



Ala Wai Elementary Academic Plan SY 2025-2026

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

Submitted by Principal Michelle DeBusca	
Michelle DeBusca	3.14.25

Approved by Complex Area Superintendent Linel Dilwith	
	APR 14 2025

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

VIABLE QUALITY CURRICULUM

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

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

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
Grades K-5	'23 Wonders ▾	i-Ready Classroom Mathematics ▾	Mystery Science	
	Other: ▾ Magnetic Reading Foundations	Select One ▾		
	Select One ▾	Select One ▾		

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

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
K-5 MTSS Curriculum	UFLI		Scholastic	Scholastic News
EL ELD Program	Heggerty			

HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

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

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

☒ Panorama ☒ School-created template ☐ Other:

UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

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

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

Grade Level(s)/Course Name	English Language Arts	Mathematics
K-5	I-Ready ▾	I-Ready ▾
Grade K	KEA ▾	Select One ▾
K-5 MTSS (Tier 2/3 Students)	AIMSWEB+ ▾	Select One ▾
ML Students	WIDA Screener ▾	Select One ▾

IDENTIFIED SCHOOL NEEDS

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

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

Year of Last Visit: SY 23-24

Type of Last Visit: Full Self-Study -

Year of Next Action: [SY26-27]

Type of Next Action: Progress Report (No Visit) -

Year of Next Self-Study:

SY 29-30

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

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

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

1 **Student Need:** Increase student achievement in English Language Arts (ELA) and Math

SY2023-24 SBA

Content	All Students	SPED	ELL	Disadvantaged
ELA	46%	23%	25.4%	35.6%
Math	43%	7.6%	29.8%	30.4%

Rationale/Root cause(s):

Ala Wai Elementary School serves a school community with varied learning needs. Our school's demographics include four major ethnic groups: 1. Pacific Islanders at 31%, 2. Asian at 22%, 3. Native Hawaiian at 9%, and Filipino at 10%. Other ethnic groups with less than 10% of our school population include Black, Hispanic, Guamanian/Chamorro, Samoan, Tongan, and White. Our disadvantaged population is 53% of our school with SPED at 10%, and English Language population at 31%.

The WASC accreditation team in SY 2024-2025 identified three critical areas for school improvement: 1. Continue to monitor targeted tiered reading through identified formative assessments in addition to iReady diagnostics for all students in Reading. 2. Continue to

develop differentiated practices to foster math proficiency through identified formative assessments in addition to iReady diagnostics for all math students in math. 3. Develop a plan to continue to increase science proficiency for all students.

Literacy in the areas of reading and math continue to be an area of concern. AWES showed an overall decline in pandemic achievement scores in ELA, math and science. Achievement scores for ELA showed an increase in SY 2021-2022 at 39%, SY 2022-2023 at 46%, and SY 2023-2024 at 46%. This is a 7% gain over the last three years and

Math achievement scores also increased in SY 2021-2022 at 32%, SY 2022-2023 at 43%, and SY 2023-2024 at 43%. This is an 11% gain over the last three years and a 17% gain from SY 2020-2021.

The identified root cause for continued learning challenges in our school community continue to be the increased transience and diverse learner needs in our school community. Our school must continue to align and monitor school wide tiered literacy supports for ELA and math with our universal screener i-Ready and supplemental programs.

- 1A - Varying implementation for Tier 1 ELA/Math instruction, monitoring, and support to ensure all students are showing growth toward targeted learning goals.
- 1B - Varying implementation of ELA/Math standards-based curriculum, instruction, assessment, and grading practices.

2

Student Need: Increase student achievement in science

SY2023-24 HSA

Content	All Students	SPED	ELL	Disadvantaged
Science	45.2%	14.2%	23.5%	32.4%

Rationale/Root cause(s):

The WASC accreditation team in SY 2024-2025 identified three critical areas for school improvement: 1. Continue to monitor targeted tiered reading through identified formative assessments in addition to iReady diagnostics for all students in Reading. 2. Continue to develop differentiated practices to foster math proficiency through identified formative assessments in addition to iReady diagnostics for all math students in math. 3. Develop a plan to continue to increase science proficiency for all students.

