

# Daniel K. Inouye Elementary Academic Plan SY 2025-2026

**Waianae & Ayers Avenues, Wahiawa, HI 96786**

**Phone: (808) 305-3400**

**Website: [www.dkies.org](http://www.dkies.org)**



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

Submitted by Principal Shelley Rivers	
	4/3/25

Approved by Complex Area Superintendent Ernest Muh	
 Ernest Muh (Apr 14, 2025 12:50 HST)	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	<a href="#">English Language Arts</a>	<a href="#">Mathematics</a>	Science	Social Studies
PreK	Teacher created Houghton Mifflin Harcourt	Teacher created	Teacher created	Teacher created
K-5th	Houghton Mifflin Harcourt	ORIGO Stepping Stones, First Editio... ▾	Amplify	Teacher created

**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
SpEd	Reading A-Z			
EL	Reading A-Z, Imagine Learning			
RTI	Reading A-Z, iReady	iReady		

## 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 ▾
PreK	TS Gold	TS Gold

## 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: WASC MidCycle Visit Report
- ☒ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: November 2021

Type of Last Visit: Full Self-Study -

Year of Next Action: March 7 2025

Type of Next Action: Mid-Cycle Report & Visit -

Year of Next Self-Study:

SY2028-29

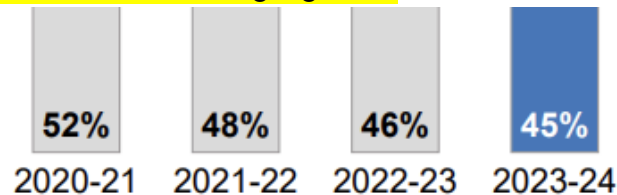
**Please identify critical student learning needs and the root/contributing cause why these needs have been prioritized.**

*"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.

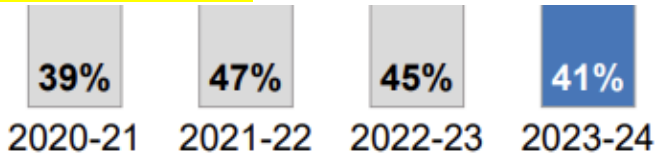
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### **Student Need: Language Arts**



### **Root/Contributing Cause:**

- Common Tier I curriculum is on track to be consistent within grade levels (common pacing guides), yet minimal use of explicit instructional strategies, and differentiation with small group instruction.
- The number of new and/or transient teachers has increased significantly over the last two school years; new/transient teachers need support in learning standards and curriculum. SY24-25 60% of teachers are Probie, Teach for America, or Emergency Hire.
- Highly transient student population due to military-connected students; transiency negatively impacts student achievement and growth, many of our students enroll at DKIES with significant skills gaps in ELA
- WASC Recommendation 1: The Leadership Team should develop, in collaboration with faculty, a formal method for evaluating the effectiveness of professional development so that best classroom practices may be captured, shared, and monitored across the school providing more consistency in the instructional program.
- WASC Recommendation 2: The administration should continue with its professional development plans to provide teachers with

	<p>additional time and training in vertical articulation among grade levels. This time would allow for examining student work samples and observing student engagement with the goal of fully implementing a standards-based curriculum aligned with GLOs across all grades.</p> <ul style="list-style-type: none"> <li>• WASC Recommendation 3: Leadership and teachers should continue to incorporate into the instructional program project-based learning and research-based intervention strategies to meet the needs of all learners in their conceptual knowledge and targeted skill areas.</li> <li>• WASC Recommendation 4: The administration and faculty should continue to refine the data team process, allocating regularly scheduled time for grade levels to examine performance data to ensure greater consistency in the assessment of student learning within and across grade levels.</li> </ul>										
2	<p><b>Student Need: Math</b></p>  <table border="1"> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2020-21</td> <td>39%</td> </tr> <tr> <td>2021-22</td> <td>47%</td> </tr> <tr> <td>2022-23</td> <td>45%</td> </tr> <tr> <td>2023-24</td> <td>41%</td> </tr> </tbody> </table> <p><b>Root/Contributing Cause:</b></p> <ul style="list-style-type: none"> <li>• Common Tier I curriculum is on track to be consistent within grade levels (common pacing guides), yet minimal use of explicit instructional strategies, and differentiation with small group instruction.</li> <li>• The number of new and/or transient teachers has increased significantly over the last two school years; new/transient teachers need support in learning standards and curriculum. SY24-25 60% of teachers are Probie, Teach for America, or Emergency Hire.</li> <li>• Highly transient student population due to military-connected students; transiency negatively impacts student achievement and growth, many of our students enroll at DKIES with significant skills gaps in math</li> <li>• WASC Recommendation 1: The Leadership Team should develop, in collaboration with faculty, a formal method for evaluating the effectiveness of professional development so that best classroom practices may be captured, shared, and monitored across the school providing more consistency in the instructional program.</li> <li>• WASC Recommendation 2: The administration should continue with its professional development plans to provide teachers with additional time and training in vertical articulation among grade levels. This time would allow for examining student work samples and observing student engagement with the goal of fully implementing a standards-based curriculum aligned with GLOs across all grades.</li> <li>• WASC Recommendation 3: Leadership and teachers should continue to incorporate into the instructional program project-based learning and research-based intervention strategies to meet the needs of all learners in their conceptual knowledge and targeted skill areas.</li> <li>• WASC Recommendation 4: The administration and faculty should continue to refine the data team process, allocating regularly scheduled time for grade levels to examine performance data to ensure greater consistency in the assessment of student learning within and across grade levels.</li> </ul>	Year	Percentage	2020-21	39%	2021-22	47%	2022-23	45%	2023-24	41%
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3	<p><b>Student Need: Chronic Absenteeism, Sense of Belonging</b></p>										

