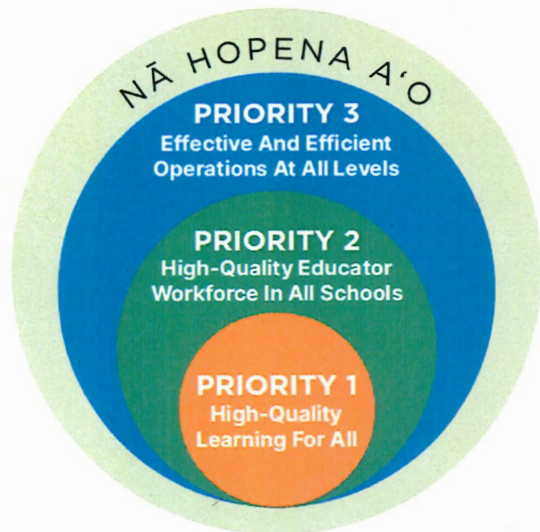




Waimea Elementary School Academic Plan SY 2026-2027

67-1225 Mamalahoa Hwy
(808) 313-7400
waimeael@k12.hi.us



Title I School
Non-Title 1 School

Submitted by Principal Tammie Picklesimer		Approved by Complex Area Superintendent Jeanette Snelling	
	Date 7/14/2026		Date 4/15/2026

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

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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
K-5	'23 Wonders	Ready	Mystery Science Generation Genius	HI DOE Social Studies Standards
	Select One	Select One		
	Select One	Select One		

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

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
K-5	Step Up to Writing	Reflex and Frax	Mystery Science	Studies Weekly
K-5	iReady	iReady	Generation Genius	
2-5	Magnetic Reading			

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
K-1	Other:ESGI	Other:ESGI
K-5	DIBELS	
3-5	SBA Interim Assessments	SBA Interim Assessments

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: PLT data team discussions
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IDENTIFIED SCHOOL NEEDS

Academic Plans require the identification of school needs based on data and other information analyzed as part of the school improvement process. The **Comprehensive Needs Assessment (CNA) Data Workbook** (linked [here](#)) and **Lei Kulia** (linked [here](#)) are data resources to help guide and support continuous school improvement.

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

Year of Last Visit: 24-25

Type of Last Visit: Full Self-Study

Year of Next Action: 26-27

Type of Next Action: Mid-Cycle Report & 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	<u>Student Need:</u> Increase ELA and math proficiency for all students, particularly high-needs groups <u>Root/Contributing Cause:</u> Proficiency levels remain below the desired target rate. Data shows ELA and math proficiency increased but there are continued needs for instructional improvement and targeted growth.
2	<u>Student Need:</u> Student attendance and reducing chronic absenteeism <u>Root/Contributing Cause:</u> Although average daily attendance increased to 90.4% in 2023-24, chronic absenteeism rates remain high in several grade levels and require targeted intervention strategies.
3	<u>Student Need:</u> Family engagement in student learning and school activities <u>Root/Contributing Cause:</u> The WASC self-study identified the need to strengthen meaningful parent and community engagement to support student learning and academic success.

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	<u>Targeted Subgroup:</u> Students with disabilities <u>Identified Student Need(s):</u> Additional targeted academic intervention and differentiated instruction
2	<u>Targeted Subgroup:</u> English learners <u>Identified Student Need(s):</u> Language support and scaffolding within core instruction
3	<u>Targeted Subgroup:</u> Economically Disadvantaged students <u>Identified Student Need(s):</u> Academic and social-emotional supports to close achievement gaps



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>	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 for enabling activities.</i>
1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and provided with the necessary and timely support to develop foundational skills for learning. By the end of SY 2026-2027, 100% of entering kindergarten students will be assessed within the first quarter (baseline: 89.0% assessed in 2024-25).	Many entering students have limited or no prior formal preschool experience; there is a need for early identification of social-emotional and foundational academic gaps.	- Conduct Summer Kinder Camp and Orientation Night. - Administer KEA (Kindergarten Entry Assessment) and ESGI to all incoming students. - Provide early intervention for students identified as "at-risk" via the RTI process. Accountable Lead(s): Kindergarten Teachers, Student Services Coordinator (SSC), Administration.	- KEA data reports, - ESGI progress monitoring and - Summer Camp attendance records.	☒ WSF, \$20,000 ☒ Title I, \$26,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

