




Kihei Elementary School Academic Plan SY 2025-2026

250 E. Lipoa Street
808-727-4400
<https://kiheielementary.org>

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

Submitted by Principal TA Nicole McCombs	
	3/27/25

Approved by Complex Area Superintendent Lori Yatsushiro	
	4/11/25

Root/Contributing Cause:

3A: Need a school wide model to disaggregate sub group growth data

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
K-5	'23 Wonders -	Eureka Math2 -	Discovery Education	

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
K-2	Enhanced Core Reading Instruction		Mystery Science	Scholastic News
3-5			Generation Genius	Time for Kids
4				Hawai'i, The Pacific State, 2nd Edition

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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: eSSS

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	STAR Enterprise ▾	STAR Enterprise ▾
K-5	DIBELS ▾	DIBELS ▾
K	HI KRA ▾	HI KRA ▾

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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: **[Insert text]**
- ☒ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: SY22-23

Type of Last Visit: Full Self-Study -

Year of Next Action: SY25-26

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

Year of Next Self-Study:

SY28-29

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

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

Please number the student need and root/contributing cause for ease of cross-referencing.

1	<p><u>Student Need:</u> Increase student proficiency achievement in ELA, Math, and Science</p> <p><u>Root/Contributing Cause:</u> 1A: Continue to use diagnostic assessments to drive differentiated instruction. 1B: Varying levels of strategies and implementation of school wide differentiated instruction 1C: Diverse multicultural student population requires cultural awareness, resources, and professional development 1D: Varying levels and needs of sub groups of students</p>
2	<p><u>Student Need:</u> Increase student growth in ELA, Math, and Science</p> <p><u>Root/Contributing Cause:</u> 2A: Varying levels of professional development for teachers in foundational reading, math fluency skills, and differentiated instruction 2B: Ensure dedicated time for data teams to disaggregate growth score data 2C: Insufficient time to work on K-12 vertical alignment discussions and strategies</p>
3	<p><u>Student Need:</u> Continue to refine assessment model</p>

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4	<p><u>Student Need:</u> Maintain and repair KES facilities</p> <p>4A: Campus is in constant need of repair due to age</p> <p>4B: Many play areas for students need repairs, resurfacing and/or painting</p> <p>4C: Air conditioning in classrooms aging and not easily replaced</p>

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In order to address student subgroup(s) achievement gaps, please list the <u>targeted subgroup(s)</u> and their <u>identified need(s)</u> . Enabling activities should address identified subgroup(s) and their needs.	
1	<p><u>Targeted Subgroup:</u> Special Education (SPED)</p> <p><u>Identified Student Need(s):</u> Decrease the student achievement gap in ELA, Math, and Science</p>
2	<p><u>Targeted Subgroup:</u> English Language Learners</p> <p><u>Identified Student Need(s):</u> Decrease the student achievement gap in ELA, Math, and Science</p>
3	<p><u>Targeted Subgroup:</u> Disadvantaged</p> <p><u>Identified Student Need(s):</u> Decrease the student achievement gap in ELA, Math, and Science</p>