	SY20-21	SY21-22	SY22-23	SY23-24	SY24-25 (3/23/25)
% students attending school regularly (90% of school year, no more than 17 absences)	89%	76%	83%	86%	87.05%

	Winter SY23-24	Spring SY23-24	Fall SY24-25	Winter SY24-25
% favorable response on Panorama Survey for Sense of Belonging	67.72%	67.13%	61.66%	61.11%

**Root/Contributing Cause:**

- Highly transient student population due to military-connected families; transiency 1) impacts students' sense of belonging and connectedness to their school community; 2) impacts attendance rates as students frequently take extended breaks from school to travel to visit family members for vacations/family emergencies
- DKIES needs to create opportunities for families and community partners to: 1) deepen their connections to their child(ren)'s education; 2) build college/career awareness; 3) promote total well-being; 4) strengthen the sense of belonging to our school community and the culture of Hawaii.
- WASC Recommendation 5: The administration and faculty should create more opportunities to investigate college/career readiness school wide which would expand all students' access to accomplishment of the GLOs.




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.

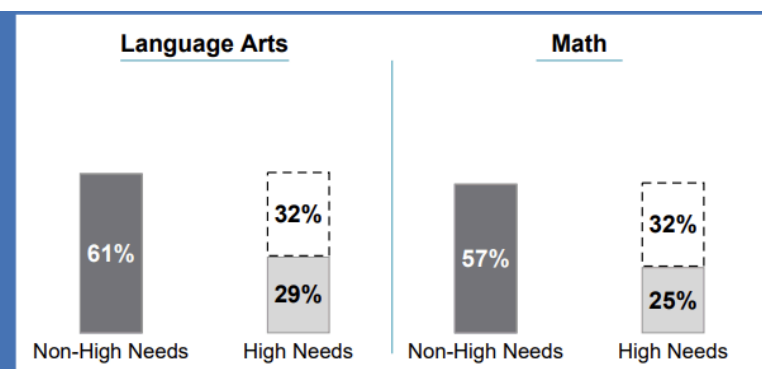
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**Targeted Subgroup:** Special Education

	SY19-20	SY20-21	SY21-22	SY22-23	SY23-24	SY24-25 (3/23/25)
# of students receiving SpEd services	75	60	50	87	128	142
% of Official Enrollment Count	11.4%	11.7%	9.2%	14.8%	20.5%	23.5%

**Equity in Student Learning<sup>#</sup>**

-  **Non-High Needs:** Percent of students demonstrating proficiency who are not High Needs.
-  **High Needs:** Percent of students demonstrating proficiency who are English Learner, Economically Disadvantaged, and/or Special Education students.
-  **Achievement Gap:** Difference in proficiency rates between Non-High Needs and High Needs students.



**Identified Student Need(s):**

- From SY 2021-2022 to SY 2022-2023, the achievement gap increased for high needs students, language arts 18% to 19% and math 15% to 23%. From SY 2023-2024, the achievement gap increased for high needs students, language arts 19% to 32% and math 23% to 32%

- SY23-24 the gap between SpEd and Non High Needs was language arts: 46% and math: 35%
- SY23-24 the gap between EL and Non High Needs was language arts: 50% and math: 44%
- The percentage of students with IEPs at DKIES continues to rise. In SY 23-24, there were 128 students or 20.5% with IEPs, an increase of 41 students from the year previous. SY24-25 March data shows there were 142 students or 23.5% with IEPs. The majority of the K-5 IEPs are from out-of-state transfers. Additionally, DKIES has the largest number of SpEd preschool students in the state with an average of 25 PreK students who transition into DKIES kinder classes still requiring specially designed instruction and supports.
- WASC Recommendation 3: Leadership and teachers should continue to incorporate into the instructional program project-based learning and research-based intervention strategies to meet the needs of all learners in their conceptual knowledge and targeted skill areas.

