



Holualoa Elementary Academic Plan SY 2025-2026

76-5957 Mamalahoa Hwy Holualoa, HI 96725
808-313-3800
<https://holualoelementary.k12.hi.us>

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

Submitted by Principal Kristin Muramoto	
	March 31, 2025

Approved by Complex Area Superintendent Janette Snelling	
	4/11/2025

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 K-5	Success for All ▾	Ready ▾	Mystery Science	Teacher Designed

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 K-5	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
Grade K-5	I-Ready ▾	I-Ready ▾
English Learner	WIDA Screener ▾	Teacher Created ▾

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: 2024

Type of Last Visit: Full Self-Study -

Year of Next Action: SY 2026-2027

Type of Next Action: Mid-Cycle Report (No Visit) -

Year of Next Self-Study:

2030

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	<p><u>Student Need:</u> All students will make one year of academic growth each school year as measured by CFAs, iReady Pre/Post assessment and SBA.</p> <p><u>Root/Contributing Cause:</u> Identification and effective implementation of priority standards in (Math, ELA) to ensure students show academic growth. Providing a Guaranteed and Viable Curriculum to students in core content areas (ELA/Math) with common formative assessments. Engaging faculty in Professional Learning Communities to build a collective understanding of how all their learners learn and how to improve it utilizing the four questions (What do we want students to know? How will we know they learned it? What do we do if they know it? What do we do if they don't know it?)</p>
2	<p><u>Student Need:</u> Ensure a regular attendance at 90% or higher of days of instruction</p> <p><u>Root/Contributing Cause:</u> Improve daily attendance by building stronger connections to academics. Building a stronger connection with families and community with clear communication about the importance of an instructional day. This can be improved through: Building understanding of importance of school, Giving students reasons to want to come to school, Providing impactful SEL for all students, especially those at "high risk" through SEL tools, to increase connections with staff and peers, Daily classroom learning that is meaningful, engaging, and at the student's level. Whole child learning opportunities for all students towards accentuating assets and finding strengths.</p>
3	<p><u>Student Need:</u> Implement tiered MTSS supports to address academic, social emotional & behavioral needs of all students.</p>

Root/Contributing Cause: Continual improvement of tiered MTSS supports available at Holualoa. Develop a strong Tier 1 academic and behavior instruction to meet the needs of most learners. Improve cycles of progress monitoring and next steps utilizing evidence based programs for cycles of intervention for Tier 2.

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	<p><u>Targeted Subgroup:</u> Disadvantaged</p> <p><u>Identified Student Need(s):</u> Disadvantaged students show a significant decline in performance across all subject areas from the 2021-22 to the 2022-23 school years, with a slight improvement in 2023-24. In Language Arts, their performance dropped from 36.8% to 23.8% and then rose to 36.1%. For Math, their performance fluctuated slightly from 26.4% in 2021-22 to 27.4% in 2022-23, but dropped to 18.1% in 2023-24. In Science, the decline was from 26.4% to 17.4%, with a rise to 27.0% in 2023-24. The decline in academic achievement indicates a need for targeted support and resources to improve academic outcomes.</p>
2	<p><u>Targeted Subgroup:</u> English Learners</p> <p><u>Identified Student Need(s):</u> English Learners (including those who have exited) demonstrated relatively stable performance across the three academic years in Language Arts, with scores hovering around 22.2% to 27.0%. Math performance also declined from 22.2% to 18.1% and further to 16.2%. In Science, performance also declined from 28.5% in 2021-22 to 25.0% in 2022-23, before dropping significantly to 11.1% in 2023-24. This trend indicates a need for enhanced language support services and instructional strategies that cater to the unique challenges faced by English Learners, particularly in Math and Science, to ensure they can fully engage and succeed in their studies.</p>
3	<p><u>Targeted Subgroup:</u> Special Education</p> <p><u>Identified Student Need(s):</u> The performance of Special Education students is concerning, especially in the 2022-23 school year, where they had no recorded performance in Language Arts and Math. However, by 2023-24, their performance improved in both subjects, reaching 6.6% in Language Arts and Math, and 12.5% in Science. This suggests a critical need for tailored educational strategies and interventions that can effectively support their learning and engagement, as well as increased resources and training for educators working with these students.</p>