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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.	2B 1D	<p>1.1.1 A All incoming KES Kindergarten students will participate in KRA and School Readiness Assessments within 30 days of entering school and provided support and resources to develop readiness skills for learning. SW6 Rachel Reyes, Kindergarten GLC and Jessie O'Neill-Prest, Curriculum Coordinator</p> <p>1.1.1 B Continue School Readiness Program (Jumpstart) for incoming kindergarten students. SW6 Nicole McCombs, TA Principal, Jaime Carrier, TA VP</p>	<p>KRA Scores</p> <p>Kindergarten Assessment Checklist</p> <p>Data Team Minutes</p> <p>Student Success Plans</p> <p>Jumpstart Attendance Records</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$ 5,000</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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<div>Reading Proficiency</div> <div>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.</div>	<div>1A</div> <div>1D</div> <div>2B</div> <div>3A</div>	<div>1.1.2. A</div> <div>Kihei Elementary School students' SBA ELA proficiency scores will increase by 2.20 percentage points. SW1</div> <div>Jessie O'Neill-Prest, Curriculum Coordinator</div> <table><tr><td>'20-21</td><td>'21-22</td><td>'22-23</td><td>'23-24</td><td>Target '24-25</td><td>Target '25-26</td></tr><tr><td>45.1%</td><td>47.7%</td><td>41.69%</td><td>42.8%</td><td>46.2%</td><td>48.5%</td></tr></table> <div>1.1.2.B</div> <div>Kihei Elementary School students will receive 30 minutes of targeted ELA differentiated instruction 4 days a week. SW6</div> <div>Renee Henderson, RTI Coordinator</div> <div>1.1.2.C</div> <div>Kihei Elementary School students in K-2 will receive daily ECRI foundational reading skills instruction. SW6</div> <div>Chelsea Allen, RTI</div> <div>1.1.2.D</div> <div>Each EL student will have 30 minutes of targeted pull out language instruction one day per week provided by a TESOL certified instructor. SW6</div> <div>Erin Kowalick, English Language Learner Coordinator</div> <div>Growth to Target</div> <table><tr><td>'22-23</td><td>'23-24</td><td>Target</td><td>Target</td></tr></table>	'20-21	'21-22	'22-23	'23-24	Target '24-25	Target '25-26	45.1%	47.7%	41.69%	42.8%	46.2%	48.5%	'22-23	'23-24	Target	Target	<div>DIBELS:</div> <div>Progress Monitoring and Benchmark Scores</div> <div>STAR Screening Data</div> <div>SBA Scores</div> <div>Data Team Minutes</div> <div>Walk Through Data</div>	<div><input checked="" type="checkbox"/> WSF, \$5,000</div> <div><input checked="" type="checkbox"/> Title I, \$25,000</div> <div><input type="checkbox"/> Title II, \$</div> <div><input type="checkbox"/> Title III, \$</div> <div><input type="checkbox"/> Title IV-A, \$</div> <div><input type="checkbox"/> Title IV-B, \$</div> <div><input type="checkbox"/> IDEA, \$</div> <div><input type="checkbox"/> SPPA, \$</div> <div><input type="checkbox"/> Homeless, \$</div> <div><input type="checkbox"/> Grant:__, \$</div> <div><input type="checkbox"/> Other:__, \$</div>
'20-21	'21-22	'22-23	'23-24	Target '24-25	Target '25-26															
45.1%	47.7%	41.69%	42.8%	46.2%	48.5%															
'22-23	'23-24	Target	Target																	

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				'24-25	'25-26		
		63.39%	80.4%	82%	84%		
		1.1.2 E All students will participate in one on one DIBELS assessments. Data will be used for RTI to support student's proficiency. * SW6					

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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 <u>receive necessary and timely support</u> to become proficient.	1A 1D 2B 3A	<p>1.1.3.A Kihei Elementary School students' SBA Math proficiency scores will increase by 1.50 percentage points. SW1 Jessie O'Neill-Prest, Curriculum Coordinator</p> <table><tr><th>'20-21</th><th>'21-22</th><th>'22-23</th><th>'23-24</th><th>Target '24-25</th><th>Target '25-26</th></tr><tr><td>36.5%</td><td>44.5%</td><td>44.19%</td><td>42.9%</td><td>47.2%</td><td>48.7%</td></tr></table> <p>1.1.3.B Kihei Elementary School students will receive 15-20 minutes of targeted math fluency practice (number talks) 4 days a week. SW6 Rachel Sanders, RTI</p> <p>1.1.3.C Kihei Elementary School students will receive 30 minutes of targeted math differentiated instruction 4 days a week. SW6 Rachel Sanders, RTI</p> <p>1.1.3.D All students will participate in one on one LTL assessments. Data will be used for RTI to support student's proficiency. * SW6</p>	'20-21	'21-22	'22-23	'23-24	Target '24-25	Target '25-26	36.5%	44.5%	44.19%	42.9%	47.2%	48.7%	<p>LTL Data</p> <p>STAR Screening Data</p> <p>SBA Scores</p> <p>Walk Through Data</p>	<p><input checked="" type="checkbox"/> WSF, \$5,000</p> <p><input checked="" type="checkbox"/> Title I, \$25,000</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>
'20-21	'21-22	'22-23	'23-24	Target '24-25	Target '25-26											
36.5%	44.5%	44.19%	42.9%	47.2%	48.7%											

