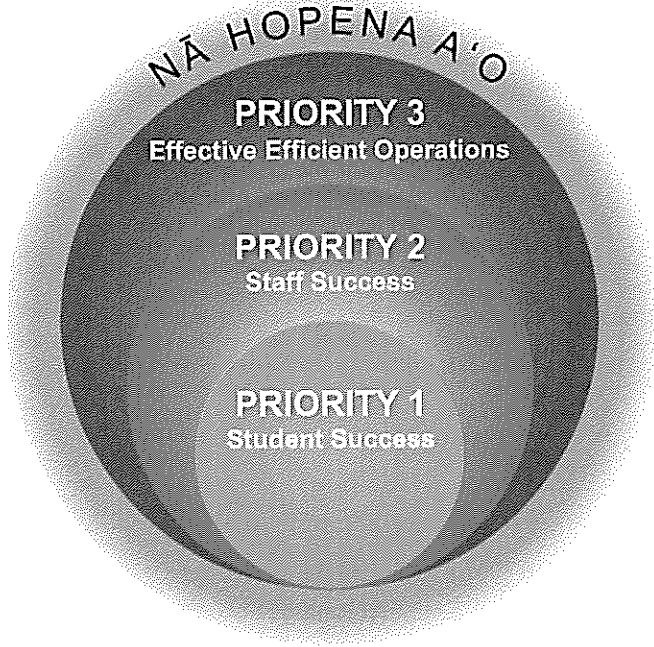




Ewa Elementary School Academic Plan SY 2024-2025

91-1280 Renton Road
808-307-8200
www.ewa.k12.hi.us



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

| | |
|---|---------------|
| Submitted by Principal Stanley G. Tamshiro, Jr. | |
| <i>StG. Tamshiro Jr.</i> | March 4, 2024 |

| | |
|---|-------------|
| Approved by Complex Area Superintendent [Insert printed name] | |
| <i>[Signature]</i> | APR 02 2024 |



VIABLE QUALITY CURRICULUM

This section highlights the school's comprehensive instructional programs used by each core subject area. *For SY 2024-2025, identifying Science and Social Studies instructional programs in the Academic Plan is optional.*

Please identify the comprehensive instructional program(s) used by each core subject area. Schools may indicate specific demographic subgroup(s) as appropriate. To add additional information, please insert a new row as needed.

| Grade Level / Course Name | English Language Arts | Mathematics | Science | Social Studies |
|---------------------------|---------------------------------------|-------------------------------|-----------------|----------------|
| K-5 | EL Education Language Arts Curriculum | iReady Mathematics Curriculum | | |
| 5 | | | Amplify Science | |

SCREENING ASSESSMENTS

This section highlights school-administered universal screeners designed to quickly identify the needs of students in Kindergarten through Grade 9 who may require additional academic support.

Please utilize the dropdown list to identify the universal screener(s) used for English Language Arts and Mathematics and specify the grade level or course name. If "Other" is selected, please manually identify the universal screener.

To add additional information, please insert a new row and/or duplicate the dropdown list as needed.

| Grade Level / Course Name | English Language Arts | Mathematics |
|---------------------------|--|-------------|
| K-5 | iReady ▾ | iReady ▾ |
| K-2 | Other: ▾ EL Education Benchmark Skills Assessments | |



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(s) for those needs and gaps, as identified in one or more of the following:

- Current Comprehensive Needs Assessment (CNA)
- Current Western Association of Schools and Colleges (WASC) Schoolwide Growth Areas for Continuous Improvement

Last Full Self-Study: 2023, Next Full Self-Study: 2029

Please identify critical student learning needs and the root/contributing cause(s) 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?”

To identify additional critical student needs, please insert a new row and duplicate the “Student Need” and “Root/Contributing cause(s)” text as needed. Please number the student need and root/contributing cause(s) for ease of cross-referencing.

- 1** **Student Need:** Improve student engagement and academic rigor and proficiency. Students need to demonstrate a year’s worth of growth in iReady Math, iReady Reading, Strive HI MGP and K-2 EL Benchmark Skills Microphases.

Root/Contributing cause(s): Students need rigorous, high quality, core instruction to meet or exceed grade level expectations. Teachers will apply high-leverage instructional strategies as articulated in EL Education and Ready Classroom Mathematics curriculum.
- 2** **Student Need:** Students need social-emotional learning support to develop the whole child and empower them as learners.

Root/Contributing cause(s): Student discipline incidences, chronic attendance, student engagement and academic learning are all impacted by students social-emotional wellness. Students need support to develop social, emotional and learning capacities.
- 3** **Student Need:** Students need to attend school, decrease chronic absenteeism and increase regular attendance.

