



'Ele'ele Elementary School Academic Plan SY 2025-2026

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

Submitted by Principal: Allison L. Carveiro	
	04.14.2025

Approved by Complex Area Superintendent: Daniel S. Hamada	
	4/16/25

VIABLE QUALITY CURRICULUM SCREENING ASSESSMENTS IDENTIFIED SCHOOL NEEDS PRIORITY 1 PRIORITY 2 PRIORITY 3 BELL SCHEDULE

VIABLE QUALITY CURRICULUM

This section highlights the comprehensive instructional programs and supplementary instructional materials used by each core subject area.

Please utilize the drop-down 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
Grades K through 5	'23 Wonders ▾	Ready ▾	Mystery Science	Miscellaneous

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

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
Grade K-5, Intervention	Sonday			
Grade K-5, Intervention	Imagine Learning			
Grades K-5, Intervention	Phonics Lesson Library 2.0 and PAIR (95 Percent Group)			
Special Education	WonderWorks			
English Learners	Wonders for EL Students			

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: RFAs are kept with our Student Services Coordinator (SSC)
 Tiered interventions are on our Data Team Templates (Tiers 1, 2, 3)

UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

This section highlights school-administered screening and/or other progress monitoring assessments designed to quickly identify the needs of students in **Kindergarten through Grade 9** who may require additional support.

Please utilize the dropdown list to identify the screening and/or progress monitoring assessments used and specify the grade level(s) or course name. If “Other” is selected, please manually identify the assessment. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics
Grades K through 5	I-Ready ▾	I-Ready ▾
Kindergarten	KEA ▾	
Sped Preschool and EOEL	Other: ▾ TS Gold	
English Learners	Other: ▾ WIDA Screener	
Grades K-5, Intervention	Other: ▾ Literacy Intervention System (95 Percent Group)	

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: N/A
- ☒ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: Spring 2025

Type of Last Visit: Full Self-Study ▾

Year of Next Action: SY 2027-28

Type of Next Action:

Mid-Cycle Report & Visit ▾ (TBD)

Year of Next Self-Study:

SY 2030-31

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

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

1

LITERACY

SBA ELA-Literacy											
Proficiency				High Needs Achievement Gap				Growth			
20-21	21-22	22-23	23-24	20-21	21-22	22-23	23-24	20-21	21-22	22-23	23-24
41%	44%	51%	53%	27%	26%	25%	31%	21%	48%	50%	58%
Goal >80%				Goal <10%				Goal >60%			

i-Ready Diagnostic Screener - Reading									
Growth - Fall to Spring 2023-24					Current Proficiency - Winter 2024-25				
Met Typical Growth	Met Stretch Growth	Median Progress to Annual Typical Growth			Mid or Above GL	Early On GL	One GL Below	Two GLs Below	Three or More GL Below
59%	31%	118%			22%	23%	38%	12%	4%
>80%	>30%	>100%							

Student LEARNING Needs (What students need to learn regarding literacy.)

- All students need to increase their understanding and application of literacy skills in reading, writing, listening/speaking, and research/inquiry.
 - Reading - All students need to increase their ability to apply skills related to foundational reading (i.e., phonics, fluency) and comprehension (i.e., text structures & features, language use, and reasoning & evidence).
 - Writing - All students need to increase their ability to edit their writing using the conventions of standard English (i.e., grammar, capitalization, punctuation, and spelling).
 - Listening/Speaking - All students need to increase their ability to comprehend and interpret complex auditory information and communicate effectively.
 - Research/Inquiry - All students need to increase their ability to interpret, analyze, integrate, and evaluate information and sources.

Student LEARNER Needs (What students need us to provide so that they can strengthen their literacy.)

- All students need instruction that scaffolds the teaching of literacy concepts and skills in the areas of reading, writing, listening/speaking, and research/inquiry; effectively engages all types and levels of learners; and is differentiated and targeted to address their needs.
 - All students need quality Tier 1 instruction on grade level ELA/literacy standards incorporating the strategic use of schoolwide best practices and research-based/high-yield instructional strategies that effectively engage all types and levels of learners and are designed to strengthen students' ability to read fluently and with comprehension; write with purpose, clarity, and voice; listen with understanding; speak effectively; and conduct research/inquiry.
 - Identified students need flexible grouping and intentional Tier 2 instruction designed to scaffold ELA/literacy concepts and skills within the grade level standards to strengthen their understanding and application.
 - Identified students need strategic Tier 3 literacy instruction that addresses their learning deficiencies and improves their growth rate to bring them up to the same academic level as their grade-level peers.

Root/Contributing Causes:

2A. There are inconsistencies in the implementation of curriculum, instructional strategies, instructional routines, and programs when teaching and assessing ELA/Literacy.

2B. There are inconsistent applications of the Data Team's process in identifying common strategies to improve ELA/Literacy instruction across all tiers.

5A. There are varying levels of understanding and implementation of RtI Tiers 1-3.

12A. There are varying levels of understanding and implementation of high-yield instructional strategies.

*Additional contributing causes: [11C](#), [12B](#), [13A](#), [14A](#), [17A](#)

2

NUMERACY

SBA Math											
Proficiency				High Needs Achievement Gap				Growth			
20-21	21-22	22-23	23-24	20-21	21-22	22-23	23-24	20-21	21-22	22-23	23-24
28%	42%	49%	49%	31%	29%	33%	24%	11%	59%	55%	50%
Goal >80%				Goal <10%				Goal >60%			

i-Ready Diagnostic Screener - Math									
Growth - Fall to Spring 2023-24					Current Proficiency - Winter 2024-25				
Met Typical Growth	Met Stretch Growth	Median Progress to Annual Typical Growth			Mid or Above GL	Early On GL	One GL Below	Two GLs Below	Three or More GL Below
52%	25%	100%			15%	21%	48%	11%	5%
Goal >80%		>30%							

Student LEARNING Needs (What students need to learn regarding numeracy.)