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**Targeted Subgroup: English Language Learners**

	SY19-20	SY20-21	SY21-22	SY22-23	SY23-24	SY24-25 (3/23/25)
# English Learners	29	26	38	32	30	31
% of Official Enrollment Count	4.4%	5.0%	7.0%	5.4%	4.8%	5%

**Identified Student Need(s):**

- From SY 2021-2022 to SY 2022-2023, there was an increase of 64% to 71% of English learner students on-track to English proficiency.
- In SY 2023-2024, administrators and instructional support staff established a response to the intervention (RTI) program for reading. The program utilizes iReady data to create entrance and exit criteria and design fluid instructional groupings that respond to identified student skill gaps. For the 2024-2025 school year, the school should continue its work in this area and when possible (if enrollment supports additional positions) expand the RTI programming to include math.
- WASC Recommendation 3: Leadership and teachers should continue to incorporate into the instructional program project-based learning and research-based intervention strategies to meet the needs of all learners in their conceptual knowledge and targeted skill areas.





## Priority 1 High-Quality Learning For All

### ★ GOAL 1.1 All students experience rigorous, high-quality learning that results in equitable outcomes for all learners.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?" Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i>  <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?" Estimate the additional amount needed to execute the enabling activity.</i>
1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and <u>provided necessary and timely support</u> to develop foundational skills for learning.	State mandated Kindergarten Entry Assessment SY 24-25 shows 27% students emerging readiness, 44% approaching readiness and only 26% demonstrating readiness	All entering kindergarten students are assessed for social, emotional, and academic readiness and provided necessary and timely support to develop foundational skills for learning. Kindergarten Readiness Assessment or KRA.  Accountable Leads: Kindergarten Assistant Principal, SSA, and Teachers	Quarterly monitoring of KRA Dashboard  iReady Diagnostics 52% overall students will be on grade level at winter iReady benchmark for reading  55% overall students will be on grade level at spring iReady benchmark for reading	<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 checked="" type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$

