



Kilauea 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: Fig Mitchell	
	4/9/2025

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

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VIABLE QUALITY CURRICULUM

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

Please utilize the 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 ▾	enVision Mathematics Co... ▾	Mystery Science	Miscellaneous
Grade 6	'19 Amplify ELA ▾	enVision Mathematics Co... ▾	FEAST - Food Experiences for Agricultural Science Training (UH Curriculum and Development Group)	Gr. 6. Discovering Our Past: A History of the World (McGraw Hill)

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
Grades K through 6	i-Ready Reading Lessons UFLI (University of Florida Literacy Institute)	i-Ready Math Lessons KP Ten Frame Tiles Reflex Math (Gr. 2-5)		
Grades K through 2	Handwriting Without Tears			
Grades 5 and 6	Flocabulary			

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 templates: A digital form is used by classroom teachers to document Tier 2 academic and behavioral interventions when they are referred to Tier 3. An additional form is used if/when the student receives Tier 3 academic interventions, in which the Tier 2 interventions are transferred into a comprehensive record. We use a separate digital data form to track a student's Tier 3 behavioral interventions.
 ☐ Other:

UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

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

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

Grade Level(s)/Course Name	English Language Arts	Mathematics
Grades K through 6	I-Ready ▾ DIBELS ▾ WIDA Screener ▾ for English Learner students Other: ▾ LETRS (Language Essentials for Teachers of Reading and Spelling) Other: ▾ PAST (Phonological Awareness Screening Test) for Tier 3 students	I-Ready ▾ Other: ▾ MDIS (Math Diagnosis and Interventions System) for Tier 3 students

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 2024

Type of Last Visit: Full Self-Study ▾

Year of Next Action: SY 2026-27

Type of Next Action:

Mid-Cycle Report (No Visit) ▾

Year of Next Self-Study:

SY 2029-30

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
53%	48%	62%	63%	41%	35%	35%	37%	46%	56%	68%	60%
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
57%	35%	122%			34%	22%	32%	7%	6%
>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 varying degrees of understanding and implementation of the Wonders 2023 curriculum, as only two grade levels were part of the pilot.

2A. There are varying degrees of implementation of effective instructional strategies for teaching and assessing reading foundational skills.

2C. There are varying degrees of the use of the ELA IABs for instruction and practice for SBA.

5A. There are varying levels of understanding of how to scaffold and differentiate content, product, process, and environment to increase student proficiency and close the achievement gap.

5B. There are varying levels of use of curriculum resources/materials to plan for small group instruction to address identified students' specific learning needs.

5C. There are varying degrees of understanding of strategies to support EL students within the regular education classroom.

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

*Additional contributing causes: [11B](#), [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
42%	33%	49%	54%	40%	33%	29%	29%	42%	54%	72%	59%
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
58%	30%	111%			20%	29%	41%	6%	4%
Goal >80%	>30%	>100%							

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 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 for Tier 2 instruction (and Tier 3 as needed) that 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.

Root/Contributing Causes:

3A. There are varying degrees of the effective use of enVision Math routines and practices.

3B. There are varying degrees of the effective use of the 8-Effective Math Teaching Practices (NCTM).

3C. There are varying degrees of the use of Math IABs for instruction and practice for SBA.

5A. There are varying levels of understanding of how to scaffold and differentiate content, product, process, and environment to increase student proficiency and close the achievement gap.

5B. There are varying levels of use of curriculum resources/materials to plan for small group instruction to address identified students' specific learning needs.

5C. There are varying degrees of understanding of strategies to support EL students within the regular education classroom.

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

*Additional contributing causes: [11B](#), [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
46%	32%	67%	70%	13%	16%	41%	52%
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 varying degrees of implementation of the Mystery Science curriculum to teach and assess the NGSS.

4B. There are varying degrees of implementation of our NGSS inquiry/āina/place-based units.

4B. There are varying degrees of the use of the NGSS Interim Assessments for instruction and practice for the HSA in grades 3-4.

1

Targeted Subgroup: *Economically Disadvantaged*

Economically Disadvantaged Subgroup				
	SBA/HSA Proficiency			
	20-21	21-22	22-23	23-24
ELA	42% = 36	36% = 33	46% = 29	40% = 17
Math	31% = 27	22% = 20	36% = 23	36% = 16
Science	50% = 12	29% = 8	33% = 3	41% = 7
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, as well as ongoing positive reinforcement and 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	20% = 3	15% = 2	31% = 4	50% = 5	32%	33%	13%	64%
Math	12% = 2	23% = 3	27% = 4	29% = 4	Growth to Target (WIDA Access)			
Science	25% = 1	17% = 1	100% = 1	33% = 1				
Percentage and number of EL students proficient					Kilauea School EL Success Plan			