- All students need to increase their understanding and application of numeracy skills in mathematical concepts and procedures, math problem-solving, modeling & data analysis, and communicating reasoning.
 - Concepts and Procedures - All students need to increase their ability to apply mathematical concepts and procedures in such a way that they effectively manipulate numbers and symbols to come up with answers, and they understand how and why the math makes sense.
 - Problem-Solving - All students need to increase their ability to make sense of problems and persevere in solving them.
 - Modeling and Data Analysis - All students need to increase their ability to model with mathematics and interpret/analyze numerical information displayed in diagrams, charts, graphs, and tables.
 - Communicating Reasoning - All students need to increase their ability to reason abstractly and quantitatively and communicate their reasoning.

Student LEARNER Needs (What students need us to provide so that they can strengthen their numeracy.)

- All students need instruction that scaffolds the teaching of numeracy concepts and skills in the areas of mathematical concepts and procedures, math problem-solving, modeling & data analysis, and communicating reasoning, and is differentiated and targeted to address their needs.
 - All students need quality Tier 1 instruction on grade level math standards incorporating the strategic use of schoolwide best practices that effectively engage all types and levels of learners and are designed to strengthen students' ability to understand and apply mathematical concepts and procedures, problem-solve, create models, interpret/analyze data, and communicate their reasoning.

- Identified students need flexible grouping and intentional Tier 2 instruction designed to scaffold the mathematical concepts and skills necessary to achieve the grade-level standards, including their ability to problem-solve, create models, interpret/analyze data, and communicate their reasoning.
- Identified students need strategic Tier 3 math instruction that addresses their learning deficiencies and improves their growth rate to bring them up to the same academic level as their grade-level peers.

Root/Contributing Causes:

3A. There are inconsistencies in the implementation of curriculum, instructional strategies, instructional routines, and programs when teaching and assessing Math.

3B. There are varying degrees of implementation of NCTM's 8 essential practices for teaching Math.

5A. There are varying levels of understanding and implementation of RtI Tiers 1-3.

12A. There are varying levels of understanding and implementation of high-yield instructional strategies.

*Additional contributing causes: [11C](#), [12B](#), [13A](#), [14A](#), [17A](#)

3

SCIENCE

NGSS-HSA Science							
Proficiency				High Needs Achievement Gap			
20-21	21-22	22-23	23-24	20-21	21-22	22-23	23-24
13%	25%	37%	42%	19%	28%	48%	22%
Goal >80%				Goal <10%			

Student LEARNING Needs (What students need to learn regarding science.)

- All students need to increase their understanding and application of the performance expectations as outlined within the Next Generation Science Standards (NGSS), including the topics, science and engineering practices, crosscutting concepts, and disciplinary core ideas for their grade level.

Student LEARNER Needs (What students need us to provide so that they can strengthen their understanding and application of science.)

- All students need instruction based on a viable and quality curriculum that is vertically aligned and designed to strengthen their ability to meet the NGSS performance expectations by fully addressing the grade-level topics, science and engineering practices, crosscutting concepts, and disciplinary core ideas.

Root/Contributing Causes:

4A. There are inconsistencies in the implementation of curriculum resources when teaching and assessing the NGSS.

4B. There are inconsistencies in the understanding of practices, core ideas, and crosscutting concepts in NGSS to strengthen instructional practices for teaching Science.

12A. There are varying levels of understanding and implementation of high-yield instructional strategies.

*Additional contributing causes: [11C](#), [12B](#), [13A](#), [14A](#), [17A](#)

SOCIAL-EMOTIONAL LEARNING and ATTENDANCE

Social-Emotional Learning Competencies						
Self Management	Social Awareness	Perseverance	Sense of Belonging	Growth Mindset	Emotion Regulation	Self-Efficacy
69%	60%	56%	60%	49%	43%	48%
Panorama Winter 2024-25						

Regular Attendance			
20-21	21-22	22-23	23-24
92%	65%	74%	81%
Goal: >90%			

Student LEARNING Needs (What students need to learn regarding SEL.)

- All students need to increase their understanding and application of the social-emotional learning (SEL) competencies as outlined within the Panorama Student SEL Survey, especially regarding our “4 Bs,” which include *Be Safe, Be Cooperative, Be Respectful, and Be Responsible*.

Student LEARNER Needs (What students need us to provide so that they can embody the SEL competencies and experience a positive learning environment.)

- All students need explicit instruction and positive reinforcement in the SEL competencies, with an ongoing emphasis on developing attributes aligned with being safe, cooperative, respectful, and responsible.
- All students need a positive learning environment that embeds *Nā Hopena A'o* and fosters academic and social growth, resulting in a sense of belonging and regular attendance in school.

Root/Contributing Causes:

7A. There is a need to sustain and strengthen our activities that encourage student attendance.

7B. There is a need to sustain and strengthen our implementation of clear, proactive follow-up procedures when students are absent.

8A. There are inconsistencies in the implementation of the Choose Love SEL curriculum.

8B. There is a need to expand our PBIS processes and strategies to provide more opportunities to recognize and reward students' positive behavior.

*Additional contributing causes: [6A](#), [9A](#), [12A](#), [12B](#), [13A](#), [14A](#), [17A](#)

1

Targeted Subgroup: *Economically Disadvantaged*

Economically Disadvantaged Subgroup				
	SBA/HSA Proficiency			
	20-21	21-22	22-23	23-24
ELA	33% = 49	35% = 48	42% = 53	39% = 39
Math	20% = 29	30% = 42	37% = 46	40% = 40
Science	10% = 4	15% = 8	25% = 11	33% = 13
Percentage and number of EDS students proficient				

Student LEARNING Needs (What students who are economically disadvantaged need to learn.)