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<p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p> <p><i>Required for all schools.</i></p>	<p>1B 1C 1D 2B 3A</p>	<p>1.1.4.A</p> <p>All Kihei Elementary School students will demonstrate growth in ELA, Math, and Science. SW1</p> <p>ELA Growth</p> <table><tr><th>'20-21</th><th>'21-22</th><th>'22-23</th><th>'23-24</th><th>Target '24-25</th><th>Target '25-26</th></tr><tr><td>31%</td><td>63%</td><td>50%</td><td>62%</td><td>70%</td><td>78%</td></tr></table> <p>Math Growth</p> <table><tr><th>'20-21</th><th>'21-22</th><th>'22-23</th><th>'23-24</th><th>Target '24-25</th><th>Target '25-26</th></tr><tr><td>15%</td><td>59%</td><td>64%</td><td>65%</td><td>73%</td><td>81%</td></tr></table> <p>1.1.4.B</p> <p>All Kihei Elementary School students will participate in one on one LTL or Counting Objects, DIBELS assessments, and STAR Universal Screeners 3X a year. Growth scores with disaggregated data are monitored regularly. Data will be used for MTSS/RTI to support student's adequate growth. Grades 3-5 will use interim assessments and be used to drive instruction. * SW6</p> <p>Jody Glickman, Instructional Coach, Renee Henderson, RTI Coordinator, and Rachel Sanders, Math Coach</p> <p>1.1.4.C</p> <p>All students increase proficiency and show growth in science NGSS standards.</p>	'20-21	'21-22	'22-23	'23-24	Target '24-25	Target '25-26	31%	63%	50%	62%	70%	78%	'20-21	'21-22	'22-23	'23-24	Target '24-25	Target '25-26	15%	59%	64%	65%	73%	81%	<p>SBA Scores</p> <p>STAR Growth Screening Scores</p> <p>DIBELS Progress Monitoring and Benchmark Growth Scores</p> <p>LTL Growth Scores</p> <p>Data Team Minutes</p> <p>Student Success Plans</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$25,000</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input checked="" type="checkbox"/> Grant:__, \$175,000</p> <p><input type="checkbox"/> Other:__, \$</p>
'20-21	'21-22	'22-23	'23-24	Target '24-25	Target '25-26																							
31%	63%	50%	62%	70%	78%																							
'20-21	'21-22	'22-23	'23-24	Target '24-25	Target '25-26																							
15%	59%	64%	65%	73%	81%																							

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		<ul style="list-style-type: none">a) All students receive targeted science instruction weekly.b) All students receive targeted additional 45 minute science instruction with science resource teacher bi weekly.c) All students engage in targeted 30 minute Garden Class bi weekly.d) All students engage in various science experiences (OWL, Science in Motion, Digital Bus)e) All students participate in 'āina-based field trips (Kealia Pond, Waihee Refuge, Haleakala, Olowalu Cultural Reserve, Maui Ocean Center) throughout the school year SW6 <p>1.1.4.D Utilize technology to support academic growth by: a) Using evidence-based programs to support the instruction of all standards. SW6</p> <p>Ryan Nadai, Technology Coordinator</p> <p>1.1.4.E Establish learning and performance goals with students to increase their understanding of academic standards: a) Develop and refine Student Success Plan schoolwide template, procedures, and expectations. SW6</p> <p>Jessie O'Neill-Prest, Curriculum Coordinator</p> <p>1.1.4.F Continue Summer and Spring Break Program for students entering Grades 1-5.</p>		
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		<p>a) Academic Summer Program and Math Spring Break Camp will provide targeted instructional support and enrichment opportunities. SW6</p> <p>Nicole McCombs, TA Principal, Jaime Carrier, TA VP, Rachel Sanders, RTI</p> <p>1.1.4.G</p> <p>Foster the whole child with experiences that aid in bridging the achievement gap in ELA, Math, and Science in which provide a well-rounded education:</p> <ul style="list-style-type: none">a) Electives courses (Art, PE, Music, Hawaiian Studies, Computer Science, Library, Creative Movement and Garden classes)b) HĀ based practices (school 'oli, 'āina based field trips, Ho'olaule'a, Makahiki;)c) Student Voice and Aspirations (Peer Mediators/Ambassadors, Student Council, School Broadcast, Library Helpers;)d) Provide funding to support instructional equipment and associated supplies for electives courses;e) Bus and entry fees for academic programs and field trips. SW6 <p>Equity in Student Learning:</p> <p>Achievement Gap Data: High Needs vs. Non-High Needs</p> <p>ELA</p> <table><tr><th>'22-23</th><th>'23-24</th><th>Target '24-25</th><th>Target '25-26</th></tr><tr><td>21%</td><td>13%</td><td>11%</td><td>9%</td></tr></table> <p>Math</p>	'22-23	'23-24	Target '24-25	Target '25-26	21%	13%	11%	9%		
'22-23	'23-24	Target '24-25	Target '25-26									
21%	13%	11%	9%									

