabulary prevents students from decoding the linguistic complexity of multi-step word problems.
4	<u>Student Need:</u> Students need to learn how to select relevant evidence from complex texts and organize written explanations that clearly support a claim. (High Magnitude-widespread, multi-grade/subgroup impact). <u>Root/Contributing Cause:</u> As students “Read to Learn”, they need to develop the ability to read proficiently by being able to identify from the text the supporting evidence within their comprehension/conclusions necessary to write effectively about what they have read.

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> Special Education Students (10) <u>Identified Student Need(s):</u> To provide specialized SMIEP based instruction for every student to allow them to achieve their learning goals.
2	<u>Targeted Subgroup:</u> Disadvantaged Students (CEP School & Free/Reduced %) (67%) <u>Identified Student Need(s):</u> To provide data informed tutoring in reading. To provide a school funded after school program & summer program for students in need of additional educational support.
3	<u>Targeted Subgroup:</u> EL Students (4) <u>Identified Student Need(s):</u> To provide language/literacy support in English and curriculum



PRIORITY 1: High-Quality Learning For All

★ GOAL 1.1 All students experience rigorous, high-quality learning that results in equitable outcomes for all learners.				
Desired Outcome <i>“What do we plan to accomplish?”</i>	Root/ Contributing Cause <i>“Why are we doing this?”</i>	Enabling Activities <i>“How will we achieve the desired outcome?”</i> and Name of Accountable Lead(s) <i>“Who is responsible to oversee and monitor implementation and progress?”</i>	Monitoring of Progress <i>“How will we know progress is being made?”</i>	Anticipated Source of Funds <i>“What funding source(s) should be utilized?”</i> <i>Estimate the additional amount needed for enabling activities.</i>
1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and <u>provided necessary and timely support</u> to develop foundational skills for learning.	To measure readiness of incoming students and to guide targeted supports	• Small group instruction • SFA Kinder Korner full day Grade K Teacher Leads: Academic Coach, Principal	☒ KEA ☒ End of year Roots Assessments ☐ SBA Results ☒ NWEA MAP Growth	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