- Students in the economically disadvantaged subgroup need to increase their understanding and application of word recognition (phonological awareness, decoding, sight recognition) and language comprehension (background knowledge, vocabulary, language structures, verbal reasoning, literacy knowledge), as well as math fluency, computational skills, and math problem-solving.

Student LEARNER Needs (What students who are economically disadvantaged need us to provide so that they can increase their learning.)

- Students in the economically disadvantaged subgroup need instruction that targets word recognition, language comprehension, math fluency, computational skills, and math problem solving, and incorporates the use of collaborative learning, ongoing positive reinforcement, consistent classroom routines, and social-emotional support to increase their rate of learning so that they perform equally as well academically as their non-economically disadvantaged peers.

2

Targeted Subgroup: *English Learners*

English Learners Subgroup								
	SBA/HSA Proficiency				Language Acquisition			
	20-21	21-22	22-23	23-24	20-21	21-22	22-23	23-24
ELA	35% = 13	30% = 12	27% = 8	35% = 6	28%	28%	41%	73%
Math	14% = 5	32% = 13	23% = 7	28% = 5	Growth to Target (WIDA Access)			
Science	0%	9% = 1	0%	11% = 1				
Percentage and number of EL students proficient					‘Ele‘ele Elementary EL Success Plan			

[‘Ele’ele Elementary EL Success Plan](#)

Student LEARNING Needs (What students who are English Learners need to learn.)

- English Learner students need to develop and strengthen their application of listening, speaking, reading, and writing skills.

Student LEARNER Needs (What students who are English Learners need us to provide so that they increase their learning.)

- Students in the English Learner subgroup need instruction that targets auditory comprehension skills, oral communication, and reading comprehension and includes vocabulary supported by visuals to increase their rate of learning so that they perform equally as well academically as their non-English Learner peers.

Targeted Subgroup: *Special Education*

Special Education Subgroup				
	SBA/HSA Proficiency			
	20-21	21-22	22-23	23-24
ELA	4% = 1	0%	5% = 1	0%
Math	0%	0%	0%	6% = 1
Science	0%	0%	0%	0%
Percentage and number of SPED students proficient				

Student LEARNING Needs (*What students who require Special Education need to learn.*)

- Students who receive special education need to strengthen their understanding of grade-level concepts, including the application of literacy/numeracy skills.

Student LEARNER Needs (*What students who require Special Education need us to provide so that they increase their learning.*)

- Students in this subgroup need specialized instruction in their least restrictive environment that is designed to strengthen their understanding of grade-level concepts and application of literacy/numeracy skills to support their learning of grade-level academic content.

Academic Plan Summary 2025-26



Priority 1 High-Quality Learning For All

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

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Causes <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i> SW6 - EA 1, 2, 3, 4, 5, 6	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> SW5 - EA 2, 3, 5
1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and provided necessary and timely support to develop foundational skills for learning.	1A. All Kindergarten students need support to develop foundational skills for learning and to become socially and emotionally ready for school.	EA 1. Kindergarten Readiness (1.1.1) All incoming Kindergarteners will be assessed for readiness, and the results will guide practices to support their academic and social-emotional needs. Action Steps: a. School administration will ensure that Kindergarten teachers/staff have been trained to conduct the Kindergarten Entry Assessment (KEA). b. Teachers/staff will conduct the KEA and school-level assessments and access and use data/results to inform instructional and SEL practices to meet student needs. c. All Kindergarten students will be provided necessary, timely support to develop foundational skills for learning and social-emotional needs. Lead: Principal	Kindergarten Assessment Data Kindergarten i-Ready Diagnostic Screener Reading and Math Data	<input checked="" type="checkbox"/> WSF 42104 A – 2321 PSAP EA .75 FTE \$33,494
Reading Proficiency 1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently receive	2A. There are inconsistencies in the implementation of curriculum, instructional strategies, instructional routines, and programs when teaching and	EA 2. Literacy (1.1.2) Student literacy will increase through the effective implementation of horizontally and vertically aligned curriculum, instruction, and assessment that are congruent with the HCCSS, include daily vocabulary development, and incorporate the use of the i-Ready Assessment. Action Steps: a. School administration, leadership, and coaches will empower all teachers to examine student work and assessment data and provide high-quality feedback that accelerates student learning	i-Ready Diagnostic Screener Reading Proficiency and Growth Data Strive HI SBA ELA Proficiency and Growth Data	<input checked="" type="checkbox"/> WSF 42103 B-3502 Library Media Services (Subscription) \$1,500 (2026-2028) B-3006 Writing Materials - Journals/Folders \$1,500