Reading Proficiency 1.1.2. 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. By the end of SY 2026-2027, 3rd grade language arts proficiency will increase from 36.7% in 2024-25 to 50%, and the K-5 spring universal screener rate of students on or above grade level in language arts will increase from 46.9% to 52.0%; the percentage two or more grade levels below will decrease from 16.7% to 12.0%.	A high percentage of "High Needs" students (EL, SPED, SES) require more intensive, differentiated Tier 2 and Tier 3 interventions and consistent application of the Guaranteed Viable Curriculum (priority standards).	- Consistent use of Reading Wonders (K-5) with a focus on high levels of learning for all students. - Small group differentiated instruction during the designated RTI block. Accountable Lead(s): Classroom Teachers, Literacy Coach, RTI Coordinator, and Administration.	- iReady Diagnostic (3x/year), - DIBELS 8th Edition benchmarks, and - SBA interim assessments and ICA. - Quarterly RTI progress monitoring.	☒ WSF, \$20,000 ☒ Title I, \$70,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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Mathematics Proficiency 1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient receive necessary and timely support to become proficient. By the end of SY 2026-2027, combined math proficiency for all tested students will increase from 36.2% in 2024-25 to 42% (aligned to the CNA KPI target), and the K-5 spring universal screener rate of students on or above grade level in math will increase from 37.0% to 42.0%; the percentage two or more grade levels below will decrease from 9.7% to 7.0%.	Need for increased teacher collective efficacy in pacing priority standards and using data to drive small-group math instruction.	- Implementation of Ready Math curriculum. - Weekly PLT (Professional Learning Team) meetings to analyze Common Formative Assessments and iReady data. - Use of iReady MyPath for personalized student learning trajectories. - Implement high-impact strategies and updated technology resources to improve access to resources for the students and teachers Accountable Lead(s): Classroom Teachers, Intervention Coordinator, and Administration.	- iReady Diagnostic (3x/year), - Unit Assessments, and - SBA interim assessments and ICA. - Quarterly RTI progress monitoring.	☒ WSF, \$20,000 ☒ Title I, \$10,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. By the end of SY 2026-2027, the language arts achievement gap between High Needs and Non-High Needs students will decrease from 33.8 percentage points in 2024-25 to 28.0 points or less, while High Needs language arts proficiency will increase from 35.1% to 40.0% and High Needs math proficiency will increase from 28.0% to 33.0%.	A significant achievement gap exists between High Needs and Non-High Needs students (previously noted at a 42.8% gap in ELA).	• Provide Professional Development on Inclusive Practices and Scaffolding for EL and SPED students within the general education setting. • Targeted tutoring and after-school programs for underperforming subgroups. • Implement differentiated instruction; explicit instruction; and small group instruction as appropriate to address their needs. • Implement Multi-Tiered System of Support (MTSS) • Implement high impact strategies and updated technology resources to improve reading, writing, listening, speaking, thinking, math and science • Accountable Lead(s): EL Coordinator, SPED Teachers, Intervention Coordinator, and Administration.	• Strive HI Subgroup performance data, • Panorama SEL/Equity surveys, and • Quarterly RTI progress monitoring.	☒ WSF, \$40,000 ☒ Title I, \$10,000 ☐ 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. By the end of SY 2026-2027, 5th grade students will exit Waimea Elementary more prepared for middle school, with grade 5 language arts proficiency increasing from 42.3% in 2024-25 to 50% and grade 5 math proficiency increasing from 30.0% to 42%; schoolwide regular attendance will also increase from 67.8% to 72.0% to support successful transition and persistence.	To better support student well-being, we aim to bridge the gap between WES and Waimea Middle School. Our goal is to create a more seamless, predictable transition that reduces stress and builds confidence	• Coordinate 5th-grade transition visits to the middle school. ◦ Vertical alignment meetings between WES 5th-grade teachers and Middle School 6th-grade teachers to share academic and behavioral data. ◦ Host a "Middle School Transition Night" for 5th-grade parents. • Accountable Lead(s): 5th Grade Teachers, School Counselors, Community Schools Coordinator.	• 5th Grade Exit Surveys, • Attendance at transition events, and • Middle school enrollment/placement data.	☐ WSF, \$ ☒ Title I, \$1,000 ☐ 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>	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 for enabling activities.</i>
1.2.1. All students desire to and attend school regularly. By the end of SY 2026-2027, average daily attendance will increase from 91.0% in 2024-25 to 93.0%, and regular attendance (students attending 90% or more of instructional days) will increase from 67.8% to 72.8%; for high-needs groups, regular attendance will increase from 63.4% to 68.0% for disadvantaged students, 68.4% to 73.0% for students with disabilities, and 68.6% to 73.0% for EL students.	While attendance patterns vary across grade levels, we recognize that boosting enrollment starts with making every student feel they truly belong. By addressing the unique needs of our rural families and enriching our school day with more hands-on activities, field trips, and extracurriculars, we aim to make school a place where every student is excited to show up.	Implement a "Community Schools" model with a dedicated Coordinator to address barriers to attendance (e.g., basic needs, health). - Improving school's existing 'Giddy Up' campaign to increase student and parent involvement - Attendance Awards (Giddy Up to School Award) - Establish a system for accurately tracking student data to identify patterns and trends related to chronic absenteeism - Identify students at risk - Engage in proactive outreach to families to address barriers to attendance - Increase student engagement through "Spirit Weeks," field days, and 5th-grade exit ceremonies. Community Schools Coordinator, Counselors, and Administration.	- Monthly chronic absenteeism reports via LDS/Panorama; - Records of family contact logs.	☒ WSF, \$5,000 ☒ Title I, \$5,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

