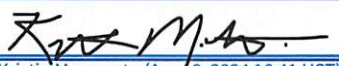


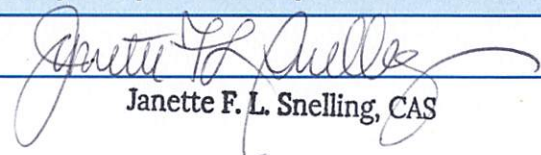
# Holualoa Elementary School Academic Plan SY 2024-2025

76-5957 Mamalahoa Hwy, Holualoa, HI 96725  
 (808) 313-3800



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

Submitted by Principal Kristin Muramoto	
	04/10/2024
<small>Kristin Muramoto (Apr 10, 2024 16:41 HST)</small>	

Approved by Complex Area Superintendent Janette Snelling	
	APR 12 2024
Janette F. L. Snelling, CAS	



**Comprehensive Instructional RESOURCES/MATERIALS to support your Guaranteed and Viable Curriculum (GVC)**

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
Kindergarten	Success For All	Ready Math	Mystery Science	Teacher created standards based curriculum in combination with supplemental resources
Grade 1				
Grade 2				
Grade 3				
Grade 4				
Grade 5				

**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
Kindergarten	iReady ▾	iReady ▾
Grade 1	iReady ▾	iReady ▾
Grade 2	iReady ▾	iReady ▾
Grade 3	iReady ▾	iReady ▾
Grade 4	iReady ▾	iReady ▾
Grade 5	iReady ▾	iReady ▾



## 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: 2017, Next Full Self-Study: 2024 (Can check this box only if WASC completed SY 2022-2023)

**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 | <p><b><u>Student Need:</u></b> All students will make one year of academic growth each school year as measured by CFAs, iReady Pre/Post assessment and SBA</p> <p><b><u>Root/Contributing cause(s):</u></b> Providing a Guaranteed and Viable Curriculum to students in core content areas (ELA/Math) with common formative assessments. Engaging faculty in Professional Learning Communities to build a collective understanding of how all their learners learn and how to improve it utilizing the four questions (What do we want students to know? How will we know they learned it? What do we do if they know it? Don't know it?)</p> |
| 2 | <p><b><u>Student Need:</u></b> Ensure a regular attendance at 90% or higher of days of instruction</p> <p><b><u>Root/Contributing cause(s):</u></b> Giving students reasons to want to come to school also plays a role in improving attendance. This can be improved through; Providing impactful SEL for all students, especially those at “high risk” through SEL tools, as well as connections with staff and peers. Daily classroom learning that is meaningful, engaging, and at the student’s level Whole child learning opportunities for all students towards accentuating assets and finding strengths</p>                          |
| 3 | <p><b><u>Student Need:</u></b> Implement tiered MTSS supports to address academic, social emotional &amp; behavioral needs of all students</p>  |



**Root/Contributing cause(s):** Develop a strong tier 1 academic and behavior instruction to meet the needs of most learners. Improve cycles of progress monitoring and next steps. Develop student self-regulation skills.



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.

- |   |  |
|---|--|
| 1 | <p><b><u>Targeted Subgroup:</u></b> Disadvantaged</p> <p><b><u>Identified Student Need(s):</u></b> There's a consistent trend of lower performance for identified Disadvantaged students compared to All Students across all subjects. In Language Arts, their SBA performance decreased from 29.4% in 2020-21 to 23.8% in 2022-23. In SBA Math, there's a similar decline from 10.0% in 2020-21 to 16.6% in 2022-23. In Science, while there's fluctuation, their performance remains consistently lower compared to All Students. Targeted interventions should focus on providing additional support and resources to improve academic outcomes for Disadvantaged students across all subjects.</p>                         |
| 2 | <p><b><u>Targeted Subgroup:</u></b> English Learners</p> <p><b><u>Identified Student Need(s):</u></b> English Learners and Exits also exhibit lower performance levels compared to All Students. While their performance in SBA Language Arts and Science remains relatively stable over the years, they show fluctuations in SBA Math performance. In Math, there's a slight increase from 6.4% in 2020-21 to 18.1% in 2021-22 before declining to 16.6% in 2022-23. Targeted interventions should address the specific challenges faced by English Learners and Monitored EL in Math, providing tailored support to enhance their mathematical skills and comprehension.</p>   |
| 3 | <p><b><u>Targeted Subgroup:</u></b> Special Education</p> <p><b><u>Identified Student Need(s):</u></b> Special Education students, while showing improvement in SBA Language Arts from 0.0% in 2020-21 to 8.3% in 2021-22, returned to 0.0% in 2022-23. They maintain no recorded performance in Math and Science across the three years, indicating a critical need for targeted support and interventions in these subjects. Targeted interventions should focus on providing differentiated instruction, specialized resources, and additional support to address the unique learning needs of Special Education students in Math and Science, ensuring equitable access to high-quality education across all subjects.</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.**