Root/Contributing cause(s): Since covid, Ewa’s chronic absenteeism decreased at a lower rate compared to the complex/state.
- 4** **Student Need:** Rigorous science learning for all students.

Root/Contributing cause(s): Teachers need support in understanding, planning and teaching rigorous science.
- 5** **Student Need:** Address student learning gaps and provide tiered instruction.

Root/Contributing cause(s): Leadership and teachers need to use student achievement data to identify and apply tiered instruction.

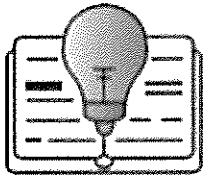


In order to address student equity, please list the **targeted subgroup(s)** and their **identified needs**. Enabling activities should address identified subgroup(s) and their needs.

To add additional subgroups, please insert a new row and duplicate "Targeted Subgroup" and "Identified Student Need(s)" text as needed.

- Targeted Subgroup:** Chronic Absentees at Risk students

Identified Student Need(s): Students need to attend school. (School and teachers will implement procedures to communicate regularly with parents about attendance. Student SEL is supported through the school's tiered behavior support plan.)



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 Outcomes <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 (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i> | Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please 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 provided necessary and timely support to develop foundational skills for learning. | Only 25% of kindergarteners demonstrated readiness for Kindergarten on KEA | <p>Provide a summer transition program for incoming kindergarteners to introduce readiness skills.</p> <p>Provide orientation to kindergarten parents to build knowledge about readiness skills and importance of attendance. (Highest chronic absences are kindergarten students)</p> <p>Use KEA data to target readiness skills of emerging kindergarteners to decrease the achievement gap and delayed learning of skills in kindergarten.</p> <p>Accountable Lead: Erin Murakami, Kindergarten Instructional Lead Teacher</p> | <p>KEA data and school monitoring of readiness skills data (Initial)</p> <p>Kindergarten Benchmark Skills Progression data (BOY, MOY, EOY)</p> | <p><input checked="" type="checkbox"/> WSF, \$25,000</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> |



One-Year Academic Plan SY 2024-2025

Reading Proficiency

1

1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently receive necessary and timely support to become proficient.

Student SBA Reading proficiency will increase by 3%

All students need opportunities to be engaged and empowered learners, and rigorous, high quality core instruction. [High quality curriculum and resources]

Leadership will analyze implementation of EL Education curriculum and student performance evidence, with focus on writing to determine effective support.

Teachers will apply high-leverage instructional strategies as articulated in EL Education and Ready Classroom Mathematics curriculum. Learning walk tools will support teachers' growth in rigorous instruction.

Professional Development (Kaizen Learning Meetings) will support teachers in analyzing data (KEA, K-2 Benchmark Skills, learning walk, student evidence, class data) to improve the quality of teachers' instruction and improve student learning outcomes.

Professional Development, provided by local and national organizations, will support teachers with continued professional growth.

Provide Tier 3 Reading Intervention to students.

Accountable Lead: Jennifer Tasaka, VP

Learning Walk Data - Grow Cycles - Effective Teacher Continuum Data (BOY, MOY, EOY)

Increase iReady Proficiency and Growth Data (BOY, MOY, EOY)

Increase student grade level proficiency in EL Benchmark Skills Growth Data (BOY, MOY, EOY)

Pre/Post data for Phonics for Reading

Strive HI SY25 Target is 48%

- WSF, \$150,000
- Title I, \$75,000
- Title II, \$
- Title III, \$
- Title IV-A, \$
- Title IV-B, \$
- IDEA, \$
- SPPA, \$
- Homeless, \$
- Grant:__, \$
- Other:__, \$



One-Year Academic Plan SY 2024-2025

Mathematics Proficiency

1

1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient receive necessary and timely support to become proficient.

Student SBA Math proficiency will increase by 2%

All students need opportunities to be engaged and empowered learners, and rigorous, high quality core instruction. [High quality curriculum and resources]

Teachers will apply high-leverage instructional strategies as articulated in EL Education and Ready Classroom Mathematics curriculum. Learning walk tools will support teachers' growth in rigorous instruction.

Professional Development (Kaizen Learning Meetings) will support teachers in analyzing data (learning walk, student evidence, class data) to improve the quality of teachers' instruction and improve student learning outcomes.

Professional Development, provided by local and national organizations, will support teachers with continued professional growth.

Provide Tier 3 Math Intervention to students.