1.2.2. All students demonstrate positive behaviors at school. By the end of SY 2026-2027, the percentage of students receiving suspensions will remain at or below 0.2% (baseline: 0.2%, 1 of 454 students in 2024-25), and positive student responses on the School Quality Survey Safety dimension will increase from 68.9% in 2024-25 to 75.0%.	There is a need for a more formalized Multi-Tiered System of Support for Behavior (MTSS-B). Past data indicate that inconsistent behavioral expectations and a lack of school-wide SEL (Social-Emotional Learning) integration contributed to higher referral rates in specific grade levels.	• Full implementation of the Character Strong SEL curriculum (Tier 1). • Development and implementation of a Multi-Tiered System of Support for Behavior • Provide all students Social-Emotional Instruction (Tier 1) • Utilization of Panorama as a universal screening tool (3x/year) to identify students needing Tier 2 or Tier 3 behavioral interventions. • Training staff in Restorative Practices and "Give 'em Five" to manage classroom behaviors and reduce Chapter 19 offenses. • Continue to meet with "Behavioral Health" (Peer Review) team to review data monthly and assign support. Name of Accountable Lead(s): Student Services Coordinator (SSC), Counselors, RTI-Behavior Team. and Administration.	• Reduction in Chapter 19 offenses • Behavior referrals; • Panorama SEL competency growth data; • RTI-B progress monitoring.	☒ WSF, \$2,000 ☒ Title I, \$8,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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1.2.3. All students experience a Nā Hopena A'o environment for learning. By the end of SY 2026-2027, positive student responses on the School Quality Survey Safety dimension will increase from 68.9% in 2024-25 to 75.0%, and positive parent responses on the SQS Involvement/Engagement dimension will increase from 83.3% to 88.0%, demonstrating a stronger sense of safety, belonging, and shared responsibility in the learning environment.	Students in the Waimea community need early exposure to diverse career pathways and civic responsibilities to understand the relevance of their K-5 education. There is a historical need to bridge the gap between classroom curriculum and local community industries (e.g., agriculture, astronomy, and land stewardship).	Incorporate HĀ-aligned activities into the monthly "Morning OI" and school-wide assemblies. Professional Development for staff on culturally responsive teaching practices and the history of the Waimea community. Integration of 'Āina-based learning opportunities and school garden (Mala'ai) activities that reinforce a sense of "Hawai'i" and "Responsibility." Ensure physical spaces (signage, murals, classroom environments) reflect the HĀ framework. Name of Accountable Lead(s): All Faculty and Staff, Administration.	• HĀ School-level self-assessment tool, • School Quality Survey (SQS) results regarding "Safety" and "Well-being," and • Student reflections on cultural activities.	☐ WSF, \$ ☒ Title I, \$2,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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1.2.4. Provide increased opportunities for support for our EL population. By the end of SY 2026-2027, English Learner plus Exit language arts proficiency will increase from 32.2% in 2024-25 to 50%, math proficiency will increase from 15.6% to 22.0%, and regular attendance will increase from 68.6% to 75.0%.	Lack of culturally and linguistically responsive practices that reflect students' backgrounds and identities -Insufficient family engagement opportunities that are accessible to non-English-speaking households	• Provide targeted small-group intervention and language support during and/or after school • Integrate culturally responsive teaching practices and multilingual resources into classroom instruction • Increase family engagement opportunities (e.g., translated materials, interpreter support, family nights) • Increased access to updated technology Accountable lead: Administrators, EL Coordinator and EL teachers.	• Increased participation of EL students in support programs and school activities	☐ WSF, \$ ☐ Title I, \$10,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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1.2.5. Students will have access to 1:1 devices to develop necessary computer science skills and become ethical and digital citizens. By the end of SY 2026-2027, 100% of enrolled students (baseline: 454 students enrolled in 2024-25) will have an assigned functional device, and the percentage of students on or above grade level on the spring universal screener will increase from 46.9% to 52.0% in language arts and from 37.0% to 42.0% in math.	Providing 1:1 access ensures all students can participate in a digital learning environment regardless of socioeconomic status.	• Sustainable 1:1 Program: Maintain a 1:1 student-to-device ratio (Chromebooks/tablets) through a managed refresh cycle and dedicated Title I/WSF funding for hardware maintenance. • Digital Citizenship: Implement school-wide Common Sense Media lessons (or equivalent) to teach students about digital footprints, media literacy, and online safety Name of Accountable Lead(s) ("Who is responsible?"): • Technology Coordinator • Classroom Teachers • Administration (Principal)	Inventory Audits: Annual reports showing 100% of students have an assigned, functional Device. Digital Management System: Deledao & Hapara	☐ WSF, \$ ☒ Title I, \$30,376 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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★ **GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.**

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	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 for enabling activities.</i>
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. By the end of SY 2026-2027, enrolled students in grades 1-5 (baseline: 454 students in 2024-25) will participate in at least one documented career, community, or civic learning opportunity, and positive parent responses on the SQS Involvement/Engagement dimension will increase from 83.3% in 2024-25 to 88.0%.	Students in the Waimea community benefit from early exposure to various career paths and civic duties to build relevance between classroom learning and the "real world." There is a need to formalize these opportunities so they are equitable across all grade levels rather than ad-hoc.	Organize an annual Career Day featuring local community members and professionals. - Integrate Project-Based Learning (PBL) units that require students to solve community-based problems (e.g., environmental stewardship at Mala'ai garden). - Establish student leadership opportunities such as Student Council and "Junior Police Officers" (JPO) to practice civic engagement. - Conduct field trips to local businesses, farms, and astronomical observatories (Mauna Kea context). Name of Accountable Lead(s): Community Schools Coordinator, Grade Level Teachers, Student Council Advisor.	- Calendar of events, - Student participation logs in civic activities	☒ WSF, \$12,000 ☒ Title I, \$5,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