Reading Proficiency 1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently <u>receive necessary and timely support</u> to become proficient.	50% of the current 2nd grade students read proficiently. 45% of the current 3rd graders are proficient or above in reading. 55% of the current 4th graders are proficient or above in reading. Continue to develop a method for reviewing student data to determine mastery of academic standards to increase student achievement in reading. (WASC)	● 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. ● RTI ● Accelerated Reading ● Reading support in and after school through tutoring using SFA Lightning Squad and Theme Reads ● Lexia Core5 ● NWEA Map Fluency ● Shift focus to student “mastery of Reading standards/skills” within SFA while still following the structures of the SFA Reading program ● Weekly MTSS team meetings SFA Coach & SFA Classroom Teachers Participation in the CLSD Grant Support Staff Leads: Reading Academic Coach, Principal, SSC	MAP Growth & SFA Assessments: Reading: ● 65% of third graders, ● 65% of fourth graders, and ● 65% of fifth graders will be at or above grade level as measured by the SBA ELA on Strive HI. Interim Measures: Fall/Winter/Spring NWEA Map Growth: 65% or greater	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☒ Other: __, \$
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Mathematics Proficiency 1.1.3. All students are proficient in mathematics by the end of each grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient.	Focus PLT work and differentiation of instruction based on upon student learning needs and student learning data	● 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. ● Focus on multi-tiered problems, understanding what the problem is asking, plan for solving using math tools, and ability to solve ● Staff training/support on “Spiraling instruction and small group instruction to support proficiency of students” Instructional Coach ● Daily RTI built into Math block All teachers and support staff Leads: Academic Coach, Principal, SSC	MAP Growth Data ● Qtrly Math SBAC: 65% of third graders, 65% of fourth graders, and 65% of fifth graders will be at or above grade level as measured by the 2026-27 SBA Math on Strive HI. Interim Measures: Fall/Winter/Spring NWEA Map Growth: 65% or greater	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.	Develop collective school culture and supports, (GRIT) in regards to urgency for learning for students coming from challenging backgrounds. According to MAP Growth data, 80% of special education students improved in reading. For math, 80% of students improved in math.	Students will receive targeted support in RTI groups based on performance levels to strengthen: ● Recommended: ○ Grade level skill (10-15 mins) ○ Remediation or enrichment skills (at least 10-15 mins) ● English Learners: Students 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. ● IDEA: All identified IDEA students will receive explicit, systematic reading instruction and systematic math instruction in the Least Restrictive Environment appropriate. ● Students in need of Tier 2 support will be scheduled for tutoring during and after the school day. Leads: Academic Coach, Principal, SSC	75% of the students will demonstrate growth based upon their NWEA Map score in reading and math by the end of the year. 100% of English Learners will meet GTT goals. Achievement Gap will decrease by 5% points the SBA ELA and Math Interim Measures: NWEA Map Growth for all subgroups: Fall/Winter/Spring Typical growth or above for 75% of all students in SFA K-5	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.	Data suggests many students struggle academically and socially when moving from the elementary to the middle school level academically and socially	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 Leads: Academic Coach, Principal, SSC	Grades/Attendance/Behavior at Middle or Intermediate School 95% of former fifth grade students will pass all of their sixth grade classes 2022-2023/ 2023-2024 school years: 95% were passing their sixth grade classes	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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1.1.6 All students will be able to communicate proficiently through writing to communicate	Students need to be able to effectively and proficiently communicate through writing at grade level in all subjects	Daily Writing Instruction: - Vertically aligned writing expectation for each grade level with examples K-5 - Structures, grammar, types of writing, editing, plan for response, citing supporting evidence from text, pre-writing - Students learn how to select relevant evidence from complex texts and organize written explanations that clearly support a claim. - As students “Read to Learn”, they need to develop the ability to be able to identify from the text the key supporting evidence within the text to make meaning and to write effectively about what they have read. Grade Level Teachers Academic Coach Principal	Seventy-five percent of all students will demonstrate an improvement in their level of proficiency (Basic to Approaching, Approaching to Meets, Meets to Exceeds) on their final writing sample at the conclusion of the academic year, as assessed by grade-level expectations, rubrics, and samples. Students will achieve a 3% or greater increase on the NWEA MAP Language Usage Test for 75% of all K-5 students.	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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1.1.7 All students will increase their ability to pursue and facilitate their own learning through goal setting, classroom use of learning targets/success criteria, self-assessment, goal setting	Many students do not inherently come to school with self-efficacy towards learning, or the ability to self-direct/assess their own learning.	<u>GLO: Self Directed Learner</u> - Teacher/student goal setting conferences for reading, math and writing each semester - School wide implementation with fidelity of standards based learning targets and success criteria tied to learning standards each day. - Continue to utilize student discourse strategies across all subject to encourage student led learning/understanding/accountability for learning - Move instructional practice from Teacher Directed “sage on the stage” to Student led with help from the teacher “guide on the side” when possible	SQS Student and Staff surveys Classroom observation data EES data	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ 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>	Enabling Activities and Name of Accountable Lead(s) <i>“How will we achieve the desired outcome?”</i> <i>“Who is responsible to oversee and monitor implementation and progress?”</i>	Monitoring of Progress <i>“How will we know progress is being made?”</i>	Anticipated Source of Funds <i>“What funding source(s) should be utilized?”</i> <i>Estimate the additional amount needed for enabling activities.</i>
1.2.1. All students desire to and attend school regularly.	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. -Attendance rewards created by student council -Use of Everyday Labs to increase parent communication and quickly reinforce improved attendance -Splash day event for those with less than 15 missed days Student council, All Staff Leads: Academic Coach, Principal, SSC	Decrease chronic absenteeism rate by 5%	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