The HSA Science scores have increased over the last four years. There was a dip in scores from SY 2020-2021 at 30% to SY 2021-2022 at 22%. Science achievement scores increased in SY 2022-2023 to 32%. This is a 12% increase from 22% in SY 2021-2022. In SY 2023-2024, Science scores increased to 45%. This is a 15% gain over four years.

	<p>As identified in our WASC critical area of need for science, our school must continue to articulate and align science instruction to increase overall student proficiency. A root cause for leading to this identified need is the school's low priority in building an accountability system to ensure grade level alignment and implementation of science practices.</p> <p>2A- Varying implementation of science standards-based curriculum, instruction, assessment, and grading practices.</p> <p>2B- Varying implementation to empower learning through project-based inquiry that ignites student curiosity, creativity, investigations, and connections with the scientific method and engineering design process.</p>															
3	<p><u>Student Need:</u> Increase family engagement and satisfaction to support student learning.</p> <p>SY2023-24 SBA</p> <table><tr><th>Content</th><th>All Students</th><th>SPED</th><th>ELL</th><th>Disadvantaged</th></tr><tr><td>ELA</td><td>46%</td><td>23%</td><td>25.4%</td><td>35.6%</td></tr><tr><td>Math</td><td>43%</td><td>7.6%</td><td>29.8%</td><td>30.4%</td></tr></table> <p><u>Rationale/Root cause(s):</u> The WASC accreditation team in SY 2024-2025 identified three critical areas for school improvement: 1. Continue to monitor targeted tiered reading through identified formative assessments in addition to iReady diagnostics for all students in Reading. 2. Continue to develop differentiated practices to foster math proficiency through identified formative assessments in addition to iReady diagnostics for all math students in math. 3. Develop a plan to continue to increase science proficiency for all students.</p> <p>The SY 2023 School Quality Survey (SQS) parent scores increased for safety from 88% the previous year to 93%; for well-being from 92% the previous year to 94%; for engagement from 89% the previous year to 92% and a slight decrease for satisfaction from 91% the previous year to 90%. One factor is the implementation of an online Seesaw platform for parent communication. Our school will continue to foster authentic parent engagement so parents and guardians are empowered to be leaders in our school.</p> <p>The identified root cause for continued learning challenges in our school community continue to be the increased transience and diverse learner needs in our school community. Our school must continue to align and monitor our Leader in Me Framework and practices as current Panorama and SQS surveys indicate a continued need for schoolwide social and emotional support and interventions.</p> <p>3A-Varying family participation in school events and activities related to student learning. 3B-Varying implementation for tiered academic and behavioral supports.</p>	Content	All Students	SPED	ELL	Disadvantaged	ELA	46%	23%	25.4%	35.6%	Math	43%	7.6%	29.8%	30.4%
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In order to address student subgroup(s) achievement gaps, please list the targeted subgroup(s) and their identified need(s). Enabling activities should address identified subgroup(s) and their needs.

1 Targeted Subgroup: English Learners

Identified Student Need(s): Increase student achievement in English Language Arts (ELA), Math, and Science.

Our school continues to see learning challenges in our school community due to the increased transience and diverse learner needs for ELL students. The overall data sustained growth in math with gains in ELA over three years. Science proficiency showed the greatest increase over three years. Aligning tiered supports in ELA, Math, and Science will increase student proficiency for ELL students.

SBA Proficiency

English Learners Subgroup	Language Arts	Math	Science
SY 2021-22	23%	20%	8%
SY 2022-23	27.7%	31.5%	8.6%
SY 2023-24	25.4%	29.8%	23.5%

2 Targeted Subgroup: Disadvantaged

Identified Student Need(s): Increase student achievement in English Language Arts (ELA), Math, and Science.

Our school continues to see learning challenges in our school community due to the increased transience and diverse learner needs for our disadvantaged students. The overall data shows fluctuating proficiency rates for ELA and Math over three years. The greatest area of growth is in the area of science. Aligning tiered supports in ELA, Math, and Science will increase student proficiency for our disadvantaged students.

