



Sunset Beach Elementary Academic Plan SY 2025-2026

59-360 Kamehameha Hwy Haleiwa, HI 96712
(808) 307-1000
<https://www.sunset.k12.hi.us/>

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

Submitted by Principal: Eliza Elkington	
<i>eliza elington</i>	4/15/25

Approved by Complex Area Superintendent: Sam Izumi	
<i>[Signature]</i>	04/15/2025

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
Grade 6	'16 Amplify ELA ▾	HMH Into Math ▾	Studies Weekly	Text Book: World History Journey Across Time: The Early Ages
Grades K-5	'15 Core Knowledge Language Arts ▾	HMH Into Math ▾	Brain Pop Generation Genius (Gr 3-6) Mystery Science (Gr 2, 3, 4) Science Spin (Gr 2)	Brain Pop Studies Weekly (Gr K-5) Hawaiians of Old (Gr 4)

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
Grade 2			CKLA Knowledge	CKLA Knowledge Scholastic News
Grade 3	KidBiz			
Grade 6	Novel Studies Study Sync		Teacher Created	Studies Weekly
Gr K-6		Reflex/Frax Math	'Aina (Gr K-6)	'Aina (Gr 4)

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
Grades K-6	I-Ready ▾	I-Ready ▾

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: 2022

Year of Next Action: 2025

Type of Last Visit: Self Study with Visiting Committee

Type of Next Action: Mid-Cycle Report

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:

School Processes Data: Verbiage used in data teams and for WIN, and WIN check ins needs to be clarified. WIN progress reports need to be simplified, and possibly placed directly onto the comment section of the report cards. Instructions on how to fill out the WIN tracker need to be more clear. WIN tracker needs to be more user friendly and easier to complete.

Root/Contributing Causes:

- There is not enough staff to offer more WIN options for students
- WIN tracker is not user friendly
- It is difficult to focus on just one topic for WIN- we need more flexibility
- WIN progress reports are redundant, and extra work for teachers
- Whole school WIN is new, so it's been a learning process
- Lexia is difficult because if a student gets a red flag, teachers have to find the time to pull that student for 1:1 reteach lessons
- There is lost time in WIN transitions
- Students are hungry at the end of the school day, when WIN is scheduled

	<ul style="list-style-type: none"> • Students may be getting tired of Lexia • Students may have too much screen time during WIN • Some students don't know how to type, so writing is difficult • There is less instructional time for Social Studies and Science due to WIN blocks
2	<p><u>Student Need:</u></p> <p>Demographic Data: Special Education: There has been an increase in Special Education students enrolling in Sunset. There has been an increase in behavioral incidents among High Needs students. The number of RFAs is increasing.</p> <p><u>Root/Contributing Causes:</u></p> <ul style="list-style-type: none"> • There is not enough instructional time • Transition time is not included in the bell schedule • Attendance is still an issue • Student may not have support from home • There may be a lack of teacher knowledge for what types of interventions to provide • There is not enough planning time for small group support • Care coordinators need time to plan with EAs • There may be a lack of vertical alignment • There are still gaps due to loss of instruction from the COVID pandemic • There may be a lack of resources
3	<p><u>Student Need:</u></p> <p>Perceptual Data: 26.4% of students in Grades 3-6 don't feel safe at School, and 45% do not feel safe from "mean kids" at school.</p> <p><u>Root/Contributing Causes:</u></p> <ul style="list-style-type: none"> • There are certain students with repeated offenses • There are no clear guidelines on what is considered being "mean" at school • Most incidents happen at recess • Some incidents happen off campus, but then carry over into school • New students might feel intimidated or have anxiety about being in a new school • There may be a lack of clear consequences/expectations for all stakeholders

4

Student Need:

Student Learning Data: Almost half of our students are not meeting proficiency on SBA assessments. Academic Growth on SBA is decreasing in Language Arts.