1.2.2. All students demonstrate positive behaviors at school.	Prepare students to compete in a local and global society	Continue to reinforce and support school wide expectations for all students SFA's Getting Along Together (GAT) Program & 3 B's Development and implementation of behavior improvement plans as part of the MTSS process and positive rewards/recognition to reinforce key behaviors 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 Work with community partners to provide tangible items such as school shirts, prizes, etc....to reinforce appropriate behaviors by all students Move to school uniform for students each day to create a safe school environment and team spirit/camaraderie	75% of the students will demonstrate expected behaviors (GLO report card data LEI Kulia) 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)	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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1.2.3. All students experience a Nā Hopena A‘o environment for learning.	Transition from GLOs to Na Hopena A‘o	Connect, align and transition from GLOs and Hawaiian Studies to Na Hopena A‘o statements: ● Community Contributor and Effective Communicator to Sense of Belonging ● Self-Directed Learner to Sense of Responsibility ● Quality Producer and Complex Thinker to Sense of Excellence ● Effective Communicator to Sense of Aloha ● Effective and Ethical User of Technology to Sense of Responsibility ● Hawaiian Studies content alignment to Sense of Hawaii Students will engage in a variety of Hawaiian culture based activities: ● Daily Morning Protocol ● Resource Class: Hawaiian Studies with Kumu Leialoha ● May Day ● Field Trip- Grade 4 to Makahiki Competition All Teachers Leads: Academic Coach, Principal, Kumu	100% of Staff, students, and school community trained about Na Hopena Daily attendance at Morning Protocol Hawaiian Studies Grades/Attendance Report Cards Panorama Student Results	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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★ **GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.**

Desired Outcome <i>“What do we plan to accomplish?”</i>	Root/ Contributing Cause <i>“Why are we doing this?”</i>	Enabling Activities <i>“How will we achieve the desired outcome?”</i> and Name of Accountable Lead(s) <i>“Who is responsible to oversee and monitor implementation and progress?”</i>	Monitoring of Progress <i>“How will we know progress is being made?”</i>	Anticipated Source of Funds <i>“What funding source(s) should be utilized?”</i> <i>Estimate the additional amount needed for enabling activities.</i>
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.	To expose students to career options and how to become service leaders	Return of South Kona Career Event 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 Grades 3-5 Student Council Teachers & Students Leads: SSC, Coach, Principal, Kumu	95% or more students will participate 100% of student council will organize all school assemblies	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

K-12 Alignment 1.3.2. All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.				☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
1.3.3. All students graduate high school with a personal plan for their future.				☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

<i>(To add additional desired outcomes, duplicate this row)</i>				☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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PRIORITY 2: High-Quality Educator Workforce In All Schools

- ★ All students are taught by effective teachers.
- ★ All schools are staffed by effective support staff.
- ★ All schools are led by effective school administrators.

Desired Outcome <i>“What do we plan to accomplish?”</i>	Root/ Contributing Cause <i>“Why are we doing this?”</i>	Enabling Activities <i>“How will we achieve the desired outcome?”</i> and Name of Accountable Lead(s) <i>“Who is responsible to oversee and monitor implementation and progress?”</i>	Monitoring of Progress <i>“How will we know progress is being made?”</i>	Anticipated Source of Funds <i>“What funding source(s) should be utilized?”</i> <i>Estimate the additional amount needed for enabling activities.</i>
2.1.2 All teachers are effective or receive the necessary support to become effective. All staff will engage in the PLC process to ensure high-quality instruction using the four critical questions as the road map for student success.	The school lacks a systemic, scheduled protocol for PLT’s to move beyond administrative tasks into deep analysis of student work and formative assessment loops.	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	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$



PRIORITY 3: Effective and Efficient Operations At All Levels

★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.				
Desired Outcome <i>“What do we plan to accomplish?”</i>	Root/ Contributing Cause <i>“Why are we doing this?”</i>	Enabling Activities <i>“How will we achieve the desired outcome?”</i> <i>and Name of Accountable Lead(s)</i> <i>“Who is responsible to oversee and monitor implementation and progress?”</i>	Monitoring of Progress <i>“How will we know progress is being made?”</i>	Anticipated Source of Funds <i>“What funding source(s) should be utilized?”</i> <i>Estimate the additional amount needed for enabling activities.</i>
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.	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.	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