<b>Desired Outcomes</b> <i>"What do we plan to accomplish?"</i>	<b>Root/Contributing Cause</b> <i>"Why are we doing this?"</i>	<b>Enabling Activities and Name of Accountable Lead(s)</b> <i>"How will we achieve the desired outcome?"</i>  <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>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	1	All Kindergarteners will be assessed on the KEA to understand their current level of readiness.  Entering kindergarten students will: <ul style="list-style-type: none"> <li>• Receive explicit instruction to support their transition to kindergarten</li> <li>• receive developmentally appropriate learning experiences to address the whole child</li> </ul> Anna Barnes, Curriculum Coach; Kindergarten Team; Kristin Muramoto, Principal; Vice Principal	100% of Kindergarteners will take the KEA and it will be used for placement.	<input type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$1,000 <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>skills for learning.</p>				
<p><b>Reading Proficiency</b></p> <p>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.</p>	<p>1</p>	<p>All students will demonstrate one year worth of growth in reading through effective implementation of explicit, systematic and intentional instruction focused on:</p> <ul style="list-style-type: none"> <li>Phonological awareness, phonics/decoding, vocabulary, comprehension, and writing</li> <li>vocabulary, language structure, fluency, comprehension, and writing</li> <li>writing strategies</li> </ul> <p>Students are placed in leveled groups that shift quarterly based on data/assessments.</p> <p>Anna Barnes, Curriculum Coach; Kristin Muramoto, Principal</p>	<p>75% of third grade students will be at or above grade level as measured by Third Grade Literacy on Strive Hi.</p> <p>65% Students will show one year growth on i-Ready Spring diagnostic assessment in Reading and Math.</p> <ul style="list-style-type: none"> <li>EL: 75% will make one year or more growth</li> </ul> <p>80% of student will</p>	<p><input checked="" type="checkbox"/> WSF, \$10,000</p> <p><input checked="" type="checkbox"/> Title I, \$ 70,000</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>
<p><b>Mathematics Proficiency</b></p> <p>1.1.3 All students are proficient in mathematics and those who are not proficient receive necessary and timely support to</p>	<p>1</p>	<p>All students will demonstrate one year worth of growth in math through daily math instruction and RTI in all grades utilizing Ready Math, and iReady Math including a W.I.N. block to address and bolster proficiency.</p> <p>All teachers will participate in grade level Professional Learning Community focused on the four questions</p> <p>Anna Barnes, Curriculum Coach; Kristin Muramoto, Principal; Vice Principal</p>	<p>80% of student will</p>	<p><input checked="" type="checkbox"/> WSF, \$10,000</p> <p><input checked="" type="checkbox"/> Title I, \$ 70,000</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>