Root/Contributing Causes:

- School may not be valued by some students
- There may be a low tolerance for keeping student's home from school, leading to poor attendance
- It appears there may be low parental support for academics
- Some students may have poor test taking skills
- Some students may have poor nutrition and/or sleep habits
- Some students lack test-taking skills
- There may be a lack of materials
- There might be a lack of confidence in some students
- Some students have poor reading skills
- There is a gap in foundational reading skills
- The SBA assessment is difficult for some students
- There is some teacher turn-over
- The standards may not be developmentally appropriate
- There may be a lack of support for homework
- Some students have low stamina for academic work
- Some students have a hard time with emotional regulation, making it difficult for them to engage in academics
- Some students lack listening skills
- Some students lack interest
- There may be a lack in consistent routines
- There is not enough instructional time
- There may be a lack in teacher confidence in teaching the curriculum, and teachers may feel overloaded

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:** Special Education

Identified Student Need(s):

- Co-Teaching and inclusion strategies need to be implemented in every grade level
- Foundational math and reading skills need to be practiced during extra intervention sessions



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> 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?" 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 of Hawai'i Act 210 (§302A-A) State Strategic Plan (Implementation Plan) - Desired Outcome 1.1.1 Department Action Item #1: Implement a new Kindergarten Readiness Assessment, including teacher resources and support (School Year (SY) 2023-24; SY2026-27 for Kaiapuni – Hawaiian immersion – students).	<ul style="list-style-type: none"> All kindergarten students are assessed for social, emotional, and academic readiness. Kindergarten teachers will share the KRA data with families. Leads: Eliza Elkington Vice Principal Darcie Burke Julie Keohohou Kekaila Ah Puck Leanna Jensen	KEA assessment data (LEI Kūlia) % of Attendance at Parent Teacher Conference	See Financial Plan for amounts: No additional funding needed