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

Desired Outcome <i>“What do we plan to accomplish?”</i>	Root/ Contributing Cause <i>“Why are we doing this?”</i>	Enabling Activities <i>“How will we achieve the desired outcome?”</i> and Name of Accountable Lead(s) <i>“Who is responsible to oversee and monitor implementation and progress?”</i>	Monitoring of Progress <i>“How will we know progress is being made?”</i>	Anticipated Source of Funds <i>“What funding source(s) should be utilized?”</i> <i>Estimate the additional amount needed for enabling activities.</i>
3.3.2. All families and staff can easily learn about and participate in feedback processes that inform decision making at the school.	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	Quarterly 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 Development of the Family Engagement Plan with parents, SCC members and school team	Meeting notes and agendas for SCC Event agendas/attendance Staff Meeting agendas/notes SMS messages sent 2026-27 Parent Panorama data will show an increase for communication, staff-Family relationships and Teacher-Parent communication	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

★ Other Systems of Support				
Desired Outcome <i>“What do we plan to accomplish?”</i>	Root/Contributing Cause <i>“Why are we doing this?”</i>	Enabling Activities <i>“How will we achieve the desired outcome?”</i> and Name of Accountable Lead(s) <i>“Who is responsible to oversee and monitor implementation and progress?”</i>	Monitoring of Progress <i>“How will we know progress is being made?”</i>	Anticipated Source of Funds <i>“What funding source(s) should be utilized?”</i> <i>Estimate the additional amount needed for enabling activities.</i>
<i>(To add additional desired outcomes, duplicate this row)</i>				☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

APPENDIX A: SCHOOL COMMUNITY COUNCIL ASSURANCES FORM

One of a School Community Council's (SCC) main functions is to review the school's Academic Plan and Financial Plan for the upcoming school year and either recommend revisions of the plans to the principal or recommend the plans for approval by completing the SCC Assurances Form.

The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name and signature of the SCC chairperson must be included on both pages of the form, regardless of revisions or comments added to the second page.

Hawaii State Department of Education School Academic Plan and Financial Plan Annual Assurances and Recommendation for Approval

The **Ho`okena 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 November 10, 2025 to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on December 19, 2025 to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☒ Other (list): School Staff reviewed at staff meeting and gave input on April 1, 2026.
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:

Ho`okena Elementary School Principal	Signature	Date
Glenn Gray	Glenn Gray	Dec 19, 2025 2:30...

SCC Chairperson	Signature	Date
Iris Macatiag	Iris Macatiag	Dec 19, 2025

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:
None	None	None

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

None

Attested:

SCC Chairperson	Signature	Date
Iris Macatiag	Iris Macatiag	Dec 19, 2025

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 <u>hours per year</u> <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>	
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement
Ho`okena Elementary School Bell Schedule: Hookena Elementary Bell Schedule 26-27	

2026 - 2027 BELL SCHEDULE

WHEN YOUR SCHOOL IS COMPLETED WITH INPUTTING ITS PROPOSED BELL SCHEDULE, "CHECK" THE BOX IN THE SPACE TO THE RIGHT:

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

Summary	M, T, TH, F	W
Total Teacher Workday	7:00:00	7:00:00
Student Start Time	7:55 AM	7:55 AM
Student End Time	2:00 PM	1:00 PM
Teacher Start Time	7:45 AM	7:45 AM
Teacher End Time	2:45 PM	2:45 PM

Your School's Bell Schedule Results:

- 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.
- Teachers 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.

School	Complies?
1,765	No
1,305	Yes
150	Yes
225	Yes
370	No
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