necessary and timely support to become proficient.	<p>assessing ELA/Literacy.</p> <p>2B. There are inconsistent applications of the Data Team's process in identifying common strategies to improve ELA/Literacy instruction across all tiers.</p>	<p>and ensures they consistently meet grade-level standards and the General Learning Outcomes.</p> <p>b. Teachers will actively participate in PLCs and Data Teams and identify common grade-level and schoolwide strategies for ELA/literacy instruction across all tiers.</p> <p>c. All grades 3-5 teachers will select and utilize individual items from the ELA SBA Interim Assessment Blocks (IABs) <i>informally for instruction</i> (e.g., as a lesson activity/practice item) multiple times throughout quarters 1-3 to expose students to the types of questions on the SBA and reinforce the learning of standards-based content, which will be embedded within the pacing guides to align with the content taught.</p> <p>d. All students will complete learning activities/tasks and assessments to strengthen their literacy development and reading proficiency, preparing them for real-world application and success on standardized assessments (e.g., i-Ready screener, SBA).</p> <p>Leads: ELA Coach, Literacy Coach</p>		<p><input checked="" type="checkbox"/> Title I 18902</p> <p>B - 3006 McGraw-Hill Reading Wonders Reading Writing Companion package for students \$10,000</p> <p>B - 3502 McGraw-Hill Reading Wonders Teacher workspace 1-year subscription \$14,000 + Student workspace 1-year subscription \$11,000</p> <p>\$25,000 Scholastic Classroom Magazines Scholastic News Subscriptions Digital + Print Editions 2 - 5 = 270 + Let's Find Out Grade K 70 = 375 x \$5.99 = \$2,036.60 + \$203.67 s/h \$2,240</p>
<p>Mathematics Proficiency</p> <p>1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient receive necessary and timely support to become proficient.</p>	<p>3A. There are inconsistencies in the implementation of curriculum, instructional strategies, instructional routines, and programs when teaching and assessing Math.</p> <p>3B. There are varying degrees of implementation of NCTM's 8 essential</p>	<p>EA 3. Numeracy (1.1.3) Student numeracy will increase through the effective implementation of horizontally and vertically aligned curriculum, instruction, and assessment that are congruent with the CCSS and include daily vocabulary development.</p> <p>Action Steps:</p> <p>a. School administration, leadership, and coaches will empower all teachers to examine student work and assessment data and provide high-quality feedback that accelerates student learning and ensures they consistently meet grade-level standards and the General Learning Outcomes.</p> <p>b. All grades 3-5 teachers will select and utilize individual items from the Math SBA Interim Assessment Blocks (IABs) <i>informally for instruction</i> (e.g., as a lesson activity/practice item) multiple</p>	<p>i-Ready Diagnostic Screener Math Proficiency and Growth Data</p> <p>Strive HI SBA Math Proficiency and Growth Data</p>	<p><input checked="" type="checkbox"/> WSF</p> <p>B-3502 Brainiaccamp Digital math manipulatives School License SY26-27 \$650</p> <p><input checked="" type="checkbox"/> Title I 18902</p> <p>B-3006 Curriculum Associates i-Ready Classroom Math Materials \$12,200</p>

	practices for teaching Math.	<p>times throughout quarters 1-3 to expose students to the types of questions on the SBA and reinforce the learning of standards-based content, which will be embedded within the pacing guides to align with the content taught.</p> <p>c. All students will...</p> <ul style="list-style-type: none"> i. Demonstrate the Ready Math desired student actions as outlined in the 'Look Fors' for our designated math curriculum. ii. Complete learning activities/tasks and assessments to strengthen their numeracy development and become proficient in mathematics, preparing them for real-world application and success on standardized assessments (e.g., i-Ready screener, SBA). <p>Lead: Math Coach</p>		
<p>Science Proficiency</p> <p>All students are proficient in their understanding of elementary level NGSS concepts by the end of fifth grade, and those who are not proficient receive necessary and timely support to become proficient.</p>	<p>4A. There are inconsistencies in the implementation of curriculum resources when teaching and assessing the NGSS.</p> <p>4B. There are inconsistencies in the understanding of practices, core ideas, and crosscutting concepts in NGSS to strengthen instructional practices for teaching Science.</p>	<p>EA 4. Science</p> <p>Students' understanding of Science concepts will increase through the effective implementation of horizontally and vertically aligned curriculum, instruction, and assessment that are congruent with the NGSS.</p> <ul style="list-style-type: none"> a. School administration, leadership, and coaches will empower teachers to implement the science curriculum using effective practices. b. All teachers will... <ul style="list-style-type: none"> i. Implement Mystery Science to teach the NGSS and GLOs that meet the NGSS Evidence Statements for Elementary. ii. Examine student work and assessment data. iii. Provide high-quality feedback that accelerates student learning and ensures they consistently meet grade-level standards and the General Learner Outcomes. c. All grades 5 teachers will select and utilize individual items (questions) from the NGSS Interim Assessments <i>informally for instruction</i> (e.g., as a lesson activity/practice item) multiple times throughout quarters 1-3 to expose students to the types of questions on the HSA and reinforce the learning of standards-based content, which will be embedded within the pacing guides to align with the content taught. d. All students will complete learning activities/tasks and assessments to strengthen their understanding/application of 	<p>Classroom Science Assessment Results</p> <p>Strive HI NGSS-HSA Proficiency Data</p>	<p><input checked="" type="checkbox"/> WSF 42101 B-3006 Discovery Ed. Inc, Mystery Science Mystery Packs Gr. K-1 \$280 x 6 packs + Gr. 2-5 \$390 x 11 packs + \$2,990 s/h + \$422 tx \$9,382</p> <p>B-3502 Discovery Ed. Inc, Mystery Science School Membership subscription \$1,500</p> <p><input type="checkbox"/> Title I 18902</p>