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'22-23	'23-24	Target '24-25	Target''25-26
24%	18%	16%	14%

Bianca Datiles, Student Activity Coordinator, Esther Byun, Resource Teacher, Jessie O'Neill-Prest, Curriculum Coordinator

1.1.4.H

Increase student growth in literacy through improved access to library and classroom library resources and materials:

- a) Expand and enhance library collection yearly to include multicultural literature and translated books as needed;
- b) Allow students to take self-directed visits to the library outside of classroom time;
- c) Provide standards based lessons that support in-class literacy instruction;
- d) Provide access to digital library resources;
- e) Provide summer challenges and materials to promote summer reading.
- f) Provide classroom libraries with guided and leveled readers to enhance reading fluency and comprehension
- g) Provide resources to foster the love of reading (i.e. book study, arts integration, student voice)

SW6

Jessie O'Neill-Prest, Curriculum Coordinator

1.1.4.I

Root/Contributing Cause:

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		<p>By May 2025, 25% of ELs at 2.0 or above will meet reclass criteria. SW1 Erin Kowalick, English Language Learner Coordinator</p> <p>EL Reclass Rates</p> <table><tr><th>'22-23</th><th>'23-24</th><th>Target '24-25</th><th>Target '25-26</th></tr><tr><td>11.9%</td><td>21.6%</td><td>23%</td><td>25%</td></tr></table>	'22-23	'23-24	Target '24-25	Target '25-26	11.9%	21.6%	23%	25%		
'22-23	'23-24	Target '24-25	Target '25-26									
11.9%	21.6%	23%	25%									

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<p>1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.</p> <p><i>Required for all schools.</i></p>	<p>2C</p>	<p>1.1.5.A Transition meetings held for all 5th graders with IDEA and 504 Plans with feeder middle school. SW6 Jay Whitten, School Services Coordinator</p> <p>1.1.5.B 5th Grade students visit and tour Lokelani Intermediate School. SW6 Zachary Kuykendall, 5th Grade Teacher</p> <p>1.1.5.C 5th Grade proficiency scores shared with Lokelani Intermediate School as determined in complex area meetings. SW6 Zachary Kuykendall, 5th Grade Teacher</p> <p>1.1.5. D Provide Student Council Leadership Field Trips to Lokelani Intermediate and Kulanihakoi High School in which students learn about middle and high school experiences. SW6 Bianca Datiles, Student Activities Coordinator</p>	<p>SSC Transition Meeting Notes</p> <p>5th Grade Transition Day Notes</p> <p>5th Grade Proficiency Scores File</p> <p>Student Voice and Leadership Notes and Feedback</p>	<p><input 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 checked="" type="checkbox"/> Other: PTA__, \$1,000</p>
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★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.																		
Desired Outcome "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?" Reference the Identified School Needs section.	Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"			Monitoring of Progress (Initial & Intermediate Outcomes) "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed to execute the enabling activity.												
1.2.1. All students desire to and attend school regularly. <i>Required for all schools.</i>	1B 1C 1D	1.2.1.A Improve attendance percentages and build bridge between school and home to increase academic growth by: <div><div>a) increased multilingual written and oral communication with parents;</div><div>b) parent and/or guardian education;</div><div>c) parent and/or guardian participation at Dolphin Assemblies;</div><div>d) celebrate attendance and classes with high attendance at monthly Dolphin Assemblies. SW6</div></div> Alaina Valite and SueAnn Kaauiwai, Counselors Percent of students attending 90% or more days of instruction: <table><tr><td>'20-21</td><td>'21-22</td><td>'22-23</td><td>'23-24</td><td>Target '24-25</td><td>Target '25-26</td></tr><tr><td>83.1%</td><td>34.6%</td><td>69.4%</td><td>74%</td><td>80%</td><td>90%</td></tr></table>			'20-21	'21-22	'22-23	'23-24	Target '24-25	Target '25-26	83.1%	34.6%	69.4%	74%	80%	90%	Translated Letters and Flyers Social media posts Dolphin Assemblies Attendance Records Attendance Recognition Files Field Trip Records Student Voice Minutes	<div><div><input type="checkbox"/> WSF, \$</div><div><input checked="" type="checkbox"/> Title I, \$1,000</div><div><input type="checkbox"/> Title II, \$</div><div><input type="checkbox"/> Title III, \$</div><div><input type="checkbox"/> Title IV-A, \$</div><div><input type="checkbox"/> Title IV-B, \$</div><div><input type="checkbox"/> IDEA, \$</div><div><input type="checkbox"/> SPPA, \$</div><div><input type="checkbox"/> Homeless, \$</div><div><input type="checkbox"/> Grant:__, \$</div><div><input checked="" type="checkbox"/> Other: PTA, \$1,000</div></div>
'20-21	'21-22	'22-23	'23-24	Target '24-25	Target '25-26													
83.1%	34.6%	69.4%	74%	80%	90%													