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<p>become proficient.</p>			<p>be proficient on the priority math standards based on CFA's and GL data collection</p>	<p><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><i>Required for all schools.</i></p>	<p>1/3</p>	<p>All student will receive pre teach scaffolding (Activation of background knowledge with visuals)          EL students will receive language support targeting development of Reading, Writing, Listening and Speaking.</p> <p>All identified IDEA students will receive explicit, systematic reading instruction and systematic math instruction in the Least Restrictive Environment appropriate.</p> <p>Students in need of Tier 2 support will be scheduled for tutoring during the school day.</p> <p>Students will receive targeted support in What I Need (WIN) block to strengthen grade level, remediation or enrichment skills</p> <p>Heidi Gallagher, EL Coordinator; Anna Barnes, Curriculum Coach; Kristin Muramoto, Principal</p> <p><i>Aligned to EL Strategic Goal 1B: Ensuring all English Learners have access to learning that incorporates all elements of HKKK's Language Development Approach in all classes- scaffolding</i></p>		<p><input checked="" type="checkbox"/> WSF, \$  <input checked="" type="checkbox"/> Title I, \$2,000  <input type="checkbox"/> Title II, \$  <input type="checkbox"/> Title III, \$  <input type="checkbox"/> Title IV-A, \$  <input type="checkbox"/> Title IV-B, \$  <input type="checkbox"/> IDEA, \$  <input type="checkbox"/> SPPA, \$  <input type="checkbox"/> Homeless, \$  <input type="checkbox"/> Grant:__, \$  <input type="checkbox"/> Other:__, \$</p>



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

*Required for all schools.*

3

All 5th grade student will engage in transition activities with middle school feeders to learn and build familiarity with the school programs:

- Campus visit
- Presentation by middle school
- Early Registration
- SpEd transition meetings as applicable

Fifth Grade Team and Counselor; Kristin Muramoto, Principal; Vice Principal

100% of 5th graders will participate in one or more transition activities.

- WSF, \$
- Title I, \$ 500
- 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**

<p><b>Desired Outcomes</b> "What do we plan to accomplish?"</p>	<p><b>Root/Contributing Cause</b> "Why are we doing this?"</p>	<p><b>Enabling Activities</b> "How will we achieve the desired outcome?"   <b>and Name of Accountable Lead(s)</b> "Who is responsible to oversee and monitor implementation and progress?"</p>	<p><b>Monitoring of Progress (Initial &amp; Intermediate Outcomes)</b> "How will we know progress is being made?"</p>	<p><b>Anticipated Source of Funds</b> "What funding source(s) should be utilized?"  Please estimate the additional amount needed to execute the enabling activity.</p>
<p>1.2.1. All students desire to and attend school regularly.</p> <p><i>Required for all schools.</i></p>	<p>2</p>	<p>The school will implement a school-wide attendance policy to promote school attendance; Students at risk of chronic absenteeism will be provided with higher level interventions.</p> <ul style="list-style-type: none"> <li>• Positive reinforcement for attendance, Recognition</li> <li>• Disseminate information to parents about the correlation of regular attendance and student success and learning loss</li> <li>• High levels of engaging instruction</li> </ul> <p>Anna Barnes, Curriculum Coach; Heidi Gallagher, EL Coordinator; Kimberly Ushiroda, Counselor; Kristin Muramoto, Principal; Vice Principal</p>	<p>90% of students will attending 90% or more days of instruction</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> WSF, \$1,000</li> <li><input checked="" type="checkbox"/> Title I, \$1,000</li> <li><input type="checkbox"/> Title II, \$</li> <li><input type="checkbox"/> Title III, \$</li> <li><input type="checkbox"/> Title IV-A, \$</li> <li><input type="checkbox"/> Title IV-B, \$</li> <li><input type="checkbox"/> IDEA, \$</li> <li><input type="checkbox"/> SPPA, \$</li> <li><input type="checkbox"/> Homeless, \$</li> <li><input type="checkbox"/> Grant:__, \$</li> <li><input type="checkbox"/> Other:__, \$</li> </ul>



1.2.2. All students demonstrate positive behaviors at school.

*Required for all schools.*

3

Staff will implement our SOAR Behavior Matrix to communicate school-wide expectations in all settings and motivate students demonstrating desired behaviors.

- I'o Tickets
- I'o Store
- Getting Along Together (GAT)
  - Opening two weeks intro
  - Weekly GAT/SEL and Class Council block
- Acknowledging students demonstrating positive behaviors

Kimberly Ushiroda and Riley Davis, Counselors; Anna Barnes, Curriculum Coach; Kristin Muramoto, Principal

*Strategic Goal 3: Enhance culturally and linguistically responsive practices: Taking the time to know all students and their interests, backgrounds, skills, and talents that can be used to engage students in their learning*

[SOAR SEL Pacing Guide](#)

I'o Ticket data will be tracked monthly to determine areas of strengths/challenges and inform the next Tier 1 behavior focus.