K-12 Alignment 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. By the end of SY 2026-2027, grade 5 language arts proficiency will increase from 42.3% in 2024-25 to 50%, grade 5 math proficiency will increase from 30.0% to 42%, schoolwide language arts proficiency will increase from 44.8% to 50%, and schoolwide math proficiency will increase from 36.2% to 42%.	To ensure students can access advanced pathways in middle and high school, they must master "Priority Standards" in ELA and Math at the elementary level. Data shows a need for stronger vertical alignment to ensure there are no learning gaps during the transition to the Honoka'a Complex middle schools.	Utilize Professional Learning Teams (PLTs) to ensure the Guaranteed and Viable Curriculum (Ready Math/Wonders) is taught with high rigor. - Implement Teacher Clarity (learning intentions and success criteria) so students understand the high-level skills they are expected to master. - Provide enrichment and accelerated learning opportunities (Tier 1 enhancement) for students exceeding grade-level benchmarks. - Conduct "Vertical Alignment" meetings with middle school faculty to review exit-expectations for 5th graders. Name of Accountable Lead(s): Academic Coaches, Principal, 5th Grade Transition Team.	- SBA scores, - iReady growth data	☒ WSF, \$5,000 ☒ Title I, \$2000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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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>	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 for enabling activities.</i>
2.1.1. Strengthen teacher capacity through ongoing professional learning and collaboration. By the end of SY 2026-2027, 100% of teachers (baseline: 36 teachers in 2024-25) will participate in ongoing PLTs and coaching cycles, and schoolwide combined proficiency will improve from 44.8% to 50% in language arts and from 36.2% to 37.5% in math, indicating stronger Tier 1 instruction and collaboration.	Teachers require continued support to implement new instructional strategies and ensure consistency in Tier 1 and Tier 2 instruction across classrooms.	Continue teacher collaboration through weekly Professional Learning Teams. Provide mentoring support for new teachers and emergency hires. Offer professional development in: Building Thinking Classrooms The PLT Process Character Strong High Leverage Strategies Conduct regular classroom walkthroughs and instructional coaching cycles. Accountable lead: Administration and Guiding Coalition	• Classroom observation data • Teacher feedback surveys • Student achievement data	☒ WSF, \$5,000 ☒ Title I, \$5,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$



PRIORITY 2: High-Quality Educator Workforce In All Schools

2.1.2. All teachers are effective high quality educators or are receiving the necessary support to become effective, high quality educators. By the end of SY 2026-2027, the percentage of fully licensed teachers will increase from 91.6% in 2024-25 to 100.0%, the percentage of emergency hires will decrease from 8.3% to 0.0%, and 100% of teachers will participate in the identified professional learning and support cycles.	Shown as an area of high need in all previous WASC and CNA Datawork books.	All staff will participate in professional development provided through the CLSD grant • All teachers: Science of Reading • GC/Leadership: HMTSS-R • Literacy Coach: HIDEOE Coaching Sessions Accountable leads: Administration, Lead of CLSD grant, Literacy Coach	• Observations • Walkthroughs	☒ WSF \$45,000 ☒ Title I, \$10,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: _CLSD_, \$ ☐ Other: __, \$
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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>	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 for enabling activities.</i>
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. By the end of SY 2026-2027, the SCC will maintain 100% of required seats filled, meet according to the published schedule, and increase parent School Quality Survey response rates from 23.3% in 2024-25 to 30.0%; positive parent Involvement/Engagement responses will increase from 83.3% to 88.0%.	This requires overcoming historical recruitment challenges to maintain a full, diverse roster of parents, students, and community members that meets HIDOE statutory requirements.	Active Recruitment: Conduct annual recruitment drives via the PCNC (Parent-Community Networking Center) and school newsletters to fill vacant seats for parents, community members, and students. Structured Meeting Calendar: Establish and publish a yearly schedule of at least monthly or bi-monthly meetings to ensure consistency. Collaborative Plan Review: Dedicate specific meetings to the collaborative review of the CNA, Academic Plan, and Financial Plan to ensure SCC input is integrated before submission. WASC Alignment: Include SCC members in the WASC self-study and mid-cycle visit processes to provide external perspective on school progress. Name of Accountable Lead(s): School Community Coordinator, SCC Chair, Administration	• Membership Roster: • Meeting Documentation: • Attendance Logs • Signed Assurances	☐ WSF, \$ ☒ Title I, \$2,000 ☐ 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>	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 for enabling activities.</i>
3.3.2. All families and staff can easily learn about and participate in feedback processes that inform decision making at the school. By the end of SY 2026-2027, positive SQS Involvement/Engagement responses will increase from 83.3% in 2024-25 to 90.0% for parents and from 45.2% to 55.0% for teachers; parent response rates will also increase from 23.3% to 30.0%.	This has been shown as a critical need in past CNA data works books and WASC self-study report.	• Develop surveys to solicit feedback from families. • Review the school website to ensure the information is user-friendly and up to date • Provide training and resources to families so they can actively participate in the school level decision-making process. Accountable Lead(s): Administration and Community Schools Coordinator	SQS - Increase the number of families responding positively that they feel involved and engaged in the school community, 87% to 95%. Panorama	☐ WSF, \$ ☒ Title I, \$5,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
3.3.3. Coordinate critical support for families and students through the Community School Model.	Data from Panarama studies and CNA Data workbooks shows that there is a strong need for	• Coordinate support programs to address out-of-school barriers for students and families. • Provide after-school, weekend, and summer programs that provide academic and individualized support. • Establish Waimea Elementary School as a community hub and provide educational opportunities for adults	SQS - Increase the number of families responding positively that they feel involved and engaged in the school community, 87% to 95%.	☐ WSF, \$ ☒ Title I, \$2,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$