Priority 1 High-Quality Learning For All

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

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and <u>provided necessary and timely support</u> to develop foundational skills for learning.	1	<p>All Kindergarteners will be assessed on the KEA to understand their current level of readiness.</p> <p>Entering kindergarten students will:</p> <ul style="list-style-type: none"> • Receive explicit instruction to support their transition to kindergarten • receive developmentally appropriate learning experiences to address the whole child <p>Kindergarten Team; Kristin Muramoto, Principal; Anna Barnes, Vice Principal; Andrea Vinson, Vice Principal</p>	100% of Kindergarteners will take the KEA and it will be used for placement.	<ul style="list-style-type: none"> • WSF, \$1,000 • Title I, \$ • Title II, \$ • Title III, \$ • Title IV-A, \$ • Title IV-B, \$ • IDEA, \$ • SPPA, \$ • Homeless, \$ • Grant: __, \$ • Other: __, \$

<p>Reading Proficiency</p> <p>1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently <u>receive necessary and timely support</u> to become proficient.</p>	<p>1</p>	<p>All students will demonstrate one year worth of growth in reading through effective implementation of explicit, systematic and intentional instruction focused on:</p> <ul style="list-style-type: none"> • Phonological awareness, phonics/decoding, vocabulary, comprehension, and writing • vocabulary, language structure, fluency, comprehension, and writing • writing strategies <p>Students are placed in leveled groups that shift quarterly based on data/assessments.</p> <p>Kristin Muramoto, Principal; Vice Principal, Anna Barnes; Vice Principal, Andrea Vinson; Heidi Gallagher, EL Coordinator</p>	<p>75% of third grade students will be at or above grade level as measured by Third Grade Literacy on Strive Hi.</p> <p>75% Students will show one year growth on i-Ready Spring diagnostic assessment in Reading.</p> <ul style="list-style-type: none"> • EL: 75% will make one year or more growth 	<ul style="list-style-type: none"> • WSF, \$ • Title I, \$30,000 • Title II, \$ • Title III, \$ • Title IV-A, \$ • Title IV-B, \$ • IDEA, \$ • SPPA, \$ • Homeless, \$ • Grant: __, \$ • Other: __, \$
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<p>Mathematics Proficiency</p> <p>1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient.</p>	<p>1</p>	<p>All students will demonstrate one year worth of growth in math through daily math instruction and RTI in all grades utilizing Ready Math, and iReady Math including a W.I.N. block to address and bolster proficiency.</p> <p>All teachers will participate in grade level Professional Learning Community focused on the four questions</p> <p>Kristin Muramoto, Principal; Vice Principal, Anna Barnes; Vice Principal, Andrea Vinson; Heidi Gallagher, EL Coordinator</p>	<p>75% Students will show one year growth on i-Ready Spring diagnostic assessment in Reading.</p> <ul style="list-style-type: none"> EL: 75% will make one year or more growth <p>80% of students will met priority math standards based on CFA's and GL data collection (iReady Standards Mastery and Comp Checks, and Complex CFAs)</p>	<ul style="list-style-type: none"> WSF, \$ Title I, \$20,000 Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant:__, \$ 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>1 & 3</p>	<p>All students will receive frequent opportunities to engage in academic discourse and writing in Tier 1 instruction.</p> <p>EL students will receive language support targeting development of Reading, Writing, Listening and Speaking.</p> <p>All identified IDEA students will receive explicit, systematic reading instruction and systematic math instruction in the Least Restrictive Environment appropriate.</p> <p>Identified students in need of Tier 2 reading support will utilize a systematic approach to building foundational skills, vocabulary and comprehension.</p> <p>Students will receive targeted support in What I Need (WIN) block to strengthen grade level, remediation or enrichment skills</p> <p>Kristin Muramoto, Principal; Vice Principal, Anna Barnes; Vice Principal, Andrea Vinson; Heidi Gallagher, EL Coordinator</p> <p><i>Aligned to EL Strategic Goal 1B: Ensuring all English Learners have access to learning that incorporates all elements of HKKK's Language Development Approach in all classes- scaffolding</i></p> <p><i>Aligned to EL Strategic Goal 1 Improve the quality of instruction for English Learner: 1D. All students will receive frequent opportunities to engage in academic discourse and academic writing</i></p>	<p>80% of students will make expected progress in grade level PLT focus areas (GL data sheets)</p> <p>80% of English Learners will meet their GTT goals.