- WSF, \$1,000
- Title I, \$1,000
- Title II, \$
- Title III, \$
- Title IV-A, \$
- Title IV-B, \$
- IDEA, \$
- SPPA, \$
- Homeless, \$
- Grant:\_\_, \$
- Other:\_\_, \$



<p>1.2.3. All students experience a Nā Hopena A’o environment for learning.</p> <p><i>Required for all schools.</i></p>	<p>3</p>	<p>Students will engage in Hawaiian culture based activities:</p> <ul style="list-style-type: none"> <li>• Weekly assembly</li> <li>• May Day</li> <li>• Field Trip</li> <li>• HA crosswalk with SOAR Matrix and GAT</li> <li>• Embed Hawaiian language and place into classrooms</li> </ul> <p>Kimberly Ushiroda, Counselor; Kristin Muramoto, Principal; Vice Principal</p>	<p>100% will have the opportunity to engage in Hawaiian culture based activities.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> WSF, \$1,000</li> <li><input checked="" type="checkbox"/> Title I, \$1,000</li> <li><input type="checkbox"/> Title II, \$</li> <li><input type="checkbox"/> Title III, \$</li> <li><input type="checkbox"/> Title IV-A, \$</li> <li><input type="checkbox"/> Title IV-B, \$</li> <li><input type="checkbox"/> IDEA, \$</li> <li><input type="checkbox"/> SPPA, \$</li> <li><input type="checkbox"/> Homeless, \$</li> <li><input type="checkbox"/> Grant:__, \$</li> <li><input checked="" type="checkbox"/> Other: Aina Aloha \$5,000</li> </ul>
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**★ GOAL 1.3 All students' graduate high school prepared for college and career success and community and civic engagement**

<p><b>Desired Outcomes</b> "What do we plan to accomplish?"</p>	<p><b>Root/Contributing Cause</b> "Why are we doing this?"</p>	<p><b>Enabling Activities</b> "How will we achieve the desired outcome?"   <b>and Name of Accountable Lead(s)</b> "Who is responsible to oversee and monitor implementation and progress?"</p>	<p><b>Monitoring of Progress (Initial &amp; Intermediate Outcomes)</b> "How will we know progress is being made?"</p>	<p><b>Anticipated Source of Funds</b> "What funding source(s) should be utilized?" Please estimate the additional amount needed to execute the enabling activity.</p>
<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>1</p>	<p>Students will engage in a variety of career, community and civic opportunitiesL</p> <ul style="list-style-type: none"> <li>● Girls Exploring Math and Science (GEMS)</li> <li>● 5th Grade Career Fair</li> <li>● Community speakers</li> <li>● Student Council, grades 3-5</li> <li>● Peer Mediators, grades 3-5</li> <li>● Spirit Week</li> </ul> <p>Kimberly Ushiroda, Counselor; Kristin Muramoto, Principal; Vice Principal</p>	<p>More than half of grade five students will participate in Career Expo</p> <p>100% of upper elementary classes will select a class representative</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> WSF, \$500</li> <li><input checked="" type="checkbox"/> Title I, \$1,000</li> <li><input type="checkbox"/> Title II, \$</li> <li><input type="checkbox"/> Title III, \$</li> <li><input type="checkbox"/> Title IV-A, \$</li> <li><input type="checkbox"/> Title IV-B, \$</li> <li><input type="checkbox"/> IDEA, \$</li> <li><input type="checkbox"/> SPPA, \$</li> <li><input type="checkbox"/> Homeless, \$</li> <li><input type="checkbox"/> Grant: __, \$</li> <li><input type="checkbox"/> Other: __, \$</li> </ul>



## 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.

<b>Desired Outcomes</b> <i>"What do we plan to accomplish?"</i>	<b>Root/Contributing Cause</b> <i>"Why are we doing this?"</i>	<b>Enabling Activities and Name of Accountable Lead(s)</b> <i>"How will we achieve the desired outcome?"</i>  <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>Please estimate the additional amount needed to execute the enabling activity.</i>
2.1.1. All staff will engage in the PLC process to ensure high quality instruction using the four critical questions as the road map for student success.	1	Academic- All teacher teams will develop: <ul style="list-style-type: none"> <li>• Quarterly Unit plans,</li> <li>• Identifying and agreements of priority standards</li> <li>• proficiency scales</li> <li>• Pacing of Priority Standards</li> <li>• Success criteria</li> <li>• Learning targets/intentions</li> </ul>	Learning Walk data will be collected and shared quarterly to the Guiding Coalition.  All teachers will develop and	<input checked="" type="checkbox"/> WSF, \$1,000 <input checked="" type="checkbox"/> Title I, \$1,000 <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, \$



Complex  
Required for all  
schools.