By the end of SY 2026-2027, average daily attendance will increase from 91.0% in 2024-25 to 93.0%, regular attendance will increase from 67.8% to 72.8%, and positive parent Involvement/Engagement responses on the SQS will increase from 83.3% to 88.0%.	these supports.	and family members to share their stories and serve as equal partners in promoting student success. • Build a culture of professional learning, collective trust, and shared responsibility through site-based leadership teams and teacher-learning communities.	Panorama	☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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★ Other Systems of Support

Desired Outcome <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>Estimate the additional amount needed for enabling activities.</i>
[Insert school specific desired outcome] (To add additional desired outcomes, duplicate this row)	[If applicable, reference the root/contributing cause from the Identified School Needs section]	[Include specific enabling activities or strategic actions being taken to achieve your desired outcome]; [Reference name of accountable lead(s) here]	[List the measures and/or evidence that will be used to monitor progress here]	WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant: __, \$ Other: __, \$

APPENDIX A: SCHOOL COMMUNITY COUNCIL ASSURANCES FORM

One of a School Community Council's (SCC) main functions is to review the school's Academic Plan and Financial Plan for the upcoming school year and either recommend revisions of the plans to the principal or recommend the plans for approval by completing the SCC Assurances Form.

The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name and signature of the SCC chairperson must be included on both pages of the form, regardless of revisions or comments added to the second page.

Hawaii State Department of Education School Academic Plan and Financial Plan Annual Assurances and Recommendation for Approval

The **Waimea Elementary School** School Community Council (SCC) recommends the school plans to the Complex Area Superintendent for approval and assures the following:

1. The SCC is correctly constituted and was formed in accordance with the Board of Education policy, Department of Education procedures and state law.
2. The SCC reviewed its responsibilities under the Board of Education policy, Department of Education procedures and state law, including those related to the review of the Academic Plan and Financial Plan.
3. The SCC sought and considered all recommendations from the school community or committees before recommending the plans for approval. (Check all that apply)

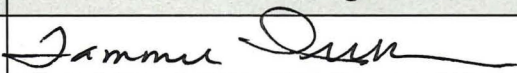
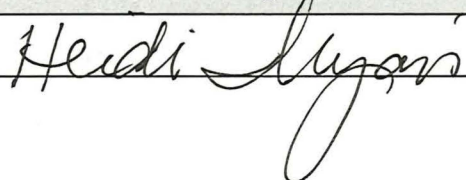
A School Community Council Meeting was conducted on **Date** to share the school data and gather input on student priorities.

A School Community Meeting was conducted on **Date** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.

Other (list): **[Insert text. Examples: School Leadership Team, Curriculum Committee, School Safety Committee]**

4. The SCC reviewed the Academic Plan and Financial Plan and found that they are based upon a thorough analysis of student performance data, and use evidence-based interventions.
5. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The principal has provided a clear explanation to the SCC about the status of each of the recommendations made by the SCC regarding the Academic Plan and Financial Plan.
7. This school plan was adopted through consensus or by vote by the School Community Council on: **Date**

Attested:

Waimea Elementary School Principal	Signature	Date
Tammie Picklesimer		04/14/26
SCC Chairperson	Signature	Date
Heidi Ilyavi		04/14/26

SCC Recommendations to the Academic Plan and Financial Plan:

The School Community Council, in review of the Academic and Financial Plans, has provided the principal with the following recommendations for consideration. These recommendations are included as a means to share these issues with the Complex Area Superintendent and to identify the action taken by the principal on the SCC recommendations. If no recommendations were made, please write "N/A." **SCC Chairperson signature is required on both pages.**

SCC Recommendation:	Rationale for the SCC Recommendation:	Principal's Response to SCC Recommendation:
N/A		

SCC Comments: Statement of Problem or Concerns regarding the Academic Plan and Financial Plan review process.

N/A

Attested:

SCC Chairperson	Signature	Date
Heidi Ilyavi		04/14/26

APPENDIX B: 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.**

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 <i>(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)</i>	1089		
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	Yes	No	N/A, we meet the requirement
Waimea Elementary School Bell Schedule: WES Draft Bell Schedule			

Waimaea Elementary

2026 - 2027 BELL SCHEDULE

NOTE: INPUT 4TH GRADE WHEN FILLING THIS SHEET OUT

FOR THE USER: Only change the cells with YELLOW highlights as the black text cells are preset equations. Do not edit this sheet as the data is linked to a master sheet with all of the other schools. You can create new tabs if you want additional sheets to practice on.