</p> <p>Achievement gap will decrease by 5% points in SBA ELA and Math.</p>	<ul style="list-style-type: none"> • WSF, \$5,000 • Title I, • Title II, \$ • Title III, \$ • Title IV-A, \$ • Title IV-B, \$ • IDEA, \$ • SPPA, \$ • Homeless, \$ • Grant:__, \$ • Other:__, \$
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1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.	5	<p>All 5th grade student will engage in transition activities with middle school feeders to learn and build familiarity with the school programs:</p> <ul style="list-style-type: none"> • Campus visit • Presentation by middle school • Early Registration • SpEd transition meetings as applicable <p>Fifth Grade Team and Counselor; Kristin Muramoto, Principal; Andrea Vinson, Vice Principal; Anna Barnes, Vice Principal</p>	100% of 5th graders will participate in one or more transition activities.	<ul style="list-style-type: none"> • WSF, \$ • Title I, \$ • Title II, \$ • Title III, \$ • Title IV-A, \$ • Title IV-B, \$ • IDEA, \$ • SPPA, \$ • Homeless, \$ • Grant:__, \$ • 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?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
<p>1.2.1. All students desire to and attend school regularly.</p>	<p>2</p>	<p>The school will implement a school-wide attendance policy to promote school attendance; Students at risk of chronic absenteeism will be provided with higher level interventions.</p> <ul style="list-style-type: none"> • Positive reinforcement for attendance, Recognition • Disseminate information to parents about the correlation of regular attendance and student success and learning loss • High levels of engaging instruction <p>Heidi Gallagher, EL Coordinator; Kimberly Ushiroda, Counselors; Kristin Muramoto, Principal; Anna Barnes, Vice Principal; Andrea Vinson, Vice Principal</p>	<p>Increase regular student attendance by 5%.</p>	<ul style="list-style-type: none"> • WSF, \$500 • 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>3</p>	<p>Staff will implement our SOAR Behavior Matrix to communicate school-wide expectations in all settings and motivate students demonstrating desired behaviors.</p> <ul style="list-style-type: none"> ● Acknowledging students demonstrating positive behaviors through I'o Tickets ● I'o Store ● Getting Along Together (GAT) <ul style="list-style-type: none"> ○ Opening two weeks intro ○ Weekly GAT/SEL and Class Council block ● Classroom Management Plans ● Culturegrams <p>Kimberly Ushiroda, Counselors; Heidi Gallagher, EL Coordinator; Anna Barnes, Curriculum Coach; Kristin Muramoto, Principal</p> <p><i>Aligned to EL Strategic Goal 3 Enhance culturally and linguistically responsive practices: 3C. Taking the time to know all students and their interests, backgrounds, skills, and talents that can be used to engage students in their learning</i></p>	<p>Implement SOAR SEL Pacing Guide</p> <p>75% of students will understand and give an example of expected SOAR behaviors (student surveys)</p> <p>All teachers will upload Classroom Management Plans.</p>	<ul style="list-style-type: none"> ● WSF, \$500 ● Title I, \$2500 ● Title II, \$ ● Title III, \$ ● Title IV-A, \$ ● Title IV-B, \$ ● IDEA, \$ ● SPPA, \$ ● Homeless, \$ ● Grant:__, \$ ● Other:__, \$
<p>1.2.3. All students experience a Nā Hopena A'o environment for learning.</p>	<p>3</p>	<p>Students will engage in Hawaiian culture based activities:</p> <ul style="list-style-type: none"> ● Monthly assembly ● May Day ● Field Trip ● HA crosswalk with SOAR Matrix and GAT ● Embed Hawaiian language and place into classrooms ● Planner activities to support HĀ <p>Kimberly Ushiroda, Counselor; Kristin Muramoto, Principal; Vice Principal</p>	<p>100% will have the opportunity to engage in Hawaiian culture based activities.</p>	<ul style="list-style-type: none"> ● WSF, \$2500 ● Title I, \$ ● Title II, \$ ● Title III, \$ ● Title IV-A, \$ ● Title IV-B, \$ ● IDEA, \$ ● SPPA, \$ ● Homeless, \$ ● Grant:__, \$ ● Other:__, \$

