

Ka'imiloa Elementary School Academic Plan SY 2025-2026

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

Submitted by Principal Anela Pia		Approved by Complex Area Superintendent Sean Tajima	
	4/7/25		APR 10 2025

VIABLE QUALITY CURRICULUM

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

Please identify the comprehensive instructional program(s) used by each core subject area. Schools may indicate specific demographic subgroup(s) as appropriate.

To add additional information, please insert a new row as needed.

Grade Level / Course Name	English Language Arts	Mathematics	Science	Social Studies
K-6	ELA Units of Study	Math Units of Study		

SCREENING ASSESSMENTS

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

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

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

Grade Level / Course Name	English Language Arts	Mathematics
K-6	iReady	iReady

IDENTIFIED SCHOOL NEEDS

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

- Current Comprehensive Needs Assessment (CNA)
- Current Western Association of Schools and Colleges (WASC) Schoolwide Growth Areas for Continuous Improvement
Last Full Self-Study: 2024, Next Full Self-Study: 2030
- Other current accreditation self-study

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

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

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

- Student Need:** Students need to know, understand, and apply the strategies of a good reader to comprehend text.

Root/Contributing cause(s):

 - WASC Chapter II (Profile Data)
 - SBA: ELA proficiency is improving, however it remains low at 47%.
 - Even though the school has been focusing on reading over the last three years, there is still a need to address comprehension and vocabulary as measured by iReady:
 - Vocabulary proficiency - 49% to 53%
 - Comprehension: Literature proficiency - 54% to 60%
 - Comprehension: Informational proficiency - 51% to 54%
 - Chapter III (FG Findings)
 - The Advisory Team and teachers need to tighten and/or develop systems to monitor specific instructional practices (specifically in reading comprehension) and its impact on learning.
- Student Need:** Students need to learn, understand, and use Visible Learning Dispositions and the Three Questions to become effective learners.

Root/Contributing cause(s):

 - Chapter II (Profile Data)

- a. SBA: ELA proficiency is improving, however it remains low at 51%. Math proficiency data is improving; however, it remains low at 47%.
 - b. GLO data Q4 of SY2223 compared to SY2324, shows an increase of 13% for effective and ethical use of technology and 3% community contributor.
 - i. GLO#1: Self-Directed Learner - 1% decrease
 - ii. GLO#2: Community Contributor - 3% increase
 - iii. GLO#3: Complex Thinker - 1% decrease
 - iv. GLO#4: Quality Producer - 4% decrease
 - v. GLO#5: Effective Communicator - 1% decrease
 - vi. GLO#6: Effective and Ethical Use of Technology - 13% increase
 - c. SCA:
 - i. 55% Can name all the dispositions (Dec 2024)
 - ii. 18-31% Can explain what it means (Dec 2024)
 - iii. 9-21% Can give examples of dispositions (Dec 2024)
 - d. SEL Panorama Data lowest percentages:
 - i. Grades K-2: Self Management - 61% (with a decrease of 3%)
 - ii. Grades 3-5: Growth Mindset - 53% (with decrease of 6%)
 - iii. Grade 6: Emotional Regulation - 44%
2. Chapter III (FG Findings)
- a. The Advisory Team and teaching staff will ensure the school curriculum consistently addresses the General Learner Outcomes, via VL dispositions at each grade level, subject area, course, and/or program.
 - b. The Advisory Team and teachers will ensure that students interact with LTSC during and after instruction for reflection and/or self-assessment for learning.
 - c. Ka'imiloa should continue to work on VL student feedback & self- assessments.

3 **Student Need:** Students need to consistently meet school wide behavior expectations.

Root/Contributing cause(s):

1. Chapter II (Profile Data)

- a. Office Referral Data:
 - i. Class A, B, C, and D offenses: baseline data - 262 (ODR)SY 2023-24
 - ii. Class D offenses = 143

Schoolwide Growth Areas:

1. The Advisory Team and teachers will develop systems to monitor the specific instructional practices and their impact on learning.
2. The Advisory Team and teachers will develop systems to evaluate our curriculum and its implementation.
3. Teachers and students will engage and interact with Learning Targets and Success Criteria to reflect, self-assess, and give feedback.
4. The Advisory Team and teachers will increase the type, frequency, and level of engagement with parent involvement, especially in the teaching/ learning process.

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

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

- 1** Targeted Subgroup: EL

Identified Student Need(s):
Our EL population needs to have access to quality teaching and learning experiences that will increase their language acquisition and close the gap in their achievement levels.

 - Continue EL structure and delivery of services.
 - Continue to utilize the Soday System program.
- 2** Targeted Subgroup: SPED

Identified Student Need(s):
Our SPED students need focused teaching and learning experiences that will address their specific learning needs and close the gap in their achievement levels.