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

Detailed Category Instructions:	
Opening	Time used to describe starting the student day.
Homeroom	A class or room where students, often in the same grade level, meet to get general information and / or be checked for attendance.
Passing - During Student Hours	Time provided during the student school day for students to transport themselves between activities.
Instruction	Time during which students receive instruction and learn course material from a teacher. According to Hawaii State Department of Education Regulation 4530.1, "one credit is awarded for each course meeting formally for approximately 200 minutes per week, and successfully completed by the student during the period of one year." This calculates to approximately 120 hours per credit course (or 60 hours per 1/2 credit course).
Recess	A break time where study or work is temporarily stopped.
Lunch	Time provided for students to eat meals. Breakfast, student snacks, and after-school feeding times would only count if they are mandatory for all students and it is considered part of the hours that all students must be at school.
Teacher Prep - During Student Hours	During the student school day, preparation periods are used for the pursuit of personally initiated school tasks in preparing for instructions, evaluating students, and performing other instruction-related activities. A preparation period shall not be used for personal or Hawaii State Teacher Association business or activities. Each teacher shall determine where and how the teacher will use the preparation period consistent with this requirement. Since this occurs during school hours, it is likely that students may still be receiving instruction from other teachers but this represents the teacher's non-instructional period.
Meetings - During Student Hours	Meetings describe formalized meetings that a teacher attends either amongst other school staff, parent(s), or student(s) that occur during the student school day. This meeting category should not describe meeting with all students as that would be considered instructional time.
Study Hall	Study hall is largely student self-directed time and not a credit-bearing course. Teachers are not be required to prepare for instruction, deliver instruction, and / or provide a grade during study hall.
Closing	Time used to describe ending the student day.
Teacher Prep - Outside Student Hours	Outside of student hours, preparation periods are used for the pursuit of personally initiated school tasks in preparing for instructions, evaluating students, and performing other instruction-related activities. A preparation period shall not be used for personal or Hawaii State Teacher Association business or activities. Each teacher shall determine where and how the teacher will use the preparation period consistent with this requirement.
Advisory	Time provided to give flexibility to describe when a teacher provides either formal or informal instruction to some but not all students. An example would be assisting a small group of students with their Personal Transition Plan. In this example, it is different from regular mandated instruction to all students.
Passing - Outside Student Hours	Time provided outside of the student school day for staff to transport themselves between activities.
Meetings - Outside Student Hours	Meetings describe formalized meetings that a teacher attends either amongst other school staff, parent(s), or student(s) that occur outside of the student school day. This meeting category should not describe meeting with all students as that would be considered instructional time.

Bell Schedule Formation Process:

According to the Hawaii State Teachers Association Collective Bargaining Agreement Article VI, Section DD.5 through DD.8:

1. Implementation of this bell schedule shall require a collaborative process involving all active bargaining unit members at the school and the administration.
2. Principals shall work with the leadership group to develop a schedule for the school that meets the above criteria and the needs of the particular school. Development of the schedule shall be done through a collaborative process involving all active bargaining unit members at the school and the administration. The schedule may be one of four or more Department-approved model schedules, developed with input with the Association.
3. If all active bargaining unit members and the administration achieve consensus, the schedule shall be adopted for the school. For the purpose of this decision, consensus has been reached when all bargaining members in the school agree that their points of view have been heard and understood and that they can live with the decision.
4. If consensus is not achieved, then the principal shall put the proposed schedule to a vote of the active bargaining unit members. The schedule shall be adopted if approved by 66 2/3% of the members voting. If the vote is not approved by 66 2/3%, the principal shall select a schedule from the Department Approved model bell schedules listed below.

Department Approved Model Bell Schedules:

2013 Department Approved Model Elementary School Model Bell Schedule B	https://docs.google.com/spreadsheets/d/1LaywZr8VEMj-0ek4KZokaGxv8_dy1aWw-8cdz6vo/edit?pid=1168263991&pid=1168263991
2013 Department Approved Model Intermediate School Model Bell Schedule B	https://docs.google.com/spreadsheets/d/1B-1-J-EFyTxlIec8awbZFxo66g-JUmstIEFFYalogo/edit?pid=120021145&pid=120021145
2013 Department Approved Model High School Model Bell Schedule A	https://docs.google.com/spreadsheets/d/1H44q7PF9HtR8W1QGNXpgHNV9R2jmbOSYf6MshVGLU/edit?pid=120021145&pid=120021145
2013 Department Approved Model High School Model Bell Schedule B	https://docs.google.com/spreadsheets/d/1T2NtNthYzRD57RMlpDyvb80m_CxyFHzbWpMjxNM/edit?pid=120021145&pid=120021145

Bell Schedule Waiver / Exception Process:

Outcome: A bell schedule that does not comply with all criteria in cells AC43 to AC 52 will require a School Community Council waiver.