WHEN YOUR SCHOOL IS COMPLETED WITH INPUTTING ITS PROPOSED BELL SCHEDULE, "CHECK" THE BOX IN THE SPACE TO THE RIGHT:

Monday										Tuesday										Wednesday										Thursday										Friday									
Student Start Time 8:00 AM										Student Start Time 8:00 AM										Student Start Time 8:00 AM										Student Start Time 8:00 AM										Student Start Time 8:00 AM									
Teacher Start Time 8:00 AM										Teacher Start Time 8:00 AM										Teacher Start Time 8:00 AM										Teacher Start Time 8:00 AM										Teacher Start Time 8:00 AM									
Start	End	Min	Type	Description (Optional)						Start	End	Min	Type	Description (Optional)						Start	End	Min	Type	Description (Optional)						Start	End	Min	Type	Description (Optional)															
8:00 AM	8:05 AM	5	Opening							8:00 AM	8:05 AM	5	Opening							8:00 AM	8:05 AM	5	Opening							8:00 AM	8:05 AM	5	Opening							8:00 AM	8:05 AM	5	Opening						
8:05 AM	8:15 AM	10	Instruction	Circle						8:05 AM	8:15 AM	10	Instruction	Circle						8:05 AM	8:15 AM	10	Instruction	Circle						8:05 AM	8:15 AM	10	Instruction	Circle						8:05 AM	8:15 AM	10	Instruction	Circle					
8:15 AM	9:30 AM	75	Instruction	Math						8:15 AM	9:30 AM	75	Instruction	Math						8:15 AM	9:30 AM	75	Instruction	Math						8:15 AM	9:30 AM	75	Instruction	Math						8:15 AM	9:30 AM	75	Instruction	Math					
9:30 AM	10:00 AM	30	Instruction	Math Intervention						9:30 AM	10:00 AM	30	Instruction	Math Intervention						9:30 AM	10:00 AM	30	Instruction	Math Intervention						9:30 AM	10:00 AM	30	Instruction	Math Intervention						9:30 AM	10:00 AM	30	Instruction	Math Intervention					
10:00 AM	10:15 AM	15	Recess							10:00 AM	10:15 AM	15	Recess							10:00 AM	10:15 AM	15	Recess							10:00 AM	10:15 AM	15	Recess							10:00 AM	10:15 AM	15	Recess						
10:15 AM	10:20 AM	5	Passing - During Study							10:15 AM	10:20 AM	5	Passing - During Study							10:15 AM	10:20 AM	5	Passing - During Study							10:15 AM	10:20 AM	5	Passing - During Study							10:15 AM	10:20 AM	5	Passing - During Study						
10:20 AM	11:45 AM	85	Instruction	ELA + Writing						10:20 AM	11:45 AM	85	Instruction	ELA + Writing						10:20 AM	11:45 AM	85	Instruction	ELA + Writing						10:20 AM	11:45 AM	85	Instruction	ELA + Writing						10:20 AM	11:45 AM	85	Instruction	ELA + Writing					
11:45 AM	11:50 AM	5	Passing - During Study							11:45 AM	11:50 AM	5	Passing - During Study							11:45 AM	11:50 AM	5	Passing - During Study							11:45 AM	11:50 AM	5	Passing - During Study							11:45 AM	11:50 AM	5	Passing - During Study						
11:50 AM	12:25 PM	35	Lunch and recess							11:50 AM	12:25 PM	35	Lunch and recess							11:50 AM	12:25 PM	35	Lunch and recess							11:50 AM	12:25 PM	35	Lunch and recess							11:50 AM	12:25 PM	35	Lunch and recess						
12:25 PM	2:00 PM	95	Instruction							12:25 PM	2:00 PM	95	Instruction							12:25 PM	2:00 PM	95	Instruction							12:25 PM	2:00 PM	95	Instruction							12:25 PM	2:00 PM	95	Instruction						
2:00 PM	2:15 PM	15	Closing	Circle						2:00 PM	2:15 PM	15	Closing	Circle						2:00 PM	2:15 PM	15	Closing	Circle						2:00 PM	2:15 PM	15	Closing	Circle						2:00 PM	2:15 PM	15	Closing	Circle					
2:15 PM	3:00 PM	45	Teacher Prep - Outside							2:15 PM	3:00 PM	45	Teacher Prep - Outside							2:15 PM	3:00 PM	45	Teacher Prep - Outside							2:15 PM	3:00 PM	45	Teacher Prep - Outside							2:15 PM	3:00 PM	45	Teacher Prep - Outside						
3:00 PM										3:00 PM										3:00 PM										3:00 PM										3:00 PM									

Bell Schedule Formation Process:

According to the Hawaii State Teachers Association Collective Bargaining Agreement Article VI, Section DD.5 through DD.8:

1. Implementation of this bell schedule shall require a collaborative process involving all active bargaining unit members at the school and the administration.
2. Principals shall work with the leadership group to develop a schedule for the school that meets the above criteria and the needs of the particular school. Development of the schedule shall be done through a collaborative process involving all active bargaining unit members at the school and the administration. The schedule may be one of four or more Department-approved model schedules, developed with input with the Association.
3. If all active bargaining unit members and the administration achieve consensus, the schedule shall be adopted for the school. For the purpose of this decision, consensus has been reached when all bargaining members in the school agree that their points of view have been heard and understood and that they can live with the decision.
4. If consensus is not achieved, then the principal shall put the proposed schedule to a vote of the active bargaining unit members. The schedule shall be adopted if approved by 66 2/3% of the members voting. If the vote is not approved by 66 2/3%, the principal shall select a schedule from the Department Approved model bell schedules listed below.