Disadvantaged Subgroup	Language Arts	Math	Science
SY 2021-22	32%	23.4%	20.9%
SY 2022-23	36.7%	35.6%	16.6%

	SY 2023-24	35.3%	31%	32.4%
3	Targeted Subgroup: Special Education			
	Identified Student Need(s): Increase student achievement in English Language Arts (ELA), Math, and Science through inclusive practices.			
	Our school continues to address student learning needs through inclusive practices. The overall data shows fluctuating proficiency rates for ELA, Math, and Science over three years. The school’s current inclusion rate is 60%. The achievement gap between high-needs and non-high-needs students is 41.3% in ELA, 48% for Math, and 57.6% in Science. The gap narrowed in ELA, but widened for Math and Science.			
	Special Education Subgroup	Language Arts	Math	Science
	SY 2021-22	11.7%	5.8%	0%
	SY 2022-23	18.7%	18.7%	28.5%
	SY 2023-24	21.4%	14.2%	14.2%
	Non-High-Needs and High Needs:			
	ELA	Math	Science	
	NHN at 78.7% HN at 37.6% Gap: 41.1%	NHN at 81.8% HN at 33.3% Gap: 48.5%	NHN at 90.9% HN at 33.3% Gap: 57.6%	



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> <i>Reference the Identified School Needs section.</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>Estimate the additional amount needed to execute the enabling activity.</i>
1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and <u>provided necessary and timely support</u> to develop foundational skills for learning.	100% of incoming Kindergarteners assessed using the KEA.	<p>Early literacy instruction through consistent implementation of science of reading will be provided for all students. (K - GLC)</p> <p>Tier 2 instruction provided for students identified as needing support to develop foundational skills for learning.</p> <ul style="list-style-type: none"> Heggerty 3x/week Small group instruction for ELA and math. Differentiated materials (e.g. Teams) <p>(Title 1 & ML Coordinators)</p> <p>Develop a plan to support transitions for preschool students in the school's EOEL, Head Start, and Special Education Preschool to Kindergarten.</p> <ul style="list-style-type: none"> Articulation between preschool and kindergarten teachers for program alignment and identify strategies to support preschool children in transition to kindergarten. <p>SW6</p>	<p>KEA Data</p> <p><i>From the Strat plan:</i></p> <p><i>-Percent of kindergarteners who are assessed for kindergarten readiness.</i></p> <p><i>-Percent of kindergarten students assessed as not ready who receive additional personalized support.</i></p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input checked="" 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>