		<p>scientific concepts and prepare them for real-world application and success on standardized assessments (e.g., NGSS HSA).</p> <p>Lead: STEAM Teacher</p>		
<p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p>	<p>5A. There are varying levels of understanding and implementation of RtI Tiers 1-3.</p>	<p>EA 5. Inclusive Practices and Academic Student Support (1.1.4)</p> <p>Inclusive practices and tiered interventions will be strategically implemented to ensure all students can access rigorous standards-based instruction that strengthens their learning of the key concepts and skills for that grade level.</p> <p>Action Steps:</p> <p>a. School administration/leadership will...</p> <ol style="list-style-type: none"> Coordinate the schoolwide ELA and Math tiered intervention programs/systems and provide guidance on the schoolwide programs and expectations to diagnose and address students' academic needs, and incentives to reinforce effort and recognize/reward student academic growth to strengthen the learning of all students and subgroups. Establish criteria for identifying at-risk students based on universal screener results and develop a system for tracking and managing student data. (CLSD) Define program goals, strategies, and progress monitoring procedures for Tier 2 and 3 interventions. (CLSD) Conduct regular school literacy leadership team meetings to evaluate the effectiveness of the HMTSS-R framework and make adjustments to improve student outcomes. (CLSD) Create a systematic means to provide frequent inclusion meetings designed to assist the inclusion and special education teachers develop their capacity to analyze student data and use it to drive instruction involving focused differentiated strategies. (WASC #2) <p>b. Teachers and the Literacy Coach will:</p> <ol style="list-style-type: none"> Administer appropriate diagnostic assessments to determine specific skill deficits for students identified as at-risk. (CLSD) Use diagnostic assessment data to develop grouping structures and intervention plans for Tier 2 and Tier 3 instruction. (CLSD) <p>c. Teachers will...</p> <ol style="list-style-type: none"> Implement the 95 Percent Group intervention programs 	<p>i-Ready Diagnostic Screener Reading and Math Proficiency and Growth Data</p> <p>Strive HI SBA ELA and Math Proficiency, Growth, and Achievement Gap Data</p>	<p><input checked="" type="checkbox"/> WSF 42101 A1 – 2721 2 RtI PPTs x 19 hrs/wk x 36 wks = 1,368 hr x \$21.76 \$29,768</p> <p><input checked="" type="checkbox"/> WSF 42102 A1 – 2744 ELL PTTB - (17 hrs/wk x 40 wks) = 680 hrs x \$29.59 \$20,121</p> <p><i>Interpreters for NEP students (school will uses ELL PTT & J1 teachers)</i></p> <p>B – 3502 i-Ready School Site License (paid with TI funds in FY25 for SY25-26 & WSF for 26-27)</p> <p><input checked="" type="checkbox"/> Title III 18085 A1 – 2744/2702 ELL Homework Club 1 PTTAs x 4 hrs/wk x 36 wks = 144 hrs x \$42.16 (Request from KCA Title III if funds available) \$6,071 + \$182 (3% fringe) Total = \$6,253</p> <p><input checked="" type="checkbox"/> Title I 18902 B - 3502 Imagine Learning</p>

		<p>(Literacy Intervention System, Phonics Lesson Library 2.0, and PAIR) to deliver teacher-led literacy instruction for Tier 2 and 3, EL, and SPED students. (CLSD)</p> <p>ii. Implement all academic intervention programs/systems with fidelity.</p> <p>iii. incorporate the use of inclusive practices in all classrooms.</p> <p>iv. Reinforce effort and recognize/reward student progress to strengthen the learning of all students and subgroups.</p> <p>d. All students will be actively engaged and empowered to drive their learning by reflecting, setting goals, and self-monitoring their progress toward ongoing academic growth (e.g., ELA/Math diagnostic data, GLOs).</p> <p>Leads: SSC/Rtl Lead, Reading Interventionist, Literacy Coach</p>		<p>25 licenses \$4,572</p> <p><input checked="" type="checkbox"/> IDEA 17929 B - 3006 WonderWorks 13 licenses x \$107.49 = \$1400 WonderWorks student workbooks 25 x \$9.66 = \$241.50 + \$163.88 (10% s/h) + \$72.11 (4% tx) \$1,875</p>
1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.	6A. There is a need to continue the successful practice of providing students with transitions.	<p>EA 6. Student Transitions (1.1.5)</p> <p>Multiple activities and events will support students' transitions into, through, and out of Ele'ele Elementary School.</p> <p>Action Steps:</p> <p>a. School administration and teachers/staff will...</p> <p>i. Coordinate and implement Jump Up Day (K-4) activities to support student transitions from grade level to grade level within our school.</p> <p>ii. Collaborate with our feeder middle school administration and teachers/staff to coordinate and implement a series of activities that prepare Gr. 5 students for the successful transition to middle school emotionally, mentally, and academically.</p> <p>b. All students will participate in learning activities that prepare them for the successful transition to the next grade level/middle school.</p> <p>Lead: Principal</p>	Panorama Student Perception/SEL Survey Results	<p><input type="checkbox"/> WSF</p> <p><input type="checkbox"/> Title</p>

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

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Causes <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i> SW6 - EA 8, 9	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>
1.2.1. All students desire to and attend school regularly.	7A. There is a need to sustain and strengthen our activities that encourage student attendance. 7B. There is a need to sustain and strengthen our implementation of clear, proactive, follow-up procedures when students are absent.	EA 7. Student Attendance (1.2.1) Student attendance will be encouraged and clear, proactive follow-up procedures will be implemented to address absences. Action Steps: a. School administration will communicate clear, proactive attendance procedures to teachers, staff, and students/parents. b. School administration, teachers, and staff will encourage student attendance and implement proactive follow-up procedures when students are absent. c. All students will desire to attend school regularly. Lead: Principal	Attendance Data (LEI Kūlia and Strive HI)	<input type="checkbox"/> WSF <input type="checkbox"/> Title
1.2.2. All students demonstrate positive behaviors at school.	8A. There are inconsistencies in the implementation of the Choose Love SEL curriculum. 8B. There is a need to expand our PBIS processes and strategies to provide more opportunities to recognize and reward students' positive behavior.	EA 8. Positive Student Behavior (1.2.2) Behavioral Rtl, classroom management routines, SEL, and PBIS will be effectively implemented to ensure all students have access to rigorous, standards-based instruction in a positive and productive learning environment. Action Steps: a. School administration and the PBIS Team will... i. Coordinate and deliver intentional training and preparation on Panorama survey administration for teachers and students. ii. Guide to strengthen behavioral RTI, social-emotional learning (SEL) Choose Love, proactive classroom management routines, and positive behavioral interventions and support (PBIS) processes/strategies that define, teach, and reward positive and productive behaviors. c. The administration, teachers, and staff will implement the Choose Love SEL program more consistently and utilize our	Behavior Incident Referral Data Panorama Student Perception/SEL Survey Results	<input checked="" type="checkbox"/> Possible Add'l WSF Funds A1 – 2744 1 SEL PTTB 17 hrs/wk x 37 wks = 629 hrs x \$29.59 \$18,612 <input type="checkbox"/> Title I 18902