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	1B 1C 1D	<p>1.2.1.B Foster the whole child with experiences that aid in bridging the achievement gap in ELA, Math, and Science and provide a well-rounded education:</p> <ul style="list-style-type: none">a) In school activities (Healthy Heart Dance, Spirit Week, Dolphin Assemblies)b) Academic Math and Reading Buddies SW6 <p>Bianca Datiles, Student Activity Coordinator, Esther Byun, Resource Teacher</p> <p>1.2.1 C Implement culturally responsive school wide practices for all sub groups by including:</p> <ul style="list-style-type: none">a) translated flyers and digital communication;b) multicultural murals, signage, and artwork;c) school tours for new EL families. SW6 <p>Erin Kowalick, English Language Learner Coordinator</p>	<p>Growth Reports</p> <p>Equity in Student Learning Reports</p> <p>Student Voice Notes and Surveys</p> <p>Panorama Survey results</p>	
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Root/Contributing Cause:

3A: Need a school wide model to disaggregate sub group growth data

1.2.2. All students demonstrate positive behaviors at school. <i>Required for all schools.</i>	1D	1.2.2.A Continue Positive Behavioral Interventions and Supports (PBIS) program for grades K-5 and continue developing school-wide SEL programs Leader in Me and Student Voice. SW6 a)provide students with voice and leadership roles Alaina Valite, Counselor and Esther Byun, SEL Coordinator	PBIS Pacing and Lessons Student Voice/Dolphin Ambassador notes Leader in Me pacing plan Panorama Survey Results	<input type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$27,000 <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:__, \$

Root/Contributing Cause:**3A: Need a school wide model to disaggregate sub group growth data**

<p>1.2.3. All students experience a Nā Hopena A'o environment for learning.</p> <p><i>Required for all schools.</i></p>	<p>1B 1C 1D</p>	<p>1.2.3.A All students participate in bi-weekly Hawaiian Studies as an 'Āina Aloha School. SW6 Haliaka Kama, Hawaiian Studies</p> <p>1.2.3.B All students participate in 'O Kihei 'Aina Aloha, Ho'olaule'a, Makahiki, and other place based and arts integrated learning opportunities to share their learning with the community. SW6 Jessie O'Neill-Prest, Curriculum Coordinator</p> <p>1.2.3.C All students connect GLO's or General Learning Outcomes to Nā Hopena A'o. SW6 Haliaka Kama, Hawaiian Studies</p> <p>1.2.3.D 5th Grade students participate in cultural mural projects. SW6 Brian Cristofaro, Art Teacher and Haliaka Kama, Hawaiian Studies</p> <p>1.2.3.E The Ukulele Club will practice and perform for school and community events such as Kanikapila. SW6 Daniel Craft, Music Teacher</p>	<p>Hawaiian Studies pacing plan</p> <p>'Āina Aloha Showcase</p> <p>Art exhibits</p> <p>Ho'olaule'a programs</p> <p>Makahiki program</p> <p>Kanikapila program</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$5,000</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 checked="" type="checkbox"/> Other: 'Āina Aloha, \$10,000</p> <p><input checked="" type="checkbox"/> Other: PTA, \$500</p>
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Root/Contributing Cause:

3A: Need a school wide model to disaggregate sub group growth data

★ GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.				
Desired Outcome "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?" Reference the Identified School Needs section.	Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress (Initial & Intermediate Outcomes) "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed to execute the enabling activity.
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. <i>Required for all schools.</i>	1B 1C 1D	1.3.1.A Maintain opportunities for all students to access a variety of after school instruction/enrichment to be globally competitive and locally committed: a) Gather student feedback about after-school programs for SY 24-25; b) Purchase online subscriptions, resources and materials to support instruction. SW6 Jessie O'Neill-Prest, Curriculum Coordinator 1.3.1.B Continue to provide relevant and meaningful learning experiences for all students to be globally competitive and locally committed by: a) Bus and entry fees for career, community, and civic field trips; b) Community service with community partnerships; c) Provide Student Council, Peer Mediators, Dolphin Ambassadors, Junior Coaches, Dolphin Support Squad, Career Day, and Broadcast opportunities to all students; d) Partnership with Rotary Club of Kihei Wailea;	After School Enrichment Records After School Enrichment Student Survey Purchase Records Field Trip Records Student Work Samples Rotary Club Imua Readers Program Attendance	<input type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$75,000 <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:__, \$