<p>Reading Proficiency</p> <p>1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently <u>receive necessary and timely support</u> to become proficient.</p>	<p>1A 100% of students will show 55% gains toward i-Ready stretch goals in reading.</p> <p>KPI Target is 60% by SY2029 with a 2.3% annual gain in proficiency. The school's goal for SY25-26 is 52.6%.</p> <p>10 % of EL students are proficient in ELA. There will be 5% increased proficiency levels on the Access testing and 10% of EL students will exit.</p>	<p>Strengthen Tier 1 instruction in all ELA classrooms by following and using the approved viable curriculum. (Principal DeBusca)</p> <ul style="list-style-type: none"> Align curriculum maps with viable curriculum. <p>Inservice will be provided by curriculum consultants on how to effectively use the pacing guides and curriculum including components for special sub groups. (Title 1 Coordinator)</p> <ul style="list-style-type: none"> Curriculum maps to identify tiered evidenced-based strategies to meet the needs of all students in the classroom. <p>Identified EL strategies will be implemented in all classrooms. (ML Coordinator)</p> <p>SW6</p>	<p>i-Ready universal screener.</p> <p>AIMS Web progress monitoring data</p> <p>From the Strat plan: -Percent of third-graders demonstrating grade-level proficiency in reading. -Percent of students who are not proficient in reading by the end of third grade who receive additional personalized support.</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input checked="" 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 checked="" 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>Mathematics Proficiency</p> <p>1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient.</p>	<p>1A 100% of students will show 55% gains toward i-Ready stretch goals in math.</p> <p>KPI Target is 53% by SY2029 with a 1.5% annual gain in proficiency. The school's goal for SY25-26 is 47.5%.</p>	<p>Strengthen Tier 1 instruction in all classrooms by following and using the approved viable curriculum. (Principal DeBusca)</p> <ul style="list-style-type: none"> Align curriculum maps with viable curriculum. <p>Inservice will be provided by curriculum consultants on how to effectively use the pacing guides and curriculum including components for special sub groups. (Title 1 Coordinator)</p> <ul style="list-style-type: none"> Curriculum maps to identify tiered evidenced-based strategies to meet the needs of all students in the classroom. 	<p>i-Ready universal screener.</p> <p>From the Strat plan: Percent of eighth-graders demonstrating grade-level proficiency in mathematics. Percent of students who are not proficient in mathematics by the end of fifth grade who receive additional personalized support.</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input checked="" 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 checked="" 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>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>1B Provide reading and math professional development to support curriculum implementation and mapping, research-based practices like the Science of Reading, and small group instruction for reading and math.</p>	<p>Strengthen Tiered instruction in all classrooms by following and using the approved viable curriculum for ELA and math. (HMTSS Lead)</p> <ul style="list-style-type: none"> Align curriculum maps with viable curriculum. <p>Professional development will be provided by curriculum consultants on how to effectively use the pacing guides and curriculum including components for special sub groups and small group instruction. (Title 1 Coordinator)</p> <p>Provide grade level and vertical articulation collaboration time for teachers to review and refine classroom profiles, curriculum maps (PLC+, faculty meetings, substitute days, etc.) (Principal DeBusca)</p> <ul style="list-style-type: none"> Curriculum maps to identify tiered evidenced-based strategies to meet the needs of all students in the classroom. <p>Continue and refine grade level data walls to monitor student progress and plan for instruction and interventions through PLC+ , vertical articulations, and faculty meetings. (Grade Level GLCs)</p> <p>Continue to build inclusive practices so all students are learning with their peers in the general education setting.</p> <ul style="list-style-type: none"> Provide push-in support for ELA and math for targeted instruction. 	<p>i-Ready Universal Screener</p> <p>Classroom Profiles</p> <p>Curriculum Maps</p> <p>Meeting agendas for grade levels, vertical articulation, and faculty.</p> <p>HMTSS Student Support Plans</p> <p>From Strat Plan: <i>-Language arts proficiency</i> <i>-Mathematics proficiency</i> <i>-Science proficiency</i> <i>-Growth in academic proficiency</i> <i>-Regular attendance</i> <i>-On-time high school graduation</i> <i>-Extended high school completion</i> <i>-Percent of English Learners who are meeting or on track to meet English language proficiency.</i></p>	<p><input type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>
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<p>1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.</p> <p><i>Required for all schools.</i></p>	<p>Ala Wai Elementary School continues to serve a high needs community. Of the current 389 students enrolled, 316 students have at least 1 identified high risk category.</p>	<p>Provide grade level and vertical articulation collaboration time for teachers to plan transitions for students from one grade level to the next and at critical points from preK to K and grade 5 to middle school. (Principal DeBusca)</p> <p>Summer Kinder Camp program helps to prepare students to improve kindergarten readiness. (Title 1 Coordinator)</p> <p>Transition assembly for 5th grade students entering middle school. Plan for student support meetings for successful transitions to middle school.</p>	<p>Meeting Agendas & Minutes</p> <p><i>From the Strat plan:</i> -Percent of elementary schools with transition activities for newly entering students. -Percent of middle/intermediate schools with transition activities for students entering from elementary school and promoting to ninth grade</p>	<p><input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$</p>
<p>1.1.6. All students will receive support through a multi-tiered system for academics, behavior, social emotional and physical health.</p>	<p>3A, 3B Empower all stakeholders through The Leader in Me Framework with an aligned focus on leadership, school culture, and aligned academics.</p>	<p>Continue to refine and grow the school's Leader in Me culture through the TLIM core paradigms and See, Do, Get process. The school's lighthouse team and action teams will focus on aligning leadership, building school culture, and empowering instruction.</p> <ul style="list-style-type: none"> Continue to onboard new teachers in the Leader in Me. Reorganize parent and student lighthouse teams to synergize with the school's teacher lighthouse team. Reorganize action teams to align school wide initiatives for student leadership, culture, and empowering instruction. Update the school's governance to build school practices and systems to achieve lighthouse status as a TLIM school. <p>Continue to refine the HMTSS process for schoolwide team-based decision making and targeted student support for academics and behaviors.</p> <ul style="list-style-type: none"> Schedule support team meetings with grade levels for student progress monitoring. <p>(TLIM Lighthouse Coordinators, Counselor, SSC, Principal DeBusca) SW6</p>	<p>i-Ready progress monitoring data</p> <p>AIMSWeb progress monitoring data</p> <p>Classroom profile data</p> <p>Meeting Agendas & Minutes</p> <p>Grade level curriculum maps</p> <p>Perception Surveys-SEL Panorama, SQS, TLIM MRA -Completion of school blueprint that defines the schools system of support -Completion of the HMTSS Assessment Tool that evaluates the implementation of the school system.</p>	<p><input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$</p>