<p><b>Reading Proficiency</b> 1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently <u>receive necessary and timely support</u> to become proficient.</p>	<p>Strive HI ELA Proficiency SY23-24</p> <p>WASC #3 WASC #4</p>	<p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>3% increase in SBA reading proficiency from SY23-24 of 41% for grade 3.</li> </ul> <p><b>Enabling Activities:</b></p> <ul style="list-style-type: none"> <li><b>Data Teams:</b> Grade level teacher teams will continue to meet weekly with academic coaches to examine student work and assessment data to: 1) increase instructional alignment through informed decision making about curriculum and instructional plans, 2) identify students in need of intervention, and 3) design fluid instructional groupings that respond to student need and/or enhance learning opportunities for students. Teachers will continue to utilize common, shared meeting notes to document their data informed decisions and reflections. Teachers will continue to utilize common data analysis protocols, pacing guides, and curriculum, instruction, and assessment maps.</li> <li><b>Explicit Instruction:</b> Teachers use a variety of explicit instructional strategies to effectively increase engagement, respond to student needs, and/or create enhanced learning opportunities. As a school, DKIES will continue its focus on the following explicit instructional strategies: 1) design organized and focused lessons (I DO, YOU DO, WE DO lesson structure), 2) provide supportive practice and corrective small group instruction, and 3) provide immediate affirmative and corrective feedback.</li> </ul>	<p>45% of 3rd grade students meeting proficiency in reading on SBA</p> <p>iReady Diagnostics 52% overall students will be on grade level at winter iReady benchmark for reading</p> <p>55% overall students will be on grade level at spring iReady benchmark for reading</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 checked="" 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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		<ul style="list-style-type: none"> <li>• <b>Data Chats:</b> Implement cycles of data chats following each iReady diagnostic (teachers with administrators/academic coaches, teachers with students, teachers with parents, and students with parents) to clearly communicate and support students in reflecting on and monitoring their progress and to set quarterly learning goals. All families will receive written notification of iReady screening results.</li> <li>• <b>Vertical Articulation:</b> Now that horizontal alignment is more prevalent in our school, vertical articulation between different grade levels can be refined. Administration will provide teachers time and training to support vertical articulation among grade levels. Academic coaches will support teachers in examining student work samples and observe student engagement to identify end of year learning targets for reading, writing, and math. These activities will build teachers' understanding of grade level standards, learning targets, and age-appropriate academic milestones.</li> <li>• <b>Learning Walks:</b> Teachers will have opportunities to go on learning walks to observe explicit instructional strategies, formative data checks, and student engagement to support the implementation of a rigorous and relevant standards based curriculum.</li> </ul> <p>Accountable Leads: Admin &amp; Academic Coaches</p>		
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<p><b>Mathematics Proficiency</b></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>1.1.3. All students are proficient in science by the end of eighth grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient.</p>	<p>Strive HI math Proficiency SY23-24 and HSA science proficiency SY23-24</p> <p>WASC #3 WASC #4</p>	<ul style="list-style-type: none"> <li>• 3% increase in SBA math proficiency from SY23-24 of 35% for grade 3.</li> <li>• 3% increase in HSA science proficiency from SY23-24 of 52% for grade 5.</li> </ul> <p><b>Enabling Activities:</b></p> <ul style="list-style-type: none"> <li>• <b>Data Teams:</b> Grade level teacher teams will continue to meet weekly with academic coaches to examine student work and assessment data to: 1) increase instructional alignment through informed decision making about curriculum and instructional plans, 2) identify students in need of intervention, and 3) design fluid instructional groupings that respond to student need and/or enhance learning opportunities for students. Teachers will continue to utilize common, shared meeting notes to document their data informed decisions and reflections. Teachers will continue to utilize common data analysis protocols, pacing guides, and curriculum, instruction, and assessment maps.</li> <li>• <b>Explicit Instruction:</b> Teachers use a variety of explicit instructional strategies to effectively increase engagement, respond to student needs, and/or create enhanced learning opportunities. As a school, DKIES will continue its focus on the following explicit instructional strategies: 1) design organized and focused lessons (I DO, YOU DO, WE DO lesson structure), 2) provide supportive practice and corrective small group instruction, and 3) provide immediate affirmative and corrective feedback.</li> </ul>	<p>38% of 3rd grade students meeting proficiency in math on SBA</p> <p>iReady Diagnostics 39% overall students will be on grade level at winter iReady benchmark for math</p> <p>42% overall students will be on grade level at spring iReady benchmark for math</p> <p>55% of 5th grade students proficient in Science on the Hawaii State Assessment.</p> <p>80% of students will meet or exceed proficiency on quarterly grade level common assessments in science</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 checked="" 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>1.1.4. 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>Strive Hi Achievement Gap SY23-24 of 32% for ELA and math</p> <p>Strive Hi Achievement Gap SY23-24 for SpEd of 46% for ELA and 35% math</p> <p>Strive Hi Achievement Gap SY23-24 for EL of 50% for ELA and 44% math</p> <p>Strive Hi Achievement Gap SY23-24 for Disadvantaged of 23% for ELA and 23% for math</p> <p>WASC #3 WASC #4</p>	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Decrease ELA gap by 3%</li> <li>• Decrease Math gap by 3%</li> <li>• Formative Measures (iReady): Diagnostic screeners will be used to identify and monitor students in need and to track growth, especially for identified vulnerable subgroups (English learners, economically disadvantaged, students with special needs). <ul style="list-style-type: none"> <li>◦ <b>Stretch Growth:</b> 35% of ALL students enrolled for the full 2025-26 school year will meet or exceed their stretch growth goals in ELA and Math.</li> <li>◦ <b>Typical Growth:</b> 80% of ALL students enrolled for the full 2025-65 school year will meet or exceed their typical growth goals in ELA and Math.</li> </ul> </li> </ul> <p><b>Enabling Activities:</b></p> <ul style="list-style-type: none"> <li>• <b>MTSS (Student Review Teams):</b> Student Review Teams (SRTs) ensure a school-wide continuum of integrated support organized into a three tiered framework to provide equitable access to social, emotional, and behavior resources for all students. SRT members (administrators, student success advisors, academic coaches, and teachers) meet monthly to identify students in need of social, emotional, behavioral, and academic support. SRTs will create and monitor intervention plans in Panorama Student Success connecting identified students to timely and appropriate supports and services. In addition, SRTs will ensure all teachers are working toward the same goals and monitoring student progress consistently school wide.</li> </ul>	<p>50% overall students meeting typical growth goal at winter iReady benchmark</p> <p>80% overall students meeting typical growth at spring iReady benchmark</p> <p>iReady Diagnostics 12% overall EL students will be on grade level at winter iReady benchmark for reading (SY24-25 was 9%)</p> <p>iReady Diagnostics 25% overall SpEd students will be on grade level at winter iReady benchmark for reading (SY24-25 was 22%)</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 checked="" 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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		<ul style="list-style-type: none"> <li>• <b>MTSS (RTI):</b> The school provides all students with tiered academic interventions and supports to keep them on track. Instructional support staff will continue to implement response to the intervention reading and math interventions to Tier II and III students (2+ grade levels below). The program will utilize iReady data, Reading A to Z data and classroom data to create entrance and exit criteria and design fluid instructional groupings that respond to identified student skill gaps. SpEd students will receive targeted support from their Care Coordinator.</li> <li>• <b>Progress Monitoring</b> data will also be used to determine continued placement and programming for RTI. Students at risk will be closely monitored for reasonable rate of improvement.</li> <li>• <b>Small Group Instruction:</b> The school provides ALL students with tiered academic interventions and support to keep them on track. Teachers will provide small group skill-based lessons in reading and math. Strategies used will focus on decreasing the achievement gap for EL and SpEd.</li> <li>• <b>Time:</b> scheduled time embedded in the school day for RTI and embedded in the schedule weekly for teachers to meet in Data Teams to develop consistency in positively impacting student learning.</li> </ul> <p>Accountable Leads: Admin, RTI Coordinator, Academic Coaches, Teachers</p>	SY25-26 establish baseline data collection process for Reading and math RTI	
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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>Military family transiency creates critical points of transition throughout the school year.</p> <p>WASC #5</p>	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>The school has a welcoming climate and safe environment</li> </ul> <p><b>Enabling Activities:</b></p> <ul style="list-style-type: none"> <li><b>Transition Center:</b> DKIES Transition center supports newly arriving and departing families to ensure successful student transitions. The transition center has student-led transition services provided by Anchored 4 Life student leaders, supports parents in addressing educational transition challenges, and has effective parent, community, and military partnerships and programs.</li> <li><b>Transition Meetings:</b> Administrators, teachers, and parents participate in transition meetings for students transitioning from PreK to Kinder and from grade 5 to middle school.</li> <li><b>Transition Opportunities:</b> Teachers participate in cross school collaborations to ensure a successful transition from elementary to middle school through orientations and field trips.</li> </ul> <p>Accountable Leads: SSAs &amp; Transition Center Coordinator</p>	<p>80% positive response for satisfaction to Parent responses on School Quality Survey</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> WSF, \$</li> <li><input type="checkbox"/> Title I, \$</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 checked="" type="checkbox"/> SPPA, \$</li> <li><input type="checkbox"/> Homeless, \$</li> <li><input checked="" type="checkbox"/> Grant:__, \$</li> <li><input checked="" type="checkbox"/> Other: donations, fundraising \$</li> </ul>
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★ **GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.**