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

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
<p>1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.</p>	<p>1</p>	<p>Students will engage in a variety of career, community and civic opportunities</p> <ul style="list-style-type: none"> • Girls Exploring Math and Science (GEMS) • Career Fair • Community speakers • Student Council, grades 3-5 • Spirit Weeks <p>Kimberly Ushiroda, Counselor; Kristin Muramoto, Principal; Andrea Vinson, Vice Principal; Anna Barnes, Vice Principal</p>	<p>All students will be exposed to career opportunities.</p> <p>100% of upper elementary classes will select a class representative</p>	<ul style="list-style-type: none"> • WSF, \$500 • Title I, \$ • Title II, \$ • Title III, \$ • Title IV-A, \$ • Title IV-B, \$ • IDEA, \$ • SPPA, \$ • Homeless, \$ • Grant:__, \$ • Other:__, \$
<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>1</p>	<p>K-5 students will engage in the Arts, STEM and Physical Education learning experiences through our Specials class rotation.</p> <p>Kimberly Ushiroda, Counselor; Kristin Muramoto, Principal; Vice Principal, Andrea Vinson; Anna Barnes, Vice Principal</p>	<p>Development of a schoolwide thematic learning experience from K-5 to include expected academic and cultural competencies and experiences.</p>	<ul style="list-style-type: none"> • WSF, \$1200 • Title I, \$ • Title II, \$ • Title III, \$ • Title IV-A, \$ • Title IV-B, \$ • IDEA, \$ • SPPA, \$ • Homeless, \$ • Grant:__, \$ • Other:__, \$



Priority 2

High-Quality Educator Workforce In All Schools

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

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
<p>2.1.2 All teachers are effective or receive the necessary support to become effective.</p> <p>All staff will engage in the PLC process to ensure high-quality instruction using the four critical questions as the road map for student success.</p>	1	<p>All teachers will utilize the PLT process to implement best practice strategies to plan and modify instruction informed by formative assessment data.</p> <p>All teachers will be provided with targeted Professional Development to support effective practices in the PLT process.</p> <p>All teachers will utilize Learning Intentions and Success Criteria (LISC) to support becoming assessment capable learners.</p> <p><i>Aligned to EL Strategic Goal 5 Enhance the regular use of assessment data: 5B Ensuring all educators have the time and appropriate access to data to support decision-making, drive instruction, and meet proficiency or extend learning; build awareness and use formative and</i></p>	<p>All teacher teams will:</p> <ul style="list-style-type: none"> • develop unit plans for Language Arts priority standards • Agendas • Collection of data/ assessments results. <p>All teachers teams will post LISC and</p>	<ul style="list-style-type: none"> • WSF, \$27,000 • Title I, \$ • Title II, \$ • Title III, \$ • Title IV-A, \$ • Title IV-B, \$ • IDEA, \$ • SPPA, \$ • Homeless, \$ • Grant: __, \$ • Other: __, \$

		<i>summative assessments as part of the continuous learning cycle, and ensure systemic use of key data for English Learners.</i>	students will self assess progress.	
	3	<p>All staff will participate in professional development provided through the CLSD grant</p> <ul style="list-style-type: none"> • All teachers: Science of Reading • GC/Leadership: HMTSS-R • Literacy Coach: HDOE coaching sessions <p>Academic Coach; Kristin Muramoto, Principal: Vice Principal, Andrea Vinson; Anna Barnes, Vice Principal; Heidi Gallagher, EL Coordinator</p>	<p>Track professional Development participation and attendance.</p> <p>Teacher self-reflections/ artifacts.</p>	<ul style="list-style-type: none"> • WSF, \$2500 • Title I, \$ • Title II, \$ • Title III, \$ • Title IV-A, \$ • Title IV-B, \$ • IDEA, \$ • SPPA, \$ • Homeless, \$ • Grant: __, \$ • Other: __, \$



Priority 3

Effective and Efficient Operations At All Levels

★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.				
Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.	2	The School Community Council will meet monthly to discuss and provide input on the Academic Plan. Kristin Muramoto, Principal; Anna Barnes, Vice Principal; Andrea Vinson, Vice Principal	Meeting Notes, SCC Self Assurance Survey and SCC Minutes 5% increase participation on the SQS survey.	<ul style="list-style-type: none"> • 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 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>
3.3.2. All families and staff can easily learn about and participate in feedback processes that inform decision making at the school.	2	<p>Families will be provided with engagement activities to support learning.</p> <p><i>EL Strategic Goal 6 Ensure families feel welcomed as meaningful contributors to the school: 6C. Hosting family nights that target interests and celebrate cultural assets of English Learner families</i></p> <p>Heidi Gallagher, EL Coordinator; Kimberly Ushiroda, Counselor; Anna Barnes, Curriculum Coach; Kristin Muramoto, Principal; Vice Principal</p>	<p>Provide a family engagement opportunity each quarter with a sign in sheet.</p>	<ul style="list-style-type: none"> • WSF, \$ • Title I, 1,000\$ • Title II, \$ • Title III, \$ • Title IV-A, \$ • Title IV-B, \$ • IDEA, \$ • SPPA, \$ • Homeless, \$ • Grant: __, \$ • Other: __, \$

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 Holualoa 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)*

1089 Hours

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

No

Bell Schedule: [link](#)