<p>1.1.7. All students will receive support through a multi-tiered system for academics, behavior, social emotional and physical health.</p>	<p>2A Science achievement scores increased in SY 2022-2023 to 32%. This is a 12% increase from the previous SY 2021-2022.</p> <p>KPI Target is 43% by SY2029 with a 1.79% annual gain in proficiency.</p>	<p>Continue Ala Wai School's 21st Century Process to engage student curiosity and promote critical thinking and problem-solving through project-based inquiry that is aligned to standards as evidenced in curriculum maps.</p> <p>Develop common school wide practices and strategies for Engineering Design Process and Scientific Design Process through student-led inquiry as evidenced in curriculum maps.</p> <ul style="list-style-type: none"> • Align school wide practices and assessments. • Provide teachers with PD on NGSS Standards and empowering instruction to ignite curiosity, creativity, investigation, and connections with real world problems. • Engage in school wide legacy projects for sustainability (e.g. Farmacy Boxes, Genki Ala Wai Project) 	<p>Curriculum Maps</p> <p>Student PBL Designs</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>
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★ **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> <i>Reference the Identified School Needs section.</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>Estimate the additional amount needed to execute the enabling activity.</i>
1.2.1. All students desire to and attend school regularly.	Increase regular attendance by 10% from 65% as reported in the 2023 Strive HI.	School level supports including principal, counselor, and SSC will consistently utilize school strategies to bring students back to school. <ul style="list-style-type: none"> • Home visits • Parent meetings/coffee hours • Incentive programs (Counselor, SSC, Principal DeBusca) SW6	Family communication log Family Letters Family Conference Documentation <i>From the Strat plan:</i> <i>-Percent of students attending 90% or more days of instruction</i>	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$