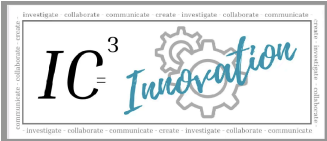
<b>Desired Outcome</b> <i>"What do we plan to accomplish?"</i>	<b>Root/ Contributing Cause</b> <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	<b>Enabling Activities</b> <i>"How will we achieve the desired outcome?"</i> <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress (Initial &amp; Intermediate Outcomes)</b> <i>"How will we know progress is being made?"</i>	<b>Anticipated Source of Funds</b> <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
<p>1.2.1. All students desire to and attend school regularly.</p> <p><i>Required for all schools.</i></p>	<p>Strive HI: Chronic Absenteeism</p> <p>Panorama SEL survey: Sense of Belonging Winter SY24-25 62% overall favorable response of sense of belonging</p> <p>WASC #5</p>	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Decrease chronic absenteeism by 3% an average of 95% of students attend school daily</li> <li>Increase students' sense of belonging by 3%</li> </ul> <p><b>Enabling Activities:</b></p> <ul style="list-style-type: none"> <li><b>Attendance:</b> Administrators, teachers, and/or Student Success Advisors contact families following student absences (Seesaw/ClassDojo text, email, phone) and connect families to appropriate school and/or military community supports.</li> <li><b>MTSS (Extended Learning Opportunities):</b> The school creates extended learning opportunities to encourage whole child development and college/career readiness for all students. Extended learning opportunities can include but are not limited to: Project/Place-Based Learning, Gifted and Talented programming, Eagle Council, Specials Rotations (PE, Art, Music, Library, Agriculture Technology), Hawaiiana, Nutrition/Health, Athletics, Coding, Makerspace, Gardening, etc.</li> <li><b>Continue with Positive Behavior Intervention Supports (PBIS)</b> incentives, the PBIS school</li> </ul>	<p>The number of students who are chronically absent will not exceed 86% each quarter.</p> <p>65% overall students with a favorable response of sense of belonging at the Panorama SEL winter screening</p> <p>68% overall students with a favorable response of sense of belonging at the Panorama SEL spring screening</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 checked="" type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input checked="" type="checkbox"/> Grant: Go Fund Me grants \$</p> <p><input checked="" type="checkbox"/> Other: PTO, donations, fundraising \$</p>