		<p>PBIS matrix to inform and assess positive behavior and classroom management processes/strategies, resulting in a positive classroom/school climate.</p> <p>d. Students will receive recognition/rewards for positive/productive behavior.</p> <p>Lead: Counselor</p>		
1.2.3. All students experience a Nā Hopena A'o environment for learning.	9A. There is a need to sustain and strengthen activities and events that instill and promote the components of the Nā Hopena A'o (HĀ) Framework.	<p>EA 9. Nā Hopena A'o (1.2.3)</p> <p>The Nā Hopena A'o (HĀ) Framework (Sense of Belonging, Responsibility, Excellence, Aloha, Total well-being, and Hawaii) will continue to be embedded within our school culture.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> a. School administration and the Nā Hopena A'o Committee will review the HA Framework and coordinate and implement activities/events that instill and promote the components of the (HĀ) Framework within and outside of classrooms, including activities that strengthen students' sense of Hawai'i and belonging (e.g., morning piko, Choose Love, place-based field trips, etc.). b. Teachers will identify and implement activities that align with the Nā Hopena A'o (HĀ) Framework to support the school's focus on a Sense of Hawai'i and a Sense of Belonging. c. All students will experience a Nā Hopena A'o environment for learning. <p>Lead: Principal and Nā Hopena A'o Committee</p>	Panorama Student Perception/SEL Survey Results	<input type="checkbox"/> WSF 42101

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

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Causes <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i> SW6 - EA 10, 11	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> SW5 - EA 11
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.	10A. There is inconsistent coordination and implementation of activities that build understanding and awareness of career/community and civic responsibility.	EA 10. Career Exploration, Community Connections, and Civic Engagement (1.3.1) Students' awareness of college and career options, connection to their community, and sense of civic responsibility will be strengthened through age-appropriate activities and events. Action Steps: a. School administration and teachers/staff will coordinate and implement activities that... i. Promote college/career awareness and exploration throughout the school year (e.g., guest speakers, field trips/excursions, career day, student research, connecting to how adults use a particular skill in a job field). ii. Foster students' connection with their community and develop a sense of civic responsibility (e.g., aina-based learning, service-based learning, guest speakers, student research). b. All students will participate in learning activities that increase their awareness of colleges/careers, foster a connection with their community, and strengthen their sense of civic responsibility. Leads: Counselor	Community Partners and Volunteers List Field Trip Log GLO #2 Community Contributor Quarterly Report Card Grades	<input checked="" type="checkbox"/> WSF 42101 B-4801 Buses for Field trips \$650 x 6 grade levels x 2 Field Trips \$7,800 <input checked="" type="checkbox"/> WSF 42104 B - 3006 Student Council \$500 <input checked="" type="checkbox"/> WSF 42114 B-7207 Funding for a Career Day & other school-wide events (leis & meals for volunteers) \$1,000 <input type="checkbox"/> Title I 18902
K-12 Alignment 1.3.2. All students enter high school with the academic background and skills to succeed in progressively	11A. There is a need to strengthen K-12 alignment and school-level initiatives to ensure all students obtain the academic background and skills necessary to	EA 11. K-12 Alignment of Academic Background and Skills (1.3.2) Students will obtain the academic background and skills necessary to enter, engage in, and complete high school academic and CTE programs successfully. Action Steps: a. School administration and teachers/staff will identify and implement strategies throughout the school year that prepare students for middle/high school (e.g., GLO integration, study	GLO Quarterly Report Card Grades	<input checked="" type="checkbox"/> WSF 42101 A1 - 2744 Art PTTB 17 hrs per wk x 37 wks = 629 hrs x \$29.59 \$18,612 <input checked="" type="checkbox"/> Title I 18902 B - 3502

challenging and advanced-level coursework aligned to career pathways.	<p>enter, engage in, and complete high school academic and CTE programs successfully.</p> <p>11B. There needs to be an integration of the GLOs within content area instruction.</p> <p>11C. There is a need to sustain and strengthen the successful practice of integrating technology into teaching and learning.</p>	<p>skills, note-taking, test-taking, organization, inquiry, research, use of technology, and computer science).</p> <p>b. K-12 articulation sessions will be conducted to align curriculum, courses, and programs as appropriate to meet student and Waimea Complex (West Kauai) needs.</p> <p>c. All students will participate in learning activities that will prepare them for success in middle school, high school, and beyond.</p> <p>Lead: Principal</p>		<p>GoGuardian 320 licenses x \$7 (includes 5% increase) \$2,240</p>
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Priority 2

High-Quality Educator Workforce In All Schools

- ★ GOAL 2.1 All students are taught by effective teachers.
- ★ GOAL 2.2 All schools are staffed by effective support staff.