Accountable Lead: Jennifer Tasaka, VP

Learning Walk Data - Grow Cycles - Effective Teacher Continuum Data(BOY, MOY, EOY)

Increase iReady Proficiency and Growth Data (BOY, MOY, EOY)

Strive HI SY25 Target is 52%

- WSF, \$150,000
- Title I, \$75,000
- Title II, \$
- Title III, \$
- Title IV-A, \$
- Title IV-B, \$
- IDEA, \$
- SPPA, \$
- Homeless, \$
- Grant:__, \$
- Other:__, \$



One-Year Academic Plan SY 2024-2025

1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.

5

All students need opportunities to be engaged and empowered learners, and rigorous, high quality core instruction.

Provide extended learning opportunities to address learning gaps, to engage all students and develop the whole child.

Accountable Lead: Jennifer Tasaka, VP

Increase iReady math growth data (BOY, MOY, EOY)

- WSF, \$25,000
- Title I, \$
- Title II, \$
- Title III, \$
- Title IV-A, \$
- Title IV-B, \$
- IDEA, \$
- SPPA, \$
- Homeless, \$
- Grant:__, \$
- Other:__, \$

Required for all schools.

1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.

2

Continue to execute transition plans:

- Parent Welcome & tour for new registrants with SSCs
- New student screening and class placement
- End of SY Transition day to next grade level
- Middle school registration and orientation meetings
- Transition meetings with Ewa Makai and Honouliuli Middle
- Counselor focused support - one counselor for grade K and grade 5 (transition grades)

Accountable Lead: Jennifer Tasaka, VP

Event Calendar, Feedback from students and parents

- WSF, \$10,000
- Title I, \$
- Title II, \$
- Title III, \$
- Title IV-A, \$
- Title IV-B, \$
- IDEA, \$
- SPPA, \$
- Homeless, \$
- Grant:__, \$
- Other:__, \$

Required for all schools.



One-Year Academic Plan SY 2024-2025

1.1.6 Rigorous science learning for all students

4

Provide rigorous science (NGSS) learning for all students. Teachers need support in understanding, planning and teaching rigorous science. Provide resources for science instruction.

Strive HI Science proficiency will increase by 2%

Professional Development, provided by local and national organizations, will support teachers with continued professional growth.

- Strive HI Science WSF, \$30,000
- Title I, \$50,000
- Grade level science unit revisions 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 Outcomes <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 (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i> | Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i> |
|--|--|--|---|---|
| 1.2.1. All students desire to attend school regularly. <i>Required for all schools.</i> | 3 | School and teachers will implement procedures to communicate regularly with parents about attendance. Support students with (the desire to attend school) social-emotional wellness: school wide Komunidad circle, the Ewa Way and habits of character embedded in learning and community, structured recess activities, and counseling support. Accountable Lead: Elise Rego, Counselor | Chronic Absenteeism (Strive HI) will decrease annually SART Data Increase percent of students attending 90% or more days of instruction | <input checked="" type="checkbox"/> WSF, \$10,000 <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: __, \$ |



One-Year Academic Plan SY 2024-2025

1.2.2. All students demonstrate positive behaviors at school.

2

Support students with social-emotional wellness: school wide Komunidad circle, the Ewa Way and habits of character embedded in learning and community, structured recess activities, and counseling supports.

Leadership and teachers increase the use of attendance and behavior data to evaluate program effectiveness, provide professional development to teachers, and to provide support to students and families to support student safety and well-being.

Professional Development, provided by local and national organizations will support counselors and SSCs and with continued professional growth and school initiatives.

Accountable Lead: Elise Rego, Counselor

Required for all schools.

Student discipline incidences

3-5 Student SEL Data

K-2 Teacher Perception Data

EES School Climate Data

EES Classroom Data

- WSF, \$10,000
- Title I, \$
- Title II, \$
- Title III, \$
- Title IV-A, \$
- Title IV-B, \$
- IDEA, \$
- SPPA, \$
- Homeless, \$
- Grant:__, \$
- Other:__, \$

1.2.3. All students experience a Nā Hopena A’o environment for learning.

2

The Ewa Way is Kaizen, Kina’ole and Komunidad- encompasses the SEL and dispositions that support students with social-emotional wellness, GLOs, behavior expectations, Komunidad circle and habits of character in EL Education. The Ewa Way, and Ewa School’s strong sense of community correlates to students experiencing a Nā Hopena A’o like environment for learning.

The Ewa Way connection to Nā Hopena A’o

Accountable Lead: Elise Rego, Counselor

Required for all schools.