Root/Contributing Cause:

3A: Need a school wide model to disaggregate sub group growth data

		<p>e) Fine Art Community Performances and Exhibits SW5 Bianca Datiles, School Activities Coordinator and Jessie O'Neill-Prest, Curriculum Coordinator</p>		
<p>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.</p>	<p>2A 2B 2C</p>	<p>1.3.2.A Continue participating in complex and district articulation days. SW6 Renee Romerdahl, First Grade Teacher</p> <p>1.3.2.B Provide time for horizontal and vertical mixed grade level and cross-curricular articulation time. SW6 Jody Glickman, Instructional Coach</p> <p>1.3.3.C Provide articulation time between departments to disaggregate data to achieve growth for all sub groups. SW6 Jody Glickman, Instructional Coach</p>	<p>Complex Meeting Notes</p> <p>District or Complex PLC Notes</p> <p>Data Team Notes</p> <p>Disaggregated Data</p>	<p><input checked="" type="checkbox"/> WSF, \$3,000 <input checked="" type="checkbox"/> Title I, \$3,000 <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: __, \$</p>

Root/Contributing Cause:

3A: Need a school wide model to disaggregate sub group growth data

1.3.3. All students graduate high school with a personal plan for their future.	N/A	N/A	N/A	<input 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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Root/Contributing Cause:

3A: Need a school wide model to disaggregate sub group growth data

**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 "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?" Reference the Identified School Needs section.	Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed to execute the enabling activity.
2.1.1 Deliver highly effective professional development to teachers	1B 1C 1D	2.1.1 A Plan and implement professional development to support school goals and target individual teachers' needs to include: a) Unpacking Hawaii DOE Subject Standards; ELA, Math, and Science b) Foundational Reading Skills c) ECRI Instruction for K-2 teachers, SPED teachers, and support teachers as needed; d) Foundational Writing Project; e) Number Talks; f) Building Thinking Classrooms; g) 'Āina Aloha and HĀ Place Based Professional Development; h) EL Language Arts Integration; EL Comp Plan	Agendas Syllabus Teacher and Student Work Samples District Teacher Collaboration and Notes CC and IC Notes with Presenters Attendance Sheets	<input type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$42,150 <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 checked="" type="checkbox"/> Other: Āina Aloha \$2,500

Root/Contributing Cause:

3A: Need a school wide model to disaggregate sub group growth data

		i) Leader in Me; j) Conferences (Schools of the Future & HSCA); k) Technology: Freckle, Renaissance, and Nearpod; l) Executive Functioning and Active Engagement Strategies m) Differentiated Tier 2 instruction to promote growth and achievement in all students including higher-achieving students; (e.g. small group instruction;) n) Other areas based on individual teacher needs (e.g., classroom management, student engagement, NGSS, problem-based learning.) SW6 Jessie O'Neill-Prest, Curriculum Coordinator and Erin Kowalick, English Language Learner Coordinator		
2.1.2 Provide and deliver needed support to beginning teachers to increase academic growth and achievement	1B 1C 1D	2.1.2 A Provide mentoring and support to beginning teachers (new to the profession, years 1-3) to increase their ability to positively impact student growth and achievement. SW6 A) Full Release Mentor Teacher B) Instructional Coach Jaime Carrier, Mentor Teacher	Induction and Mentoring Records Coach Records and Logs	<input 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: Āina Aloha \$
2.1.3 Provide and deliver needed support to	1B 1C 1D	2.1.3.A Support teachers new to Kihei Elementary School and	Orientation Slides and Attendance	<input type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$500