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Causes <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i> SW6 - EA 12, 13, 14	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> SW5 - EA 12
2.1.2. All teachers are effective or receive the necessary support to become effective.	<p>12A. There are varying levels of understanding and implementation of high-yield instructional strategies.</p> <p>12B. There is a need to sustain the successful practice of providing teachers with PD/training to support them in their understanding and implementation of best practices.</p>	<p>EA 12. Teacher Professional Development and Growth (2.1.2)</p> <p>All teachers will be provided professional development (PD), training, coaching, focused Professional Learning and Collaboration (PLC) time, and guidance to support effective teaching practices and high-yield instructional strategies that foster student well-being and academic growth.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> School administration, leadership, and coaches will... <ol style="list-style-type: none"> Generate a clear plan for how identified/common instructional strategies will be implemented in classrooms, provide teachers with ongoing support and professional development, and establish mechanisms for monitoring the effectiveness of the changes and making further adjustments as needed. (WASC #3) Coordinate PD on the 95 Percent Group intervention programs (Literacy Intervention System, Phonics Lesson Library 2.0, and PAIR) to address students' literacy needs. (CLSD) Regularly collect and analyze Tier I student performance data to identify trends and areas of strength and needs, resulting in appropriate PD and/or coaching cycles. (CLSD) Provide PD and coaching that is embedded within a cycle of professional learning to deepen understanding of the 	<p>PD/Training Log</p> <p>Walkthrough Data</p> <p>i-Ready Diagnostic Screener Reading and Math Proficiency and Growth Data</p> <p>SBA ELA and Math Proficiency and Growth Data</p> <p>NGSS-HSA Science Proficiency Data</p>	<p>☑ WSF 42101 B - 3401 Teacher Planners \$205</p> <p>B-7104/07 Curriculum Associates i-Ready Classroom Math PD 1 day \$2,566</p> <p>C-7708 Teacher Devices - 10 laptops = \$19,000</p> <p>☑ WSF 42102 A1 – 2769 3 Sub Days for ELL teacher to attend KCA meetings/ workshops x \$194.01 \$582</p> <p>☑ WSF 42106 A1-2769 Substitutes for CIA</p>

		<p>8-Effective Math Teaching Practices (NCTM) and strengthen the consistent implementation of these instructional practices while delivering math instruction to all students.</p> <ul style="list-style-type: none"> v. Provide PD and time for teachers to align and calibrate their use of the Mystery Science curriculum, instruction, and assessments. vi. Monitor the impact of PD by monitoring curriculum implementation and program usage, and continue to provide coaching and support for teachers. <p>b. The Literacy Coach will lead continuous improvement in literacy by facilitating data conversations, co-planning and co-teaching lessons, conducting learning walks, supporting professional development, guiding the implementation of assessment frameworks (universal screener, diagnostics, formative), and implementing coaching cycles with teachers. (CLSD)</p> <p>c. All teachers will...</p> <ul style="list-style-type: none"> i. Be provided with an orientation, curriculum training, and ongoing induction and mentoring support when new to the school. ii. Participate in ongoing, job-embedded PD for the 95 Percent Group literacy intervention programs stated above, including modeling, observation, coaching, and feedback. (CLSD) iii. Implement effective teaching practices and high-yield instructional strategies to teach the standards and GLOs and provide evidence of their implementation as identified by the administration/leadership (e.g., sample student work, rating on the school-wide rubric). iv. Be provided opportunities to visit other classrooms to see other teachers implementing effective teaching practices and high-yield instructional strategies (e.g., "learning walks" during PLC). <p>d. All students will increase their learning through teachers' use of best practices/strategies.</p> <p>Leads: Principal and Coaches</p>		<p>PD/Planning 21 teachers x 2 days = 42 days x \$194.01 \$8,148</p> <p>A1-2769 Substitutes for Vertical Articulation 2 teachers x 2 days = 4 days x \$194.01 \$776</p> <p><input checked="" type="checkbox"/> Title I 18902 B - 7104/07 Wes Yuu 10 days x \$2,198.95 per day \$21,900</p> <p><input checked="" type="checkbox"/> Title I 18902 Schools of the Future Conference (SOTF) 6 Teachers = \$7,377 TTL</p> <p>A1-2769/2702 Substitutes for SOTF Conference 4 Teachers = \$1,695 A1 TTL 4 teachers x 2 days = 8 days x \$194.01 = \$1,552 + \$143 (9.20% fringe)</p> <p>B-7203 Registration- 6 x \$400 = \$2,400</p> <p>B-4201 air - 6 x \$200 = \$1,200</p> <p>B-4301 per diem - 6 x \$180 = \$1,080 + Exc Lodging 6 X \$60 = 360 \$1,440</p> <p>B-4601 1 van x 2 days x \$125 =</p>
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				<p>\$250</p> <p>B-4803 Conference parking - \$200 + Lihue Airport Parking 8 x 24 = \$192 \$392</p> <p>A1-2744/2702 Part-Time Teacher (PTT) PTT-NID for Planning Days - 20 teachers - 293.5 hrs x \$42.16 = \$12,374 + 3% fringe \$371 <i>Total = \$12,745</i></p> <p><input checked="" type="checkbox"/> IDEA 17929</p> <p>A1 – 2769/2702 Substitutes for CIA planning 5 teachers x 4 days = 20 days x \$194.01 = \$3,880 + \$357 (9.20% fringe) \$4,237</p> <p>A1 – 2769/2702 Substitutes for monthly workdays 5 teachers x 9 days = 45 days x \$194.01 = \$8,730 + \$804 (9.20% fringe) \$9,534</p> <p>B - 3006 State Sped Conference 2 days x 4 teachers \$2,156 <i>TTL</i></p> <p>B - 4201 Air 4 x 200 = \$800</p> <p>B-4301 Per Diem 4 x \$180 + \$60 excess lodging \$960</p> <p>B-4601 Ground Transportation 1 car x 2 days x \$125</p>
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				<p>\$250</p> <p>B-4803 Conference parking - \$50 + Lihue Airport Parking 4 x 24 = \$96 \$146</p>
2.2.2. All school support staff are effective or receive the necessary support to become effective.	13A. There is a need to sustain and strengthen the successful practice of providing support staff with PD/training to support them in their understanding and implementation of best practices.	<p>EA 13. Support Staff Training and Professional Development (2.2.2)</p> <p>School administration/leadership will coordinate training so all support staff will be provided with training and professional development to support the implementation of effective practices and strategies that foster student well-being and academic growth.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> a. School administration/ART will create a systematic and ongoing approach to better understand the needs of the non-teaching staff and support staff to increase the understanding of school procedures, assignments, expectations, and problem-solving opportunities. (WASC #1) b. All support staff will... <ul style="list-style-type: none"> i. Be provided with an orientation, initial training, and ongoing guidance/support when new to the school. ii. Implement effective practices and strategies relevant to their roles as identified by the administration or supervisor. c. All students will increase their learning through the staff's use of best practices/strategies. <p>Leads: Principal and Coaches</p>	<p>PD/Training Log</p> <p>i-Ready Diagnostic Screener Reading and Math Proficiency and Growth Data</p> <p>Panorama Student Perception and SEL Survey Results</p>	<p><input type="checkbox"/> WSF</p> <p><input type="checkbox"/> Title</p>