 - SPED department is using Form 1 and Form 2 to guide instructional planning
 - Revisions are being made to our Request For Assistance process
 - Afterschool Safety Net Tutoring Program will continue to be provided for K-3 students in reading.
- 3** Targeted Subgroup: SES

Identified Student Need(s):
Our SES student population needs an enhanced teaching and learning environment providing additional resources and/or experiences that they may lack because of their socio-economic status.

 - Provide differentiated instruction in Tier 1.
 - Provide interventions



Priority 1

High-Quality Learning For All

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

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
1.1.1 All entering kindergarten students are assessed for social, emotional, and academic readiness and provided necessary and timely support to develop foundational skills for learning.	22% of kindergarten students demonstrate readiness for kindergarten on KRA.	<p>Incoming Kindergarten students will be offered Kickstart for readiness skills.</p> <p>All Kindergarten students will be assessed using the KRA at the beginning of the year and the Kindergarten Assessment quarterly.</p> <p>Teachers will use the Kindergarten Assessment data to provide tier II and/or tier III academic support each quarter.</p> <p>Accountable Lead: Tamra Yamamoto, Gr K-2 Instructional Coach</p>	<p>% of Kinder students who participated in Kickstart</p> <p>% of Kinder students who were given the KRA.</p> <p>KRA Data Readiness Report</p> <p>Kindergarten Assessment monitoring</p>	<p>WSF, \$</p> <p>Title I, \$</p> <p>Title II, \$</p> <p>Title III, \$</p> <p>Title IV-A, \$</p> <p>Title IV-B, \$</p> <p>IDEA, \$</p> <p>SPPA, \$</p> <p>Homeless, \$</p> <p>Grant:__, \$</p> <p>Other:</p>

sheet for ELA and Math				
Reading Proficiency	ELA	Students will:	UoS Data	WSF, \$30,000
	iReady: 60%	<ul style="list-style-type: none"> participate in UoS for ELA. 		Title I, \$
	BAS: 51%	<ul style="list-style-type: none"> participate in tier II and/or tier III reading support as needed 	iReady & BAS Data (Fall, Winter, Spring)	Title II, \$
1.1.2.	SBA: 47%	<ul style="list-style-type: none"> meet iReady reading goals (receive quarterly incentives) 		Title III, \$
All students read proficiently by the end of third grade, and those who do not read proficiently receive necessary and timely support to become proficient.	SCA:	<ul style="list-style-type: none"> be able to describe attributes of a good learner (disposition terms and definitions) and apply them. learn and understand the three questions. 		Title IV-A, \$
	<ul style="list-style-type: none"> 55% Can name all the dispositions (Dec 2024) 	Teachers will:		Title IV-B, \$
	<ul style="list-style-type: none"> 18-31% Can explain what it means (Dec 2024) 	<ul style="list-style-type: none"> revise and refine UoS for ELA. implement UoS with fidelity monitor students' reading proficiency from each unit teach and utilize dispositions throughout the lesson/day to build an effective learner mindset. utilize schoolwide instructional practices 		IDEA, \$
50.01%	<ul style="list-style-type: none"> 9-21% Can give examples of dispositions (Dec 2024) 	Accountable Lead: Tamra Yamamoto, Gr K-2 Instructional Coach Kathy Makimoto, Gr 3-6 Instructional Coach, & Tamie Richardson, MTSS lead		SPPA, \$
	WASC SLN 1			Homeless, \$
	WASC SLN 2			Grant:__, \$
	WASC G A 3			Other:__, \$

Math Proficiency	Math	Students will:	UoS Data	WSF, \$20,000
1.1.3	iReady: 59%	<ul style="list-style-type: none"> participate in UoS for math. <ul style="list-style-type: none"> strengthen number sense and problem-solving skills 		Title I, \$
	SBA: 47%	<ul style="list-style-type: none"> participate in tier II and/or tier III math support as needed. 		Title II, \$
All students are	SCA:	<ul style="list-style-type: none"> be able to describe attributes of a good learner (disposition terms and definitions), and apply them. 	iReady (Fall,	Title III, \$
proficient in	<ul style="list-style-type: none"> 55% Can name all the dispositions (Dec 2024) 	<ul style="list-style-type: none"> learn and understand the three questions. 	Winter, Spring)	Title IV-A, \$
mathematics by	<ul style="list-style-type: none"> 18-31% Can explain what it means (Dec 2024) 	<ul style="list-style-type: none"> meet iReady math goals (receive quarterly incentives). 		Title IV-B, \$
the end of eighth	<ul style="list-style-type: none"> 9-21% Can give examples of dispositions (Dec 2024) 	Teachers will:		IDEA, \$
grade, and those		<ul style="list-style-type: none"> revise and refine the UoS for math. <ul style="list-style-type: none"> embed MTP 2 and 7 and 100% student engagement include number sense and problem-solving 		SPPA, \$
who are not		<ul style="list-style-type: none"> monitor students' math proficiency for each unit 		Homeless, \$
proficient receive		<ul style="list-style-type: none"> teach and utilize dispositions throughout the lesson/day to build an effective learner mindset. 		Grant:__, \$
necessary and		<ul style="list-style-type: none"> utilize schoolwide instructional practices 		Other:__, \$
timely support to				
become proficient				
54.20%	WASC SLN 1	Accountable Lead: Tamra Yamamoto, Gr K-2 Instructional Coach		
	WASC SLN 2	Kathy Makimoto, Gr 3-6 Instructional Coach, & Tamie		
	WASC GA 3	Richardson, MTSS lead		