Root/Contributing Cause:**3A: Need a school wide model to disaggregate sub group growth data**

new teachers to increase academic growth and achievement		<p>new to a grade level:</p> <p>a) Teachers new to the school will receive New Teacher Orientation;</p> <p>b) All teachers new to Kihei Elementary School and/or new to a grade level will receive professional development to ensure they are supported in effectively teaching their grade level standards; able to efficiently implement their curriculum resources;</p> <p>c) EL program orientation;</p> <p>d) SEL first five days introduction for teachers. SW6</p> <p>Jessie O'Neill-Prest, Curriculum Coordinator and Erin Kowalick, English Language Learner Coordinator</p>		<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: Āina Aloha \$
2.1.4 Provide teachers opportunity to observe and debrief highly effective teachers	1B 1C 1D	<p>2.1.4 A</p> <p>Increase effectiveness of instruction and improve student learning by providing all teachers the opportunity to observe best practices and debrief with highly-effective teachers. SW6</p> <p>Jody Glickman, Fourth Grade Teacher</p>	Coaching and Observation Cycle Logs	<input type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$1,000 <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: Āina Aloha \$
2.1.5 Steering Committee to monitor implementation of academic plan	1B 1C 1D	<p>2.1.5 A</p> <p>Review Academic Plan progress and student growth and achievement data to ensure students are achieving at expected levels. The Steering Committee will meet twice a year to disaggregate data of sub groups, discuss student achievement, and review the progress toward goals on the Academic Plan. SW3</p>	<p>Steering Committee Notes</p> <p>Memo to Principal</p>	<input type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$2,000 <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, \$

Root/Contributing Cause:

3A: Need a school wide model to disaggregate sub group growth data

		Jessie O'Neill-Prest, Curriculum Coordinator		<input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: Āina Aloha \$
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Root/Contributing Cause:

3A: Need a school wide model to disaggregate sub group growth data

**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. <i>Required for all schools.</i>	1D	3.3.1.A SCC membership includes 50% of school staff, including the Principal, teachers and non-certified staff and 50% of parents, students and community members. SW2 Randy Chung, SCC Chairperson 3.3.1.B SCC meets once a month on pre-selected dates. SW2 Randy Chung, SCC Chairperson 3.3.1.C SCC provides agenda, virtual links , and academic plan which are posted to the school website. SW4 Randy Chung, SCC Chairperson	Agenda Meeting Notes Academic Plan Principal's Report	<input 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: __, \$

Root/Contributing Cause:

3A: Need a school wide model to disaggregate sub group growth data

★ 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 Families and Community Members are active participants in student achievement and performance	1D	3.3.2.A Encourage parent, family, and community involvement: a) Through regular communication between home and school; b) By promoting and supporting responsible parenting; c) By involving parents in student learning activities; d) By welcoming parent/community volunteers; e) By requesting input when making school decisions; f) Through collaboration and partnerships with the community; g) Hosting a variety of family and community engagement events; h) Providing supplies and equipment. SW2 Jessie O'Neill-Prest, Curriculum Coordinator	Seesaw Records Parent Newsletters School Volunteer Records Survey Results Attendance Records of: Kindergarten Orientation Open House Monthly Dolphin Assemblies Fall Festival Cultural Winter Literacy Night	<input type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$2,749 <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 checked="" type="checkbox"/> Other: __PTA__, \$2,000 <input checked="" type="checkbox"/> Other: __'Āina Aloha__\$2,000

Root/Contributing Cause:

3A: Need a school wide model to disaggregate sub group growth data

			Spelling Bee STEAM Night Career Day Ho'olaule'a Community Networks	
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Root/Contributing Cause:

3A: Need a school wide model to disaggregate sub group growth data

★ Other Systems of Support				
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>
3.3.3 Updated Technology Plan to include student and teacher access with updated technology equipment	1D	3.3.3.A Ensure all teachers and students have access to online programs, equipment, supplies, and other resources needed to provide relevant and engaging instruction that supports all students in achieving grade-level standards and developing the skills needed to thrive in the 21st century. SW6 Ryan Nadai, Technology Coordinator and Jessie O'Neill-Prest, Curriculum Coordinator	Data Usage Purchase Orders	<input type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$50,000 <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:____, \$
3.3.4 All students have academic supplies and materials to increase academic proficiency and growth	1D	3.3.4. A Provide learning materials, supplies, and student planners for all students to access and meet state academic standards and show academic growth. SW6 Jessie O'Neill-Prest, Curriculum Coordinator and Endi Mendoza,	School Supply List SY 24-25 Purchase Orders	<input type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$49,622 <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, \$

Root/Contributing Cause:

3A: Need a school wide model to disaggregate sub group growth data

				<input checked="" type="checkbox"/> Grant:_Office Max___ \$8,000 <input type="checkbox"/> Other:___ \$
3.3.5 All students engaged in culturally relevant healthy living habits	1D	3.3.5 A Support school priority areas of DOE Wellness Guidelines: a) instructional content of health education classes includes a focus on knowledge and skills that support healthy eating and is aligned with the Hawaii DOE Standards for health education; (HE1) b) nutrition education includes culturally relevant activities that are 'aina-based and hands-on, such as food preparation, taste-testing, farm visits and school gardens; (HE 3) c) physical education in grades 5 includes a health-related student fitness assessment. (PE6) d) Partnership with Malama I Ka Ola SW5 Haliaka Kama, Hawaiian Studies, Kevin Burns, Physical Education Teacher, Carli Barnes, Garden Teacher	Healthy Dolphin Week Healthy Dolphins Dance for all students Garden Tastings Garden Food Preparation Hawaiian Studies Food Preparation and Tastings Grade Level Cultural Celebrations 5th Grade Fitness Assessment	<input type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$500 <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 checked="" type="checkbox"/> Grant: School Garden and Farm to School Assessment, \$300 <input checked="" type="checkbox"/> Other: PTA, \$1,000 <input checked="" type="checkbox"/> Other: 'Āina Aloha \$500
3.3.6 The school campus is well maintained and updated	3A	3.3.6 A Maintain and repair KES facilities by supporting school wide facilities projects and plan community campus work days. SW5 Nicole McCombs, TA Principal and Dori Kunshige, SASA	Facilities Reports Work Orders Garden Work Days Community Partnerships	<input 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, \$

Root/Contributing Cause:

3A: Need a school wide model to disaggregate sub group growth data

				<input checked="" type="checkbox"/> Other: PTA, \$250 <input checked="" type="checkbox"/> Other: Facilities
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Root/Contributing Cause:

3A: Need a school wide model to disaggregate sub group growth data

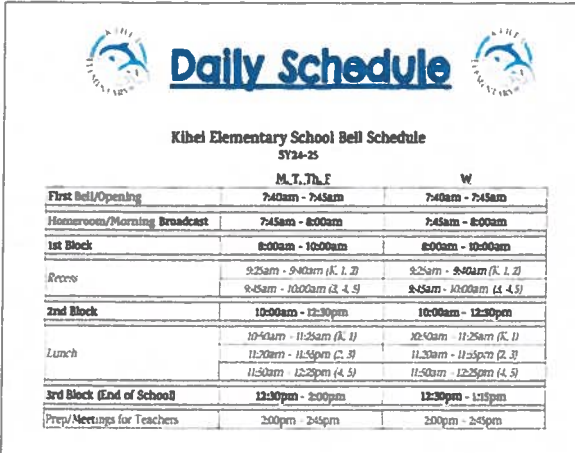
APPENDIX A: SCHOOL BELL SCHEDULE

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

Total student instructional hours per year (Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)	1,300
Did your school submit a SCC Waiver Request Form? Please explain.	YES Our school requested 7 waiver days.

Bell Schedule:



The image shows a document titled "Daily Schedule" with the Kihei Elementary School logo on either side. Below the title is the subtitle "Kihei Elementary School Bell Schedule 5Y24-25". The schedule is presented in a table with three columns: "M, T, Th, F", "W", and "Sa, Su". The rows represent different parts of the school day: "First Bell/Opening", "Homeroom/Morning Broadcast", "1st Block", "Recess", "2nd Block", "Lunch", "3rd Block (End of School)", and "Prep/Meetings for Teachers". Each row contains the corresponding time ranges for each day of the week.

	M, T, Th, F	W	Sa, Su
First Bell/Opening	7:40am - 7:45am	7:40am - 7:45am	
Homeroom/Morning Broadcast	7:45am - 8:00am	7:45am - 8:00am	
1st Block	8:00am - 10:00am	8:00am - 10:00am	
	8:25am - 9:40am (K, L, J)	8:25am - 9:40am (K, L, J)	
Recess	9:45am - 10:00am (J, L, S)	9:45am - 10:00am (J, L, S)	
2nd Block	10:00am - 12:30pm	10:00am - 12:30pm	
	10:40am - 11:55am (K, L)	10:40am - 11:55am (K, L)	
Lunch	11:50am - 12:25pm (C, S)	11:50am - 12:25pm (C, S)	
	11:50am - 12:25pm (J, L, S)	11:50am - 12:25pm (J, L, S)	
3rd Block (End of School)	12:30pm - 2:00pm	12:30pm - 1:15pm	
Prep/Meetings for Teachers	2:00pm - 2:45pm	2:00pm - 2:45pm	