<p>2.3.2 All school administrators are effective or receive the necessary support to become effective</p>	<p>14A. There is a need to sustain and strengthen the successful practice of providing school administrators with PD/training to support them in their development as school leaders and in their implementation of best practices.</p>	<p>EA 14. Leadership Development for School Administrators (2.3.2) Leadership development opportunities and collaborative problem-solving will increase the effectiveness and retention of current school administrators. Action Steps: a. School administrators will... i. Participate in PD to continuously improve their professional practice (e.g., operational/management training sessions, instructional leader PD, state/national conferences, NAESP). ii. Attend district, state, and/or national meetings to engage in collaborative problem-solving and learn from their colleagues, mentors, supervisors, and peers. Lead: Principal</p>	<p>PD/Training Log</p>	<p><input checked="" type="checkbox"/> WSF 42112 B-4804 UNITED 2026: The National Conference on School Leadership for Principals - joint National Association of Secondary Principals (NASSP) & National Association of Elementary School Principals (NAESP) conference. \$4,000 <input type="checkbox"/> Title I</p>
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Priority 3

Effective and Efficient Operations At All Levels

- ★ **GOAL 3.2** All operational and management processes are aligned and implemented in an equitable, transparent, effective, and efficient manner.
- ★ **GOAL 3.3** Families and staff are informed of and engaged in planning and decision-making processes.
- ★ **Other Systems of Support**

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Causes <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and 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> SW5 - EA 17
3.2.2. The Department of Education programs, human resources, organizational structure, and finances are structures to accomplish the strategic plan goals and outcomes.	15A. There is a need to sustain the successful practice of communicating and following HIDOE rules, regulations, guidelines, and expectations.	EA 15. Aligned Operational and Management Processes (3.2.2) School processes and procedures align with all levels of the HIDOE tri-level system. Action Steps: a. School administration, teachers, and staff will... i. Implement processes/procedures to ensure that all HIDOE rules, regulations, guidelines, and expectations are followed at our school. ii. Engage in ongoing communication to ensure everyone is knowledgeable of and involved in meeting our goals and outcomes. iii. Ensure that our Academic Plan is aligned with the BOE/DOE Strategic Plan and that the Salaried Plan and Comprehensive Financial Plan are aligned with the initiatives and priorities of our Academic Plan. Lead: Principal	Academic and Financial Plan Documents	<input type="checkbox"/> WSF <input type="checkbox"/> Title

3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.	16A. There is a need to sustain and strengthen the involvement of the School Community Council (SCC) in collaborative planning and decision-making.	EA 16. Collaborative Planning and Decision-Making (3.3.1) The School Community Council (SCC) will meet regularly to engage with the school principal and contribute to the school's collaborative planning and decision-making processes. Action Steps: a. The school principal and SCC Chair will collaborate to schedule and plan regular meetings for SCC members and two SCC meetings open to the community to share and discuss school data and receive input on the draft/proposed Academic Plan. b. All stakeholder role groups will have respective members on the SCC. Lead: Principal	SCC Meeting Minutes Posted on School Website SCC Academic Plan Assurances Form	<input type="checkbox"/> WSF <input type="checkbox"/> Title
All parents feel welcome, involved, and engaged in their child's school.	17A. There is a need to sustain the successful practice of communicating with and conducting family engagement activities and events (virtual or in-person) that support student learning.	EA 17. Parent/Family Involvement and Engagement Parents/guardians will be offered multiple opportunities to actively participate in meaningful activities focused on improving student academic growth and overall well-being. Action Steps: a. School administration will... i. Collaborate with teachers and staff to provide parents/guardians with multiple opportunities to support their child through training/information sessions conducted during a variety of activities, programs, and events. ii. Collaborate with parents to establish a formal parent support organization, such as a PTA/PTSA, to strengthen school-family partnerships, establish clear roles, responsibilities, and communication channels to enhance parent engagement, increase community support, and create a stronger, more collaborative school environment that benefits all students. (WASC #4) b. All students will participate in activities, programs, and events that support their academic and social development. Leads: PCNC and Title 1 Coordinator	Parent School Quality Survey (SQS) Involvement and Engagement Results Parent/Family Involvement and Engagement Log	<input checked="" type="checkbox"/> WSF 42101 A1 – 2741 PCNC (17 hrs/wk x 40 wks x \$25.45) \$17,306 <input checked="" type="checkbox"/> Title I 18902 B-3006 Student Planners & Folders \$3,080 <input checked="" type="checkbox"/> Title I 18935 B – 3301 Refreshments/ food for Parent/Comm night, workshops, and training \$700 B-3401 Materials for Parent/Comm night, workshops, training, home-school communication \$422

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 Kapa’a Elementary School’s current bell schedule(s) and total student instructional hours per year. To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided bell schedule tool .	
Total student instructional hours per year <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>	1,062 instructional hours per school year
Did your school submit an SCC Waiver Request Form? Please explain.	Yes, we submitted a request for three waiver days. One is for our work for our Literacy Grant training day. The other two days are for parent-teacher conferences.
Bell Schedule: Bell Schedule 2025-26	