<p>1.2.2. All students demonstrate positive behaviors at school.</p>	<p>Increase student efficacy on Panorama Surveys and TLIM MRA.</p> <p>2024 Panorama for student self-efficacy in grades 3-5 is 56%; teacher perception is 54%.</p> <p>2023 MRA for a supportive student environment is 80%.</p>	<p>Continue to refine and grow the school's Leader in Me culture through the TLIM core paradigms and See, Do, Get process and empowering lessons.</p> <ul style="list-style-type: none"> Continue to onboard new teachers in the Leader in Me. Implement the First 8 Days of TLIM at the start of the school year. Plan for direct and integrated TLIM lessons as evidenced in curriculum maps. Plan an empowering lesson to foster student curiosity, creativity, investigation, and connection to real-world problems. Engage all families in the TLIM process <p>Continue to review and update the PBIS matrix for school wide implementation.</p> <p>(GLCs, Counselor, SSC, Principal DeBusca)</p>	<p>TLIM Workshops & Activities</p> <p>PBIS Matrix</p> <p>Curriculum Maps</p> <p><i>From the Strat plan:</i> -Percent of students, parents/guardians and staff agreeing that the school encourages positive behaviors.</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input checked="" 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>
<p>1.2.3. All students experience a Nā Hopena A'o environment for learning.</p>	<p>AWES is a Leader in Me Lighthouse School. The TLIM Framework is used to foster the 8 Habits of Highly Effective People for all stakeholders.</p>	<p>Align and show connections between Nā Hopena A'o with the TLIM Framework to foster a leadership culture for all students to thrive in a learning community.</p> <ul style="list-style-type: none"> Orient all teachers and staff with aligned Nā Hopena A'o and TLIM Framework. Plan direct lessons for all students to understand Nā Hopena A'o and TLIM Habits as evidenced in curriculum maps. Orient all school families with aligned Nā Hopena A'o and TLIM Framework. <p>(TLIM Lighthouse Coordinators, Principal DeBusca)</p>	<p>Integrated framework for Nā Hopena A'o and TLIM</p> <p>Curriculum Maps</p> <p>Meeting Agendas & Minutes -Number of students that have completed HA orientation and/or training. -Embedded into school culture.</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input checked="" 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>

<p>[Insert school specific desired outcome]</p> <p><i>(To add additional desired outcomes, duplicate this row, including source of funds checkboxes)</i></p>	<p>[If applicable, reference the root/contributing cause from the Identified School Needs section]</p>	<p>[Include specific enabling activities or strategic actions being taken to achieve your desired outcome];</p> <p>[Reference name of accountable lead(s) here]</p>	<p>[List the measures and/or evidence that will be used to monitor progress here]</p>	<p> <input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$ </p>
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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> <i>Reference the Identified School Needs section.</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>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>All students will engage in TLIM CREW hour 5X per quarter. CREW or Creativity, Respect, Enrichment, and Wellness for students to find their voice, discover new passions and ignite the genius inside themselves.</p>	<p>Opportunities in career, community, and civic engagement will be provided for students through:</p> <ul style="list-style-type: none"> • Quarterly CREW hours • Grade level community service projects • Annual Career Day • Community field trips <p>(GLCs, Counselor, SSC, Support Team, Principal DeBusca)</p>	<p>CREW Hour Activity Roster</p> <p>Career Day Flyer & Agenda</p> <p>Grade Level Community Service Projects</p> <p><i>-Percent of students participating in career exploration and development activities.</i> <i>-Percent of students participating in civic learning and active civic engagement.</i></p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input checked="" 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>

<p>K-12 Alignment</p> <p>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.</p>	<p>[If applicable, reference the root/contributing cause from the Identified School Needs section]</p>	<p>[Include specific enabling activities or strategic actions being taken to achieve your desired outcome];</p> <p>[Reference name of accountable lead(s) here]</p>	<p>[List the measures and/or evidence that will be used to monitor progress here]</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>
<p>1.3.3. All students graduate high school with a personal plan for their future.</p>	<p>[If applicable, reference the root/contributing cause from the Identified School Needs section]</p>	<p>[Include specific enabling activities or strategic actions being taken to achieve your desired outcome];</p> <p>[Reference name of accountable lead(s) here]</p>	<p>[List the measures and/or evidence that will be used to monitor progress here]</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>