Policies: According to Hawaii Board of Education Policies [106.5](#) and [500.20](#) and Hawaii Revised Statutes [302A-251](#), schools may request waivers from specific Hawaii Board of Education policies, Hawaii State Department of Education policies, rules or regulations, or exceptions to specific collective bargaining agreement provisions. To request the School Community Council Waiver / Exception Request Form, please email: scc@k12.hi.us.

Process: All bell schedule waiver requests are to be approved by the School Community Council, then approved by the Complex Area Superintendent, and then approved by the Superintendent. Requests for a waiver are then shared with the Waiver / Exception Review Committee (also known as 2+2) which consists of two Hawaii State Teachers Association representatives and two Hawaii Board of Education representatives or their designees OR two representatives from the Hawaii Governmental Employees Association and two Hawaii Board of Education representatives or their designees. Any request impacting the Hawaii State Teachers Association collective bargaining agreement must be agreed to by both the Hawaii State Teachers Association and the Hawaii State Department of Education. The review committee is informed only without taking a vote on 1) waivers from Hawaii State Department of Education procedures, rules, or regulations unrelated to the collective bargaining agreement and 2) waivers from Hawaii Board of Education policies unrelated to the collective bargaining agreement. The review committee reviews and must vote on 1) waivers from Hawaii Board of Education policies or 2) any exception to the collective bargaining agreement. Recommendations from the Waiver / Exception Review Committees are shared with the Board of Education for final approval. The Principal is required by Hawaii Board of Education policy [106.5](#) to present the proposal to the Hawaii Board of Education. In addition, Complex Area Superintendents are encouraged to attend the Hawaii Board of Education meeting. Waivers shall be effective for up to one school year.

Other Bell Schedule Examples That Can Be Used As a Starting Point if Your School Would Like a More Customized Bell Schedule Option:

Elementary School Bell Schedule 1 2022-2023 - Traditional Schedule	https://docs.google.com/spreadsheets/d/1eM5zFzU	Traditional elementary school bell schedule.
Elementary School Bell Schedule 2 2022-2023 - Weekly Resource Day	https://docs.google.com/spreadsheets/d/1S_nQokb	Each grade level has a Resource Day once a week. Students rotate through 40 minute classes of PE, Music, Hawaiian Studies during which time teachers have a total of 105 minutes for professional development, data team or grade level meetings and an additional 40 minute prep period.
Elementary School Bell Schedule 3 2022-2023 - Afternoon Recess	https://docs.google.com/spreadsheets/d/1FU_8dMn	This bell schedule has an afternoon recess.
Elementary School Bell Schedule 4 2022-2023 - Recess Before Lunch	https://docs.google.com/spreadsheets/d/11-MeNIDn	This bell schedule features recess before lunch.
Elementary School Bell Schedule 5 2022-2023 - Response to Intervention Periods	https://docs.google.com/spreadsheets/d/1K2BOSj3f	This bell schedule includes three 30 minute Response to Intervention periods per week.
Elementary School Bell Schedule 6 2022-2023 - Articulation Every Other Week	https://docs.google.com/spreadsheets/d/1KW3RjRt	This bell schedule has an Articulation Day every other Thursday for PE, Library, and Guidance. Teachers use that time for prep and meetings.
Elementary School Bell Schedule 7 2022-2023 - Breakfast Club	https://docs.google.com/spreadsheets/d/1gZCnNe4	The school day begins in the cafeteria where students eat breakfast before going to class. Particularly effective in Community Eligibility Provision schools where all students eat school meals for free.
Middle School Bell Schedule 1 2022-2023	https://docs.google.com/spreadsheets/d/19oDMtGd	5 on 6 floating prep with common prep periods at the end of every day. Advisory meets every day for 30 minutes.
Middle School Bell Schedule 2 2022-2023	https://docs.google.com/spreadsheets/d/105oA9iBp	6 on 7 floating prep with common prep periods at the end of the day on Thursday and Fridays as well. Team preparation periods are on Wednesdays along with a "Team Flex" period on Thursdays where teams can meet up and plan.
Middle School Bell Schedule 3 2022-2023	https://docs.google.com/spreadsheets/d/10WQuNF	5 on 6 floating prep with common prep periods at the end of the day on Tuesday, Thursday, and Friday. Rotating schedule results in a full cycle completed every 2 weeks.
Middle School Bell Schedule 4 2022-2023	https://docs.google.com/spreadsheets/d/1SRPmbg	5 on 7 floating prep with meetings afterschool everyday except for Tuesday. Tuesday afterschool is a study hall.
Middle School Bell Schedule 5 2022-2023	https://docs.google.com/spreadsheets/d/18V7h7Rv	6 on 7 with floating team meeting. Common prep everyday afterschool. Teacher meetings held on Wednesday afterschool. Advisory held every day.
Middle School Bell Schedule 6 2022-2023	https://docs.google.com/spreadsheets/d/1TDLBfd	6 on 7 floating prep and teachers are able to select an AM or PM prep for 45 minutes each day. Meetings on Wednesday and time set aside Friday afternoon to enter grades into Infinite Campus.
Middle School Bell Schedule 7 2022-2023	https://docs.google.com/spreadsheets/d/1YWhE71	5 on 6 floating prep and common prep afterschool on Monday, Tuesday, and Friday. Advisory everyday and teacher meeting on Thursday afterschool. Study Hall for students on Wednesday and Friday afterschool.
Middle School Bell Schedule 8 2022-2023	https://docs.google.com/spreadsheets/d/1wM3_rpd	5 on 6 floating prep. Meetings afterschool on Tuesday, Wednesday, and Thursday. Agreement reached with union to reduce work day by 30 minutes on Monday and Friday and extended by 30 minutes on Tuesday and Thursday. Advisory on Wednesday.
High School Bell Schedule 1 2022-2023 - 5 on 7	https://docs.google.com/spreadsheets/d/1187zv62C	Teachers are 5 on 7 with two floating preps. Instructional time includes 1 35 minute Advisory. Meetings on Wednesdays.
High School Bell Schedule 2 2022-2023 - Two Week 6 on 8	https://docs.google.com/spreadsheets/d/1Ti6Zwhv1	Teachers are 6 on 8 with two floating preps. Instructional time includes Advisory. 75 minute meeting on Wednesdays. This is a 2 week schedule. Week 1 starts with Schedule A, and week 2 starts with Schedule B.
High School Bell Schedule 3 2022-2023 - Block Schedule	https://docs.google.com/spreadsheets/d/1awW1Gf3	This is a block schedule. Teachers are 3 on 4 with one floating prep and four common preps. 90 minute meeting on Tuesday and 60 minute meeting on Wednesday.
High School Bell Schedule 4 2022-2023 - Later Start Time	https://docs.google.com/spreadsheets/d/15Qe0f8u	Students start school at 8:30 am. Teachers can choose an AM or PM common prep period of 45 minutes. This example illustrates both. With the 6 on 7 schedule, teachers also have one floating prep period.

Other Considerations:

Your bell schedule is the resource allocation of time in furthering your school's educational goals. When creating your bell schedule, consider:

- How does your bell schedule fit with your school's academic and financial plan?
- What priorities does the school administration, school staff, school community council, parents, students, etc. want to emphasize? (i.e. longer instruction times for more hands on learning, shorter instruction times to keep students focused, longer recess times, later school start times, etc.)
- Bell schedule impact on student transportation both for your school and your neighboring schools?
- Bell schedule impact on student meals? Cafeteria seating capacity and meal distribution capacity?
- Student start times effect on educational performance?
- Student end times effect on after school programs such as A+, sports, extra classes, etc.?
- Communicate and share ideas with other principals who may have found innovation in their bell schedule that could work for your school.
- While there are legal and union contract requirements for compliance (unless obtaining a Board of Education waiver), schools have flexibility to emphasize and de-emphasize categories. Every decision has a tradeoff by increasing / decreasing time allocated for each category.

Additional Questions:

If you have additional questions and would like to speak to a person, please contact:

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