*EL Strategic Goal 4: Provide ongoing professional learning to all educators to build their capacity to serve English Learners: Utilizing Professional Learning Community (PLC) process to have ongoing, substantive teacher collaboration within Professional Learning Teams (PLTs) to identify and address EL learning needs within Tier 1 classroom instruction*

Behavior- All teachers will implement Tier 1 behavioral strategies:

- SOAR Behavior Matrix
- I'o tickets
- Peace Path
- Classroom Management Plans

Heidi Gallagher, EL Coordinator; Kimberly Ushiroda, Counselor; Anna Barnes, Curriculum Coach; Kristin Muramoto, Principal: Vice Principal

upload Math Unit plans based on priority standards.

100% of teachers will have classroom management plans aligned to SOAR.

Grant: \_\_, \$  
 Other: \_\_, \$





One-Year Academic Plan SY 2024-2025

<p>2.1.2 Instructional staff will be equipped with content knowledge and knowledge of research affirmed effective instructional practices to accelerate student learning.</p>	<p>Teachers and instructional staff will be provided with targeted Professional Development in effective instructional practices, PLC development centered on the four questions in Professional Learning Teams and content areas.</p> <p>Anna Barnes, Curriculum Coach; Kristin Muramoto, Principal; Vice Principal</p>	<p>PD tracker will document annual PD.</p> <p>All teacher teams will post PLT Meeting Notes to document teacher collaboration focused on the four questions.</p>	<p><input checked="" type="checkbox"/> WSF, \$1,000</p> <p><input checked="" type="checkbox"/> Title I, \$5,000</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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## 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.**

<p><b>Desired Outcomes</b> <i>"What do we plan to accomplish?"</i></p>	<p><b>Root/Contributing Cause</b> <i>"Why are we doing this?"</i></p>	<p><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></p>	<p><b>Monitoring of Progress</b> <i>"How will we know progress is being made?"</i></p>	<p><b>Anticipated Source of Funds</b> <i>"What funding source(s) should be utilized?"</i>                       Please estimate the additional amount needed to execute the enabling activity.</p>
<p>3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. <i>Required for all schools.</i></p>		<p>The School Community Council will meet monthly to discuss and provide input on the Academic Plan.</p> <p>Kristin Muramoto, Principal; Vice Principal</p>	<p>Meeting Notes SCC Self Assurance Survey and SCC Minutes</p>	<p><input type="checkbox"/> WSF, \$  <input type="checkbox"/> Title I, \$1  <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>



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

<b>Desired Outcomes</b> <i>"What do we plan to accomplish?"</i>	<b>Root/ Contributing Cause</b> <i>"Why are we doing this?"</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>Please estimate the additional amount needed to execute the enabling activity.</i>
3.3.2 Families will be partners in their child's learning.		Families will be provided with engagement activities to support learning.  Heidi Gallagher, EL Coordinator; Kimberly Ushiroda, Counselor; Anna Barnes, Curriculum Coach; Kristin Muramoto, Principal; Vice Principal	50% of the parents will participate in at least one Parent event.	<input checked="" type="checkbox"/> WSF, \$500 <input checked="" type="checkbox"/> Title I, \$1000 <input type="checkbox"/> Title II, \$ <input checked="" type="checkbox"/> Title III, \$500 <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$



**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 Holualoa Elementary School 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.**

Yes two waivers were submitted for:

- 2 instruction days for Parent Teacher Conferences (PTC) which equates to two instructional hours after the 10 allotted hours for PTCs.
- Staggered start for Kindergarten. All vulnerable populations to attend daily.

**Bell Schedule:** [📄 Holualoa Elementary Bell Schedule](#)