<p>[Insert school specific desired outcome]</p> <p><i>(To add additional desired outcomes, duplicate this row, including source of funds checkboxes)</i></p>	<p>[If applicable, reference the root/contributing cause from the Identified School Needs section]</p>	<p>[Include specific enabling activities or strategic actions being taken to achieve your desired outcome];</p> <p>[Reference name of accountable lead(s) here]</p>	<p>[List the measures and/or evidence that will be used to monitor progress here]</p>	<p> <input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$ </p>
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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> <i>Reference the Identified School Needs section.</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 to execute the enabling activity.</i>
2.1.1 All teacher positions are filled with qualified hires that include SIQ hours and/or TESOL certification by 26-27 SY.	90% of teachers have received SIQ hours and/or TESOL certification. By the end of the 24-25 SY, 95% of teachers will receive 72 SIQ hours or TESOL certification.	Opportunities are available for teachers to attend EL PD that supports SIQ hours. <ul style="list-style-type: none"> Building the Base (FALL 2023) State/District EL course offerings University courses Offer opportunity for GLAD certification to earn SIQ hours. (Support Team, Principal DeBusca)	Staff Roster with SIQ hours. <i>-Percentage of teachers with all SIQ hours completed and/or TESOL certification.</i> <i>-Plan for teachers without SIQ hours/TESOL certification.</i>	<input type="checkbox"/> WSF, \$100,000 <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"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$
2.1.2 All teachers are effective or receive the necessary support to become effective.	0% of teachers on cycle received a marginal rating on EES in SY 2023-2024.	In order to be effective, all teachers will be provided supports including: <ul style="list-style-type: none"> TLIM Onboarding Science of Reading PD PLC+ Supports 	Agendas & Minutes of Meetings Rosters for PD <i>From Strat Plan:</i>	<input checked="" type="checkbox"/> WSF, \$10,000 <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$

	By the end of the 24-25 SY, all teachers on cycle will receive an effective or highly effective rating.	<ul style="list-style-type: none"> Feedback from regular walkthroughs and peer observations. Individual supports targeting individual needs Opportunities for HDOE or district funded PD School or district mentoring. (Support Team and Principal DeBusca)	<i>-Percent of first-year and second-year teachers participating in the state-approved induction and mentoring program.</i> <i>-Number of teachers participating in professional development beyond the 21 hours</i>	<input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:____, \$ <input type="checkbox"/> Other:____, \$
2.2.2 All schools' support staff are effective or receive the necessary support to become effective.	New school support staff to receive TLIM onboarding.	Onboard all new support staff to the TLIM Framework and the 8 Habits of Highly Effective People. (Principal DeBusca) <ul style="list-style-type: none"> Provide coaching support for all staff on targeted areas for TLIM Framework implementation (e.g. empower student learning) Provide opportunities for teachers to participate in Leadership Day visits to other school or participate in national symposiums. 	TLIM PD <i>From Strat Plan:</i> <i>-Number of professional development opportunities for classified school support staff.</i> <i>-Number of designated entry-level classes of work with available career ladders for advancement.</i>	<input checked="" type="checkbox"/> WSF, \$ 10,000 <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:____, \$ <input type="checkbox"/> 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> <i>Reference the Identified School Needs section.</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 to execute the enabling activity.</i>
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.	100% of SCC positions are currently filled. Collaborative meetings focused on school culture and school improvement will be held every month.	Principal will message the importance of this advisory group to all stakeholders explaining roles/responsibilities annually. Principal will engage the SCC chairperson and ensure school level plans and issues are agendaized. (Principal DeBusca) <ul style="list-style-type: none"> Align SCC activities to the matrix of ACT 51/Act 221 requirements. Update SCC By-laws annually. Principal will share a calendar of SCC meetings to the school community. (Principal DeBusca)	SCC Agenda & Minutes <i>From Strat Plan:</i> -All required stakeholders represented in SCC membership. -Overall positive ratings on the SCC self-assessment survey.	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:____, \$ <input type="checkbox"/> Other:____, \$

★ 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> <i>Reference the Identified School Needs section.</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 to execute the enabling activity.</i>
<p>3.3.2 All families are engaged in school events/activities and have regular two way communication.</p>	<p>3A-Empower all stakeholders through The Leader in Me Framework with an aligned focus on leadership, school culture, and aligned academics. 3B-Engage families in student learning through ohana workshops, parent/guardian & child activities, and conferences to share learning goals and progress.</p>	<p>Provide family engagement opportunities for the TLIM Highly Effective Families.</p> <ul style="list-style-type: none"> Family Habits Night Leadership Day Student-led Conferences <p>Continue and improve parent engagement processes through:</p> <ul style="list-style-type: none"> Grade level parent/child activities Parent lighthouse and leadership roles Increase pacific islander family participation in school programs and activities. Build a parent center for parent engagement. <p>(GLCs, Support Team, Ohana Lighthouse Team, Principal DeBusca)</p>	<p>Agendas & Minutes</p> <p>Family Workshop & Activity Surveys</p> <p>SQS</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input checked="" 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>