Student discipline incidences

3-5 Student SEL Data

K-2 Teacher Perception Data

EES School Climate Data

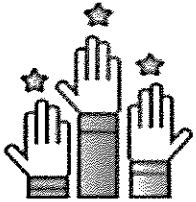
EES Classroom Data

- WSF, \$10,000
- Title I, \$
- Title II, \$
- Title III, \$
- Title IV-A, \$
- Title IV-B, \$
- IDEA, \$
- SPPA, \$
- Homeless, \$
- Grant:__, \$
- Other:__, \$



★ GOAL 1.3 All students' graduate high school prepared for college and career success and community and civic engagement

| Desired Outcomes <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 (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i> | Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please 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><i>Required for all schools.</i></p> | | <p>K-5 students engage in learning topics that connect to community and civic opportunities through EL Education curriculum and other content areas. The school provides opportunities like Journey of Learning, field trips and community events for students and the community.</p> <p>Accountable Lead: Jennifer Tasaka, VP</p> | <p>Viable Curriculum Plan integrates content areas</p> <p>Complete 4 Modules of EL Education</p> <p>Kaizen Learning Meeting Notes</p> <p>Ewa Case Study</p> <p>Ewa Career Read aloud Day</p> | <p><input checked="" type="checkbox"/> WSF, \$10,000</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> |



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 Outcomes <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>Please estimate the additional amount needed to execute the enabling activity.</i> |
|---|---|--|---|--|
| Support and Develop effective teachers | 1 | <p>Teachers will apply high-leverage instructional strategies as articulated in EL Education and Ready Classroom Mathematics curriculum. Learning walk tools will support teachers' growth in rigorous instruction.</p> <p>Professional Development (Kaizen Learning Meetings) will support teachers in analyzing data (learning walk, student evidence, class data) to improve quality of instruction. Teacher support will be differentiated to meet the range of teacher needs (Effective Teacher Continuum) and teacher effectiveness (Learning Walks and student data).</p> | <p>Effective Teacher Continuum-Differentiated PD Agenda, notes and data</p> <p>Learning Walk Data indicates increase in evidence of student</p> | <p><input checked="" type="checkbox"/> WSF, \$100,00</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> |



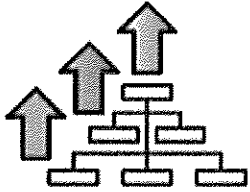
One-Year Academic Plan SY 2024-2025

Professional Development, provided by local and national organizations, will support teachers with continued professional growth.

Accountable Lead: Jennifer Tasaka, VP

engagement and discourse

Teacher Grow Cycle reflects new learning and actions correlated to increased student outcome data



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 Outcomes <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>Please estimate the additional amount needed to execute the enabling activity.</i> |
|---|--|--|--|---|
| <p>3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.</p> <p><i>Required for all schools.</i></p> | | <p>Ewa School Community Council will meet regularly to collaborate with all stakeholders to support continuous school improvement.</p> <p>Accountable Lead: Stanley Tamashiro, Principal</p> | <p>Agenda and Meeting Notes</p> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$10,000 <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.

| Desired Outcomes <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>Please estimate the additional amount needed to execute the enabling activity.</i> |
|--|--|---|--|---|
| Provide opportunities for parents and the community to be engaged in the learning and success of students. | Support school continuous improvement and well-being | School, parents and community will communicate and collaborate through School Community Council, Seesaw, notices, website, marquee and student planners to communicate effectively with families and the community. Accountable Lead: Stanley Tamashiro, Principal | Agenda and Meeting Notes School Website Seesaw Messages and Usage Report | <input checked="" type="checkbox"/> WSF, \$10,000 <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: __, \$ |



★ Other Systems of Support

| Desired Outcomes <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>Please estimate the additional amount needed to execute the enabling activity.</i> |
|--|--|---|---|---|
| Faculty and staff feel their health, safety and well-being is cared for. | Support Staff Well-being | School Leadership communicates effectively, provides opportunities and responses to faculty and staff voice, and cares for faculty and staff health, safety and well-being. -School Leadership Team -Open Door -admin -The Ewa Way -Wellness activities, socials -High quality resources -Operational and instructional support Accountable Lead: Stanley Tamashiro, Principal | Professional Development Staff Survey SQS Admin Mtg Notes/Reflection | <input checked="" type="checkbox"/> WSF, \$10,000 <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: SCHOOL BELL SCHEDULE

Pursuant to Hawaii Revised Statutes Section 302A-251, as well as the current Hawaii State Teachers Association (HSTA) 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 Ewa Elementary School’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.

Total student instructional hours per year (*Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours*) 1080

Did your school submit a SCC Waiver Request Form? Please explain. Not Required

Bell Schedule: Ewa Elementary