		<p>store, and the Navigate 360 PBIS Rewards app to encourage attendance and positive behaviors.</p> <ul style="list-style-type: none"> <li>• <b>Promote safety, pride, unity and wellness</b> with staff and student school shirts, lanyards, IDs, planners, and other tools needed for students to produce quality work.</li> <li>• <b>Family &amp; Community Engagement:</b> Create opportunities for families and community partners to: 1) deepen their connections to their child(ren)'s education; 2) build college/career awareness; 3) promote total well-being; 4) strengthen sense of belonging to our school community and the culture of Hawaii. Increase opportunities for parents to volunteer at Daniel K. Inouye.</li> </ul> <p>Accountable Leads: Admin, PTO, PCNCs, SSAs, GLCs</p>		
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<p>1.2.2. All students demonstrate positive behaviors at school.</p> <p><i>Required for all schools.</i></p>	<p>Panorama Student Perception Safety SY23-24 59% positive response for School Safety</p> <p>SQS Student: Safety Dimension SY23-24 70% positive response for Safety</p>	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Increase SQS Student Safety Dimension by 3%</li> <li>• Increase Panorama Student Perception School Safety by 3%</li> </ul> <p><b>Enabling Activities:</b></p> <ul style="list-style-type: none"> <li>• <b>MTSS (Student Review Teams):</b> Student Review Teams (SRTs) ensure a school-wide continuum of integrated support organized into a three tiered framework to provide equitable access to social, emotional, and behavior resources for all students. SRT members (administrators, student success advisors, academic coaches, and teachers) meet monthly to identify students in need of social, emotional, behavioral, and academic support. SRTs will create and monitor intervention plans in Panorama Student Success connecting identified students to timely and appropriate supports and services.</li> <li>• <b>MTSS (Social Emotional Learning):</b> Student success advisors: 1) provide training and support for teachers on Second Step resources and materials to strengthen Tier I SEL supports; 2) support the delivery of guidance lessons driven by results of Panorama student surveys/Eagles Pride statements/classroom specific needs, 3) provide group (Tier II) and/or individualized (Tier III) supports to students with identified behavioral or SEL skill gaps.</li> <li>• <b>Continue with Positive Behavior Intervention Supports (PBIS)</b> incentives and the Navigate 360 PBIS rewards app to encourage attendance and positive behaviors.</li> </ul> <p>Accountable Leads: Admin, RTI Coordinator &amp; SSAs</p>	<p>73% positive response for Safety to student responses on School Quality Survey</p> <p>62% positive response for School Safety to student responses on Panorama Student Perception Survey</p> <p>65% overall students with a favorable response of sense of belonging at the Panorama SEL winter screening</p> <p>68% overall students with a favorable response of sense of belonging at the Panorama SEL spring screening</p> <p>SSA Skill Groups</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> WSF, \$</li> <li><input type="checkbox"/> Title I, \$</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 checked="" type="checkbox"/> SPPA, \$</li> <li><input type="checkbox"/> Homeless, \$</li> <li><input checked="" type="checkbox"/> Grant:__, \$</li> <li><input checked="" type="checkbox"/> Other donations, fundraising \$</li> </ul>
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<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>Panorama SEL survey: Sense of Belonging Winter SY24-25 62% overall favorable response of sense of belonging</p> <p>Parent School Quality Survey</p>	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Increase in students' sense of belonging by 3%</li> </ul> <p><b>Enabling Activities:</b></p> <ul style="list-style-type: none"> <li>• Students at DKIES have opportunities to strengthen their sense of: belonging, responsibility, excellence, aloha, total well-being, and Hawai'i via: <ul style="list-style-type: none"> <li>○ <b>MTSS (Extended Learning Opportunities):</b> The school creates extended learning opportunities to encourage whole child development and college/career readiness for all students. Extended learning opportunities can include but are not limited to: Project/Place Based Learning, Gifted and Talented programming, Eagle Council, Specials Rotations (PE, Art, Music, Library, Agriculture), Hawaiiana, Nutrition/Health, Athletics, Robotics, Coding, Makerspace, Gardening, etc.</li> <li>○ <b>Family &amp; Community Engagement:</b> Create opportunities for families and community partners to: 1) deepen their connections to their child(ren)'s education; 2) build college/career awareness; 3) promote total well being; 4) strengthen sense of belonging to our school community and the culture of Hawaii. Increase opportunities for parents to volunteer at Daniel K. Inouye.</li> </ul> </li> </ul> <p>Accountable Leads: Admin, SSAs, Academic Coach for PBL, Kupuna, PCNC, Transition Coor.</p>	<p>Extended Learning Opportunities</p> <p>SCC Feedback</p> <p>Event Surveys</p> <p>65% overall students with a favorable response of sense of belonging at the Panorama winter screening</p> <p>68% overall students with a favorable response of sense of belonging at the Panorama spring screening</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> WSF, \$</li> <li><input type="checkbox"/> Title I, \$</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 checked="" type="checkbox"/> SPPA, \$</li> <li><input type="checkbox"/> Homeless, \$</li> <li><input checked="" type="checkbox"/> Grant:Ag.Tech ATIP grant, \$</li> <li><input checked="" type="checkbox"/> Other: donations, fundraising \$</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.**