<p>Reading Proficiency 1.1.2. All students read proficiently by the end of <u>third</u> grade, and those who do not read proficiently <u>receive necessary and timely support</u> to become proficient.</p>	<p>There is a need for some students to gain more confidence in reading.</p> <p>There is a need to increase reading skills.</p> <p>There is a need to close the gap in foundational reading skills.</p> <p>There is a need to increase student's interest in reading.</p>	<ul style="list-style-type: none"> Teachers will implement the new ELA curriculum with intention (CKLA for Gr K-5, ELA for Gr 6) Teachers will articulate to strengthen ELA instruction Students in Grades 3-6 will participate in ELA SBA interim testing to receive exposure and provide diagnostic information. Teachers will use data (SBA interim, iReady, curriculum assessments) to create WIN groups for specific ELA instruction during WIN <p>Leads: Eliza Elkington Vice Principal Dana Dowden</p>	<p>GL Schedules</p> <p>GL meeting notes</p> <p>iReady Reading: In both longitudinal and grade level data, there will be an increase in the number of students on grade-level or above in Reading when compared to SY 2024-2025</p> <p>SBA Interim Data for Reading (Shark Goal calculator sheet)</p> <p>WIN tracker</p>	<p>See Financial Plan for amounts:</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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<p>Mathematics Proficiency 1.1.3. All students are proficient in mathematics by the end of <u>fifth</u> grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient.</p>	<p>There is a need to gain more support for homework at home</p> <p>There is a need to increase student stamina for academic work.</p> <p>There is a need for students to gain more emotional regulation so they can engage in academics.</p> <p>There is a need to increase student's interest in math.</p> <p>There is a need to increase students listening skills</p>	<ul style="list-style-type: none"> Teachers will commit to at least 300 minutes of Math instruction per week Teachers will articulate to strengthen Math instruction Students in Grades 3-6 will participate in Math SBA interim testing to receive exposure and provide diagnostic information. Teachers will use data (SBA interim, iReady, curriculum assessments) to create WIN groups for specific Math instruction during WIN Identified students will participate in advanced Math and Science lessons through the Gifted and Talented program <p>Leads: Eliza Elkington Vice Principal Dana Dowden</p>	<p>GL Schedules</p> <p>GL meeting notes</p> <p>iReady Math: In both longitudinal and grade level data, there will be an increase in the number of students on grade-level or above in Math when compared to SY 2024-2025</p> <p>SBA Interim Data for Math (Shark Goal calculator sheet)</p> <p>WIN tracker</p>	<p>See Financial Plan for amounts:</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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<p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p>	<p>High Percentage of ELL students are on track to proficiency, and there is a desire to continue this trend.</p> <p>Complex Area Plan: There is a need for K-12 alignment.</p> <p>State Strategic Plan (Implementation Plan) - Desired Outcome 1.1.4 Action Item #5: Expand support for students who are new to a school (e.g., transition centers), including English Learners, military-connected students and students with disabilities (SY2023-24).</p>	<p>All CK schools will:</p> <ul style="list-style-type: none"> • Send appropriate staff to participate in the required CK EL Success Plan Design Team Meetings • Implement one high-leverage strategy for each CK EL Success Plan goal <p>Leads: Eliza Elkington Janell Fisher</p>	<p>CK EL Success Plan</p> <p>Faculty Slides</p>	<p>See Financial Plan for amounts:</p> <ul style="list-style-type: none"> <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:
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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>There is a need for more instructional time.</p> <p>There is a need to include transition time in the bell schedule.</p> <p>Some students need more support from home.</p> <p>There is a need to increase teacher knowledge on what types of interventions to provide.</p> <p>There is a need for more planning time for small group support.</p> <p>There is a need for care coordinators to meet and plan with EAs.</p> <p>There is a need for more vertical alignment.</p> <p>There are still gaps due to loss of instruction from the COVID pandemic.</p>	<ul style="list-style-type: none"> High Needs and Special Education students will practice foundational Math and Reading skills regularly through extra intervention blocks as needed <p>Leads:</p> <p>Eliza Elkington Vice Principal Dana Dowden Janell Fisher Chanda Tsing Christine Kahuena</p>	<p>Intervention Data</p>	<p>See Financial Plan for amounts:</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>1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.</p> <p>1.2.3. All students experience a Nā Hopena A'o environment for learning.</p> <p>1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.</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>There is a need for more vertical alignment.</p> <p>Complex Area Plan: There is a need for clear transitions between and across schools.</p> <p>State Strategic Plan (Implementation Plan) - Desired Outcome 1.3.1 All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities</p> <p>There is an absence of a developed and implemented K-12 academic and vision alignment in the Kahuku Complex.</p>	<p>All CK Schools have a plan to document how they address their Complex Graduate Portrait:</p> <p>Kahuku Graduate Portrait</p> <ul style="list-style-type: none"> • Productive Communicator • Critical Thinker • Intentional Collaborator • Civic and Cultural Responder • Socially and Emotionally Adaptive <p>Leads: Kahuku Complex Principals Eliza Elkington Vice Principal</p>	<p>Portrait of a Kahuku Graduate</p>	<p>See Financial Plan for amounts:</p> <p>No additional funding needed</p>
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<p>All students will participate in WIN (What I Need) blocks 3 times per week.</p>	<p>The WIN tracker needs to be more user friendly.</p> <p>There is a need for more flexibility during WIN to focus on more than one subject.</p> <p>There is a need to report WIN progress in a simpler format.</p> <p>Whole school WIN is new, so there is a need for more time to make adjustments for improvement</p>	<p>All CK schools implement an Academic RTI system that includes:</p> <ul style="list-style-type: none"> • Universal Screening (iReady) • Multi-Tiered Systems of Support • Progress Monitoring • Data-Based Decision Making <p>Leads: Eliza Elkington Vice Principal Dana Dowden</p>	<p>iReady data</p> <p>SBA Interim Data</p> <p>WIN tracker</p>	<p>See Financial Plan for amounts:</p> <ul style="list-style-type: none"> <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:
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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? 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>1.2.1. All students desire to and attend school regularly.</p>	<p>There is a need for school to be valued by all students</p> <p>There may be a low tolerance for keeping student's home from school, leading to poor attendance.</p> <p>There is a need for more parental support for academics.</p>	<ul style="list-style-type: none"> The school will hold one awards assembly ("Shark Assembly") per quarter, focused on attendance, the SURF virtues, GLOs, and Choose Love attributes The school will hold two family events per year, focused on Math and Literacy, to promote students' daily attendance and increase the importance of school. <p>Leads: Eliza Elkington Vice Principal Robin Linn</p>	<p>Shark Assembly Agendas</p> <p>Family Surveys</p> <p># of Parent Notification Letters sent home</p>	<p>See Financial Plan for amounts:</p> <ul style="list-style-type: none"> <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:

1.2.2. All students demonstrate positive behaviors at school.	<p>There are certain students with repeated offenses.</p> <p>There is a need for more clear guidelines on what is considered "mean" at school.</p> <p>Most incidents happen at recess- some incidents happen off campus, but then carry over into school.</p> <p>New students might feel intimidated or have anxiety about being in a new school.</p> <p>There is a need for clearer consequences and expectations for all stakeholders.</p>	<ul style="list-style-type: none"> Teachers will deliver 4-5 SEL lessons per quarter with intention Homeroom classes will select a Buddy Class, and students will participate in at least one Buddy Class activity per semester <p>Leads: Eliza Elkington Vice Principal Robin Linn</p>	<p>SEL Lesson Doc</p> <p>Buddy Class Doc</p> <p>There will be a decrease in the amount of Class A and Class B student misconduct offenses (compared to SY 2024-2025) as evidenced by Infinite Campus data.</p>	<p>See Financial Plan for amounts:</p> <p>No additional funding needed</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? 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?" 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>There is a need for students to value school.</p> <p>There is a need to develop confidence in some students.</p> <p>There is a need for students to learn how to type in order to make writing less difficult.</p>	<ul style="list-style-type: none"> Students will be elected to be on student council, ("Shark Council") and will practice leadership skills by planning and running school events and assemblies Students will participate in P4C circles 2x per month Students will create and track Shark Goals for iReady and SBA, to be shared with families Students will engage in genre writing based on grade level standards and will share at least one writing piece with an audience Students will participate in two PBL units <p>Leads: Eliza Elkington Vice Principal Robin Linn</p>	<p>PBL Google Doc</p> <p>P4C Google Doc</p> <p>Writing Data</p>	<p>See Financial Plan for amounts:</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>



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? 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>
Teachers will engage in professional collaboration to vertically articulate, define grading practices, set goals for students and analyze student data.	<p>There is a need for vertical alignment.</p> <p>There is a need for students to value school.</p> <p>It appears there is a need for more parental support for academics.</p> <p>There is a need to practice test taking skills.</p> <p>There is a need to develop confidence in</p>	<ul style="list-style-type: none"> Teachers will utilize one sub day for grade level articulation to set goals for students Staff will work together to define grading practices Grade Level teachers will participate in weekly collaboration and data team meetings ("Shark Team Meetings") Staff will participate in vertical articulation meetings once per quarter Teachers will strengthen co-teaching strategies in every grade level to support Special Education students 	<p>Shark Goal Calculator</p> <p>GL notes</p> <p>Vertical Articulation Docs</p> <p>SpEd meeting notes</p>	<p>See Financial Plan for amounts:</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>

	students in reading, writing, and math.	Leads: Eliza Elkington Vice Principal Janell Fisher Chanda Tsing		
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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> 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.	Hawai'i Revised Statutes Section §302A-1124 Mandate to initiate school community councils	<ul style="list-style-type: none"> All schools post their SCC Meeting agendas and minutes (separate docs) to their school's website for each SCC Meeting. Leads: Eliza Elkington	Agendas and minutes posted to the school website SCC Self-Evaluation Survey	See Financial Plan for amounts: No additional funding needed

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 **Sunset Beach Elementary School's** current bell schedule(s) and total student instructional hours per year. To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided [bell schedule tool](#).

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

1080

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

Yes, we submitted for a total of 3 SCC Waiver Days for SY 2025-26

Bell Schedule: [SBES Bell Schedule](#)