1.1.4 All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. <i>Required for all schools.</i>	SBA ELA GAP High Needs/Non High needs: 30%	Implement a tiered intervention block in the schoolwide schedule. Implement targeted interventions for students facing academic challenges due to language barriers or socioeconomic disadvantages to ensure they perform at the same level as their peers. Design curriculum that is culturally relevant and accessible to all students, considering diverse backgrounds and experiences.	iReady (Fall, Winter, Spring) SBA (EOY) GAP%	WSF, \$ Title I, \$150,000 Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant:__, \$ Other:__, \$
	SBA Math GAP High Needs/Non High needs: 28% WASC SLN 1 WASC SLN 2	Accountable Lead: VPs 1 and 2		
1.1.5 All students transition successfully at critical points, from elementary to middle school and from middle to high school. <i>Required for all schools.</i>	To help prepare our students to transition from 6th grade to intermediate school.	Incoming Kindergarten students will be offered Kickstart for readiness skills. Transition 6th grade field trip to Ilima. Counselors send behavior/counseling information to Ilima. SPED teachers share information with Ilima regarding incoming students with IEPs and 504s. Classroom teachers send academic (algebra and Rdg and Math Rtl) info to Ilima. Accountable Lead: Kathy Makimoto, Gr 3-6 Instructional Coach, Kris Osumi, SSC, 6th Grade GLC, and Kawena Martinez, 6th Grade Counselor	Attended FT to Ilima Behavior / counseling spreadsheet SPED Transition spreadsheet Algebra, Reading and Math RTI spreadsheet	WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant:__, \$ Other:__, \$

★ **GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment**

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
1.2.1 All students desire to and attend school regularly. <i>Required for all schools.</i>	Attendance 92.6% Chronic Absenteeism 35%	The MTSS Team and teachers will inform parents and students of MTSS expectations. The Counseling Team and teachers will communicate regularly with parents regarding attendance and continue the SART program. Promote the importance of on time daily school attendance with families. Accountable Lead: Kayla Chung, Counselor	Attendance Data SART Data Use Student Perception Survey questions with grades 3-6 students throughout the year	WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant: __, \$ Other: __, \$

<p>1.2.2 All students demonstrate positive behaviors at school.</p> <p><i>Required for all schools.</i></p>	<p>Tier 1 - SRSS-IE</p> <ul style="list-style-type: none"> external behavior Spring 80% Internal Behavior Spring 84% <p>262 total offenses (ODR)</p> <p>WASC SLN 3</p>	<p>Students will:</p> <ul style="list-style-type: none"> follow the academic, behavior, and social responsibilities as stated in the MTSS plan. receive Cougar & Class Paws for appropriate behaviors. <p>Teachers and staff will:</p> <ul style="list-style-type: none"> implement the MTSS Plan and improve on giving Cougar and Class Paws. Implement low-intensity strategies in lessons. <p>Teachers and Counselors will identify students at-risk of falling behind academically due to behavior problems.</p> <p>Counselors will:</p> <ul style="list-style-type: none"> deliver guidance lessons, as needed. be provided support and PD (ASCA National Conference). <ul style="list-style-type: none"> PD may occur locally or nationally <p>Accountable Lead: Tamie Richardson, MTSS lead, Kayla Chung, Counselor</p>	<p>SRSS-IE Data</p> <p>ODR Data</p>	<p>WSF</p> <p>Title I, \$10,000</p> <p>Title II, \$</p> <p>Title III, \$</p> <p>Title IV-A, \$</p> <p>Title IV-B, \$</p> <p>IDEA, \$</p> <p>SPPA, \$</p> <p>Homeless, \$</p> <p>Grant:__, \$</p> <p>Other:LSA, \$5,000</p>
<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>To help the school understand the connections with Nā Hopena A'o</p>	<p>Create crosswalk Na Hopena A'o to Ka'imiloa's Mission, Vision, and Core Values, and Beliefs</p> <p>Accountable Lead: Anela Pia, Principal, VP 1, and VP2</p>	<p>Crosswalk sheet</p>	<p>WSF, \$</p> <p>Title I, \$</p> <p>Title II, \$</p> <p>Title III, \$</p> <p>Title IV-A, \$</p> <p>Title IV-B, \$</p> <p>IDEA, \$</p> <p>SPPA, \$</p> <p>Homeless, \$</p> <p>Grant:__, \$</p> <p>Other:, \$</p>