<b>Desired Outcome</b> <i>"What do we plan to accomplish?"</i>	<b>Root/ Contributing Cause</b> <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	<b>Enabling Activities</b> <i>"How will we achieve the desired outcome?"</i> <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress (Initial &amp; Intermediate Outcomes)</b> <i>"How will we know progress is being made?"</i>	<b>Anticipated Source of Funds</b> <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
<p>1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.</p> <p><i>Required for all schools.</i></p>	<p>Prepare students for a variety of career, community, and civic opportunities.</p> <p>WASC #3 WASC #5</p>	<p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>• LMW schools will prepare students in our community by building a culture in our schools where learners will investigate, communicate, collaborate, and create (IC<sup>3</sup>).</li> <li>• Provide opportunities for students to develop durable skills.</li> <li>• Provide opportunities for students to engage with our community and positively impact society.</li> </ul>  <p><b>Enabling Activities:</b></p> <ul style="list-style-type: none"> <li>• <b>Durable Skills Acquisition:</b> Provide all learners the opportunity to investigate, communicate, collaborate, and create. <ul style="list-style-type: none"> <li>○ <b>Computer Science:</b> Increase opportunities for students to engage in problem solving and creative expression through Agriculture Technology and computer science course work.</li> <li>○ <b>MTSS (Extended Learning Opportunities):</b> The school creates extended learning opportunities to</li> </ul> </li> </ul>	<p>% of students participating in career, community, and civic opportunities will increase by 10% from S1 baseline to S2.</p> <p>Extended Learning Opportunities</p> <p>Specials Minutes</p> <p>News Events on School Website, Socials, and Teacher Communication tool</p> <p>Specials teachers will develop a baseline survey of students perception of favorably demonstrating the</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 checked="" type="checkbox"/> Grant: Ag Tech Grant __, \$</p> <p><input checked="" type="checkbox"/> Other: donations, fundraising \$</p>

		<p>encourage whole child development and college/career readiness for all students. Extended learning opportunities can include but are not limited to: Project/Place Based Learning, Field Trips, Gifted and Talented programming, Eagle Council, Anchored 4 Life, Specials Rotations (PE, Art, Music, Ag. Tech), Library, Hawaiiana, Nutrition/Health, Athletics, Yearbook, Coding, Makerspace, Gardening, etc.</p> <ul style="list-style-type: none"> <li>○ <b>IC3 “Special-ists”</b>: ALL teachers increase opportunities for students to innovate by delivering lessons/units/parent-community events focused on investigating, creating, collaborating, and communicating. ALL teachers share strategies with staff via SOAR Academy content/SOARing Forward Together Wednesdays.</li> </ul> <p>Accountable Leads: Admin, Ac Coach for PBL, Ac Coaches</p>	<p>skill to investigate, communicate, collaborate, and create (IC<sup>3</sup>). % of students participating in the survey will increase by 10% from S1 baseline to S2.</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>  <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i>  <i>Estimate the additional amount needed to execute the enabling activity.</i>
Teacher Professional Development	WASC #1 WASC #2 WASC #3 WASC #4	<b>Objective:</b> <ul style="list-style-type: none"> <li>All teachers participate in learning walks, vertical articulation, data teams, SOAR Academy, and SRTs</li> <li>All new teachers will be provided with a strong induction experience that will advance their instructional practice, student achievement, and teacher retention.</li> </ul> <b>Enabling Activities:</b> <ul style="list-style-type: none"> <li>Administration creates job-embedded time for the professional development of teachers to meet the needs of the school, teachers, and students. <ul style="list-style-type: none"> <li><b>SOAR Academy:</b> Teachers participate and contribute content to SOAR Academy, a DKIES created choice-based professional development platform offering research-based academic and behavioral strategies, including the <b>WIDA</b></li> </ul> </li> </ul>	<a href="#">SOAR Academy Map</a>  SOAR Academy Google Classroom  100% of teachers will complete SOAR Academy Learning Journals  SOAR Wednesday Slide Decks  PD Day Agendas & Sign-Ins	<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 checked="" type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input checked="" type="checkbox"/> Grant: Title II, \$ <input checked="" type="checkbox"/> Other: fundraising, donations \$