Department Approved Model Bell Schedules:

2013 Department Approved Model Elementary School Model Bell Schedule B	https://docs.google.com/spreadsheets/d/1LaywZr8VEMj-0ek4KZokaGxv8_dy1aWw-8cdz6vo/edit?pid=1168263991&pid=1168263991
2013 Department Approved Model Intermediate School Model Bell Schedule B	https://docs.google.com/spreadsheets/d/1B-1-J-EFyTxlIec8awbZFxo66g-JUmstIEFFYAllogo/edit?pid=120021145&pid=120021145
2013 Department Approved Model High School Model Bell Schedule A	https://docs.google.com/spreadsheets/d/1H44q7PF9HtR8W1QGNXpgHNV9RZjmbOSYf6MshVUGU/edit?pid=120021145&pid=120021145
2013 Department Approved Model High School Model Bell Schedule B	https://docs.google.com/spreadsheets/d/1T2NtNthYzRD57RMlpDyyb8OmY_CxyFHzbWpMjxNM/edit?pid=120021145&pid=120021145

Bell Schedule Waiver / Exception Process:

Outcome: A bell schedule that does not comply with all criteria in cells AC43 to AC 52 will require a School Community Council waiver.

Policies: According to Hawaii Board of Education Policies [106.5](#) and [500.20](#) and Hawaii Revised Statutes [302A-251](#), schools may request waivers from specific Hawaii Board of Education policies, Hawaii State Department of Education policies, rules or regulations, or exceptions to specific collective bargaining agreement provisions. To request the School Community Council Waiver / Exception Request Form, please email: scc@k12.hi.us.

Process: All bell schedule waiver requests are to be approved by the School Community Council, then approved by the Complex Area Superintendent, and then approved by the Superintendent. Requests for a waiver are then shared with the Waiver / Exception Review Committee (also known as 2+2) which consists of two Hawaii State Teachers Association representatives and two Hawaii Board of Education representatives or their designees OR two representatives from the Hawaii Governmental Employees Association and two Hawaii Board of Education representatives or their designees. Any request impacting the Hawaii State Teachers Association collective bargaining agreement must be agreed to by both the Hawaii State Teachers Association and the Hawaii State Department of Education. The review committee is informed only without taking a vote on 1) waivers from Hawaii State Department of Education procedures, rules, or regulations unrelated to the collective bargaining agreement and 2) waivers from Hawaii Board of Education policies unrelated to the collective bargaining agreement. The review committee reviews and must vote on 1) waivers from Hawaii Board of Education policies or 2) any exception to the collective bargaining agreement. Recommendations from the Waiver / Exception Review Committees are shared with the Board of Education for final approval. The Principal is required by Hawaii Board of Education policy [106.5](#) to present the proposal to the Hawaii Board of Education. In addition, Complex Area Superintendents are encouraged to attend the Hawaii Board of Education meeting. Waivers shall be effective for up to one school year.

Other Bell Schedule Examples That Can Be Used As a Starting Point if Your School Would Like a More Customized Bell Schedule Option:

Elementary School Bell Schedule 1 2022-2023 - Traditional Schedule	https://docs.google.com/spreadsheets/d/1eM5zFzU	Traditional elementary school bell schedule.
Elementary School Bell Schedule 2 2022-2023 - Weekly Resource Day	https://docs.google.com/spreadsheets/d/1S_nQokb	Each grade level has a Resource Day once a week. Students rotate through 40 minute classes of PE, Music, Hawaiian Studies during which time teachers have a total of 105 minutes for professional development, data team or grade level meetings and an additional 40 minute prep period.
Elementary School Bell Schedule 3 2022-2023 - Afternoon Recess	https://docs.google.com/spreadsheets/d/1FU_8dMn	This bell schedule has an afternoon recess.
Elementary School Bell Schedule 4 2022-2023 - Recess Before Lunch	https://docs.google.com/spreadsheets/d/11-MpNDn	This bell schedule features recess before lunch.
Elementary School Bell Schedule 5 2022-2023 - Response to Intervention Periods	https://docs.google.com/spreadsheets/d/1K2BOSj3f	This bell schedule includes three 30 minute Response to Intervention periods per week.
Elementary School Bell Schedule 6 2022-2023 - Articulation Every Other Week	https://docs.google.com/spreadsheets/d/1KW3RjRt	This bell schedule has an Articulation Day every other Thursday for PE, Library, and Guidance. Teachers use that time for prep and meetings.
Elementary School Bell Schedule 7 2022-2023 - Breakfast Club	https://docs.google.com/spreadsheets/d/1gZCnNe4	The school day begins in the cafeteria where students eat breakfast before going to class. Particularly effective in Community Eligibility Provision schools where all students eat school meals for free.
Middle School Bell Schedule 1 2022-2023	https://docs.google.com/spreadsheets/d/19uDMdGd	5 on 6 floating prep with common prep periods at the end of every day. Advisory meets every day for 30 minutes.
Middle School Bell Schedule 2 2022-2023	https://docs.google.com/spreadsheets/d/105oA9iBp	6 on 7 floating prep with common prep periods at the end of the day on Thursday and Fridays as well. Team preparation periods are on Wednesdays along with a "Team Flex" period on Thursdays where teams can meet up and plan.
Middle School Bell Schedule 3 2022-2023	https://docs.google.com/spreadsheets/d/10WQuNF	5 on 6 floating prep with common prep periods at the end of the day on Tuesday, Thursday, and Friday. Rotating schedule results in a full cycle completed every 2 weeks.
Middle School Bell Schedule 4 2022-2023	https://docs.google.com/spreadsheets/d/1SRPmbg	5 on 7 floating prep with meetings afterschool everyday except for Tuesday. Tuesday afterschool is a study hall.
Middle School Bell Schedule 5 2022-2023	https://docs.google.com/spreadsheets/d/18V7h7Rv	6 on 7 with floating team meeting. Common prep everyday afterschool. Teacher meetings held on Wednesday afterschool. Advisory held every day.
Middle School Bell Schedule 6 2022-2023	https://docs.google.com/spreadsheets/d/1TDL8fdo	6 on 7 floating prep and teachers are able to select an AM or PM prep for 45 minutes each day. Meetings on Wednesday and time set aside Friday afternoon to enter grades into Infinite Campus.
Middle School Bell Schedule 7 2022-2023	https://docs.google.com/spreadsheets/d/1YWHet1	5 on 6 floating prep and common prep afterschool on Monday, Tuesday, and Friday. Advisory everyday and teacher meeting on Thursday afterschool. Study Hall for students on Wednesday and Friday afterschool.
Middle School Bell Schedule 8 2022-2023	https://docs.google.com/spreadsheets/d/1vM3_rpd	5 on 6 floating prep. Meetings afterschool on Tuesday, Wednesday, and Thursday. Agreement reached with union to reduce work day by 30 minutes on Monday and Friday and extended by 30 minutes on Tuesday and Thursday. Advisory on Wednesday.
High School Bell Schedule 1 2022-2023 - 5 on 7	https://docs.google.com/spreadsheets/d/1187zv62C	Teachers are 5 on 7 with two floating preps. Instructional time includes 1 35 minute Advisory. Meetings on Wednesdays.
High School Bell Schedule 2 2022-2023 - Two Week 6 on 8	https://docs.google.com/spreadsheets/d/1Ti6Zwhv1	Teachers are 6 on 8 with two floating preps. Instructional time includes Advisory. 75 minute meeting on Wednesdays. This is a 2 week schedule. Week 1 starts with Schedule A, and week 2 starts with Schedule B.
High School Bell Schedule 3 2022-2023 - Block Schedule	https://docs.google.com/spreadsheets/d/1awW1Gf3	This is a block schedule. Teachers are 3 on 4 with one floating prep and four common preps. 90 minute meeting on Tuesday and 60 minute meeting on Wednesday.
High School Bell Schedule 4 2022-2023 - Later Start Time	https://docs.google.com/spreadsheets/d/15Qe0f8u	Students start school at 8:30 am. Teachers can choose an AM or PM common prep period of 45 minutes. This example illustrates both. With the 6 on 7 schedule, teachers also have one floating prep period.

Other Considerations:

Your bell schedule is the resource allocation of time in furthering your school's educational goals. When creating your bell schedule, consider:

- How does your bell schedule fit with your school's academic and financial plan?
- What priorities does the school administration, school staff, school community council, parents, students, etc. want to emphasize? (i.e. longer instruction times for more hands on learning, shorter instruction times to keep students focused, longer recess times, later school start times, etc.)
- Bell schedule impact on student transportation both for your school and your neighboring schools?
- Bell schedule impact on student meals? Cafeteria seating capacity and meal distribution capacity?
- Student start times effect on educational performance?
- Student end times effect on after school programs such as A+, sports, extra classes, etc.?
- Communicate and share ideas with other principals who may have found innovation in their bell schedule that could work for your school.
- While there are legal and union contract requirements for compliance (unless obtaining a Board of Education waiver), schools have flexibility to emphasize and de-emphasize categories. Every decision has a tradeoff by increasing / decreasing time allocated for each category.

Additional Questions:

If you have additional questions and would like to speak to a person, please contact:

Brandon Lee: Brandon.T.Lee@k12.hi.us or (808) 282-5661

Jaron Takumi: Jaron.Takumi@k12.hi.us or (808) 798-6107

Ken Kakesako: Ken.Kakesako@k12.hi.us or (808) 282-3430

Policy, Innovation, Planning and Evaluation Branch: legcoordinate@k12.hi.us