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

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
1.3.1 All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. <i>Required for all schools.</i>	To provide opportunities for students to participate in career, community and civic activities.	Students will participate in <ul style="list-style-type: none"> • our annual career day activities • a variety of civic (i.e., JPOs, student council, NHES, cafeteria monitors, etc.) and passion (career) exploration opportunities • PBL Staff will begin exploring opportunities for civic responsibility for all students Accountable Lead: VP, Kayla Chung, Counselor	% of Ss participation data	WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant:__, \$ Other:LSA, \$3,500



Priority 2

High-Quality Educator Workforce In All Schools

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

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
2.2.1 All teachers will be supported to become effective teachers.	(See 1.1.2, 1.1.3, and 1.1.4) WASC SLN 1 WASC SLN 2 WASC GA 3	Teachers will receive PD: <ul style="list-style-type: none"> • Tier I Curriculum and Instruction • Visible Learning • Effective math instruction • Health and Wellness • Special Education • Leadership Teachers will receive coaching support Accountable Lead: Anela Pia, Principal	Records of PD	WSF, \$ Title I, \$142,000 Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant: CDC 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 Outcomes <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
3.3.1 All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. <i>Required for all schools.</i>	To increase involvement of all stakeholders.	Ka'imiloa School Community Council will meet regularly to collaborate and provide feedback from all stakeholders on the school's academic and financial plan. Accountable Lead: Anela Pia, Principal & Keri Asuncion, SCC Chairperson	Agenda and Meeting Notes Ac Plan Monitoring sheet	WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant: __, \$ Other: __, \$

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

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
FC.1 Provide opportunities for all parents to engage in the teaching and learning process.	WASC GA 4	<p>The Advisory Team and teachers will increase the type, frequency, and level of engagement with parent involvement, especially in the teaching/ learning process.</p> <ul style="list-style-type: none"> • Parent Academic Nights • Parent Engagement Nights • PT conference • Lending library • Coffee Hours <p>Accountable Lead: Admin, Librarian</p>	<p>Parent sign in sheets</p> <p>Teacher survey (on dojo)</p> <p>Lending library usage</p>	<p>WSF, \$</p> <p>Title I, \$</p> <p>Title II, \$</p> <p>Title III, \$</p> <p>Title IV-A, \$</p> <p>Title IV-B, \$</p> <p>IDEA, \$</p> <p>SPPA, \$</p> <p>Homeless, \$</p> <p>Grant:__, \$</p> <p>Other:__, \$</p>

★ Other Systems of Support

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
O.1 AT and teachers will develop a system to monitor instructional practices and evaluate curriculum and its implementation	WASC GA 1 WASC GA 2	<p>Grade level teams will ensure reading and math units of study meet criteria.</p> <p>Advisory and grade level teams will utilize the EAA Protocol / Data Teams Process to monitor instructional practices, implementation of the curriculum, and impact on student learning.</p> <p>The ART will meet quarterly to monitor programs and processes related to instruction and curriculum.</p> <p>Accountable Lead: Tamra Yamamoto, Gr K-2 Instructional Coach Kathy Makimoto, Gr 3-6 Instructional Coach, & Tamie Richardson, MTSS lead</p>	<p>UoS criteria Checklist</p> <p>UoS Feedback</p> <p>ART</p>	<p>WSF, \$18,000 Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant: __, \$ Other: __, \$</p>
O.2 All students and staff will utilize technology to augment instruction and learning.	To provide tools and knowledge for students and teachers to integrate technology to enhance	<ul style="list-style-type: none"> • Purchase new and replenish old iPads for student and teacher use. • Update teaching and learning tools • Increase understanding and skill of technology devices and programming through training opportunities (SOTF, ISTE) <p>Accountable Lead: Liane Miura, Technology Coordinator, Sirena Hanohano-Medieros, DPU</p>	<p>Inventory</p> <p>SD minutes and agenda</p> <p>Program usage data</p>	<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$</p>

learning.

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Homeless, \$
Grant: __, \$
Other: __, \$

APPENDIX: SCHOOL BELL SCHEDULE

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

This section showcases Ka'imiloa 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)* 1,095

Did your school submit a SCC Waiver Request Form? Please explain. Yes. SCC turned in a waiver form for 5 waiver days.

Bell Schedule: [Ka'imiloa Bell Schedule](#)