★ Other Systems of Support

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities 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 to execute the enabling activity.</i>
<p>[Insert school specific desired outcome]</p> <p>(To add additional desired outcomes, duplicate this row, including source of funds checkboxes)</p>	<p>[If applicable, reference the root/contributing cause from the Identified School Needs section]</p>	<p>[Include specific enabling activities or strategic actions being taken to achieve your desired outcome];</p> <p>[Reference name of accountable lead(s) here]</p>	<p>[List the measures and/or evidence that will be used to monitor progress here]</p>	<p> <input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:____, \$ <input type="checkbox"/> Other:____, \$ </p>

APPENDIX A: SCHOOL BELL SCHEDULE

Pursuant to [Hawaii Revised Statutes Section \(HRS\) 302A-251](#), as well as the current Hawaii State Teachers Association collective bargaining agreement, all Hawaii public schools must establish school schedules (including teacher work year, teacher schedule, and bell schedules) that meet student instructional hours and school year requirements. **However, in certain circumstances, a preferred bell schedule may not comply with existing regulations and will therefore require a School Community Council (SCC) waiver, effective for up to one school year.**

This section showcases [Ala Wai 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)

1,080

Did your school submit a SCC Waiver Request Form? Please explain.

No Waiver Requests

Bell Schedule:



2024-2025 Bell Schedule

Mon/Tues/Thurs/Fri
Breakfast Opens at 7:15 am to 7:55 am
Open to Parents & Guardians

Opening of School
7:30 am – Gates open for students
8:00 am – First Bell
8:05 am – Tardy Bell

Morning Broadcast
8:10 am – 8:15 am

Morning Meeting
8:15 am – 8:30 am

RTI Block
8:30 am – 9:00 am

Instructional Block
9:00 am – 10:05 am

Recess
10:05 am – 10:20 am

Instructional Block

Lunch & Recess
Lower Grades (K-2)
11:25 am – 12:05 pm
Upper Grades (3-5)
12:20 pm – 1:00 pm

All school meals are free for students.

Instructional Block

WIN Time
1:35 pm – 2:05 pm

Student Dismissal
2:10 pm

Parents are allowed to enter campus for dismissal.

Teacher Prep
2:15 pm – 3:00 pm

School Day Ends for Teachers 3:00 pm

Drop-off Gates:



Wednesday
Breakfast Opens at 7:15 am to 7:55 am
Open to Parents & Guardians

Opening of School
7:30 am – Gates open for students
8:00 am – First Bell
8:05 am – Tardy Bell

Morning Broadcast
8:05 am – 8:15 am

Morning Meeting
8:15 am – 8:30 am

Instructional Block
8:30 am – 9:30 am

Recess
9:30 am – 9:40 am

CREW Time
9:45 am to 10:45 am

Instructional Block

Lunch & Recess
Gr. PK/K 11:15 am – 11:50 am
Gr. 1 11:20 am – 11:55 am
Gr. 2 11:25 am – 12:00 pm
Gr. 3 12:00 pm – 12:35 pm
Gr. 4 12:05 pm – 12:40 pm
Gr. 5 12:10 pm – 12:45 pm

All school meals are free for students.

Instructional Block

Student Dismissal
12:55 pm

Parents are allowed to enter campus for dismissal.

Teacher Prep
1:00 pm – 1:45 pm

Faculty Meeting
1:45 pm – 3:00 pm

School Day Ends for Teachers 3:00 pm

Office Hours:
Monday - Friday: 7:00 am – 4:00 pm
(excluding holidays)

Revised 5.15.24