		<p><b>ELD standards framework.</b></p> <ul style="list-style-type: none"> <li>○ <b>Learning Walks:</b> Teachers will have opportunities to go on learning walks to observe explicit instructional strategies, formative data checks, and student engagement to support the implementation of a rigorous and relevant standards based curriculum.</li> <li>○ <b>SOARing Forward Together Wednesdays:</b> Collective efficacy is built through group sharings of research-based academic and behavioral strategies.</li> <li>○ <b>Vertical Articulation:</b> Now that horizontal alignment is more prevalent in our school, vertical articulation between different grade levels can be refined. Administration will provide teachers time and training to support vertical articulation among grade levels. Academic coaches will support teachers in examining student work samples and observe student engagement to identify end of year learning targets for reading, writing, and math. These activities will build teachers' understanding of grade level standards, learning targets, and age-appropriate academic milestones.</li> <li>○ <b>DKIES will ensure effective onboarding</b> for all new faculty and staff. <ul style="list-style-type: none"> <li>■ Summer onboarding for all</li> <li>■ Individual mentoring sessions</li> <li>■ New teacher observations to assess, analyze and reflect</li> <li>■ New teacher support for instruction, analysis of student work and assessment, behavioral intervention, classroom management</li> </ul> </li> </ul>		
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		<ul style="list-style-type: none"> <li>■ Guidance and assistance in fulfilling all EES and IEP expectations</li> <li>● Leadership, in collaboration with the faculty, will pilot a formal method for evaluating the effectiveness of SOAR Academy Online and Learning Walks so that DKIES can ensure consistency in the instructional program.</li> </ul> <p>Accountable Leads: Admin, Academic Coaches, Mentor Teachers, EL Coordinator</p>	<p>% favorable responses to pilot evaluation of PD will increase by 10% from S1 baseline to S2.</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.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i>  <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
<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>Provide community voice in school planning and decision making process</p>	<p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>Continue to provide monthly opportunities for stakeholders to have a voice in school operations and student success</li> </ul> <p><b>Enabling Activity:</b></p> <ul style="list-style-type: none"> <li><b>School Community Council:</b> DKIES' will provide opportunities for shared decision-making amongst all stakeholders via its school community council. The SCC will have full membership, meet regularly, and engage with their principal regarding school operations, academic and financial plans, family and community engagement, and student well-being, growth, and achievement.</li> </ul> <p>Accountable Leads: Admin, PCNC, Transition Coor.</p>	<p>SSC minutes</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>

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

<b>Desired Outcome</b> <i>"What do we plan to accomplish?"</i>	<b>Root/ Contributing Cause</b> <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	<b>Enabling Activities</b> <i>"How will we achieve the desired outcome?"</i> <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress</b> <i>"How will we know progress is being made?"</i>	<b>Anticipated Source of Funds</b> <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
<p>Family and Community Engagement</p>	<p>Panorama Student Perception Sense of Belonging</p> <p>School Quality Survey Faculty and Staff satisfaction</p> <p>School Quality Survey Stakeholders satisfaction</p> <p>School Quality Survey Parent satisfaction</p> <p>WASC #5</p>	<p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>• Increase students' sense of belonging by 3%</li> <li>• Increase faculty and staff SQS satisfaction dimension by 3%</li> <li>• Increase stakeholders' SQS satisfaction dimension by 3%</li> </ul> <p><b>Enabling Activity:</b></p> <p><b>Family &amp; Community Engagement:</b> Create opportunities for families and community partners, including a minimum two (2) parent engagement activities for EL families to: 1) deepen their connections to their child(ren)'s education; 2) build college/career awareness; 3) promote total well being; 4) strengthen sense of belonging to our school community and the culture of Hawaii. Increase opportunities for parents to volunteer at Daniel K. Inouye.</p> <p>Accountable Leads: Admin, SSAs, PCNC, Transition Coor.</p>	<p>65% positive response for student sense of belonging on Panorama Student Self Assessment</p> <p>70% positive response for satisfaction to Teacher responses on School Quality Survey</p> <p>90% positive response for satisfaction to Support Staff responses on School Quality Survey</p> <p>80% positive response for</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 checked="" type="checkbox"/> Grant: \$</p> <p><input checked="" type="checkbox"/> Other: Fundraising, donations \$</p>

			satisfaction to Parent responses on School Quality Survey	
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## 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 Daniel K. Inouye Elementary 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)*

1600 <https://tinyurl.com/hawaiidoebellchedules>

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

Yes, a waiver request was submitted for parent teacher conferences. The waiver request was to request early release for parent teacher conferences for five days rather than ten days.

**Bell Schedule: see attached image**

Mondays, Tuesdays, Thursdays, & Fridays (7:55 - 2:15)  
Wednesdays (7:55 - 1:15)

Description / Period	Start Time	End Time	Length
Breakfast Service	7:15 AM	7:45 AM	30 min
Welcome to School / Wait in Designated Area	7:50 AM	—	—
School Officially Begins	7:55 AM	—	—
Tardy Bell	8:10 AM	—	—
Lunch Gr. K	10:30 AM	11:00 AM	30 min
Lunch Gr. 3	10:40 AM	11:10 AM	30 min
Lunch Gr. 1	11:15 AM	11:45 AM	30 min
Lunch Gr. 4	11:25 AM	11:55 AM	30 min
Lunch Gr. 2	12:00 PM	12:30 PM	30 min
Lunch Gr. 5	12:10 PM	12:40 PM	30 min
Dismissal - Wednesdays	1:15 PM	—	—
Dismissal - M, Tu, Th, F	2:15 PM	—	—