[Kilauea School 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 incorporates cooperative learning and 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	11% = 2	10% = 2	11% = 2	16% = 3
Math	6% = 1	5% = 1	6% = 1	16% = 3
Science	0% = 0	0% = 0	25% = 1	17% = 1
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>	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>
1.1.1. 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. Determining the strengths and needs of incoming Kindergarten students is essential to maximizing their strengths and providing appropriate support to effectively address their needs.	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. The 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 the necessary, timely support to develop foundational skills for learning and social-emotional needs. Leads: Principal, SSC, and ART	Kindergarten Assessment Data Kindergarten i-Ready Diagnostic Screener Reading and Math Data	<input checked="" type="checkbox"/> WSF 42101 A1-2744 Kindergarten Entry Assessment = 2 days x 3 teachers x 8 hours per day = 48 hrs x \$42.16 \$2,024
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 varying degrees of understanding and implementation of the Wonders 2023 curriculum, as only two grade levels were part of the pilot.	EA 2. Literacy (1.1.2) Student literacy will increase through the effective implementation of Wonders 2023 as the core curriculum for Grades K–5 and Amplify for Grade 6, both aligned to the HCCSS and supported by embedded instructional strategies, vocabulary development, Science of Reading pedagogy, and UFLI. Action Steps: a. School administration/ART will provide time for teachers to participate in Faculty Meetings/PLC/PC days to vertically and	i-Ready Diagnostic Screener Reading Proficiency and Growth Data Strive HI SBA ELA Proficiency and Growth Data	<input checked="" type="checkbox"/> WSF 42101 B - 3006 McGraw Hill Wonders student journal workbooks (paid thru SY2027-2028) B - 3502 Amplify ELA \$6,000 Flocabulary

necessary and timely support to become proficient.	<p>2A. There are varying degrees of implementation of effective instructional strategies for teaching and assessing reading foundational skills.</p> <p>2C. There are varying degrees of the use of the ELA IABs for instruction and practice for SBA.</p>	<p>horizontally align and calibrate their use of curriculum, instruction, and assessments as identified for each grade level.</p> <p>b. All teachers will...</p> <ul style="list-style-type: none"> i. Implement the vertically aligned standards-based industry-vetted curriculum (i.e., Wonders, Amplify, and UFLI) to teach the CCSS for reading, writing, speaking/listening, research/inquiry, and GLOs, including curriculum-embedded high-yield instructional strategies and assessments. ii. Provide instruction on grade-level appropriate vocabulary words at least weekly, including the SBA-Sample Academic Vocabulary and the SBA-ELA and Literacy Vocabulary. iii. Identify/create common grade-level vertically aligned rubrics for teacher and student use with various types of writing, research, and speaking assignments, utilizing CCSS Writing Exemplars and SBA-Rubrics/Scoring Guides as guides for grade-level expectations/rigor. (WASC #2) iv. Examine student work and assessment data, providing timely feedback to students on how they can improve. (WASC #3) <p>c. All grades 3-6 teachers will...</p> <ul style="list-style-type: none"> i. Select and utilize individual items (questions) from the ELA SBA Interim Assessment Blocks (IABs) <i>informally for instruction</i> (e.g., as a lesson activity/practice item, outside of the testing system, with teacher guidance/support, collaboratively with a partner) multiple times throughout quarters 2, 3, and 4 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. (WASC #2) ii. Utilize 5 ELA IABs formally within the testing system (1 from each domain) to provide students with practice in the online testing system, including using the SBA online tools and conducting assessment feedback sessions with students. (WASC #2) <p>d. All students will complete standards-based learning activities/tasks and assessments to read proficiently and strengthen their literacy development, preparing them for real-world application and success on standardized assessments (e.g., i-Ready screener, SBA).</p>		<p>\$3,709</p> <p>Wonders students & teachers online (paid thru SY2027-2028)</p>
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		Leads: Principal, Academic Coach, and ART		
Mathematics Proficiency 1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient receive necessary and timely support to become proficient.	3A. There are varying degrees of the effective use of enVision Math routines and practices. 3B. There are varying degrees of the effective use of the 8-Effective Math Teaching Practices (NCTM). 3C. There are varying degrees of the use of Math IABs for instruction and practice for SBA.	EA 3. Numeracy (1.1.3) Student numeracy will increase through the effective implementation of the horizontally and vertically aligned enVision Math curriculum, supported by embedded instructional strategies, mathematical practices, and vocabulary development. Action Steps: a. School administration/ART will provide time for teachers to participate in Faculty/PLC/PC days to vertically and horizontally align and calibrate their use of the enVision Math curriculum, instruction, assessments, and KP 10-Frame tiles/strategies. b. All teachers will... i. Implement the enVision Math curriculum to teach the CCSS Math concepts and procedures, mathematical practices, and GLOs, including curriculum-embedded high-yield instructional strategies and assessments. (WASC #2) ii. Provide instruction on Math vocabulary words at least weekly, including those on the SBA-Math Vocabulary list. iii. Implement common grade-level scoring methods, including those embedded within the enVision Math curriculum. (WASC #2) iv. examine student work and assessment data, providing timely feedback to students on how they can improve. (WASC #3) c. All grades 3-6 teachers will... i. Select and utilize individual items (questions) from the Math SBA Interim Assessment Blocks (IABs) <i>informally for instruction</i> (e.g., as a lesson activity/practice item, outside of the testing system, with teacher guidance/support, collaboratively with a partner) multiple times throughout quarters 2, 3, and 4 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. (WASC #2) ii. Utilize 5 Math IABs formally within the testing system (one from each domain) to provide students with practice in the online testing system, including using the SBA online tools and conducting assessment feedback sessions with	i-Ready Diagnostic Screener Math Proficiency and Growth Data Strive HI SBA Math Proficiency and Growth Data	<input checked="" type="checkbox"/> WSF 42101 B-3502 Reflex Math \$3,444 enVision Math subscription (<i>paid thru SY2026-2027</i>)

		<p>students. (WASC #2)</p> <p>d. All students will...</p> <ul style="list-style-type: none"> i. Demonstrate the enVision Mathematics desired student actions (as outlined in the 'Look Fors' form) while engaging in the Solve and Share, Visual Learning Bridge, and Assess and Differentiate components. ii. Complete standards-based 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>Leads: Principal, Academic Coach, and ART</p>		
<p>All grade 5 students are proficient in their understanding of the NGSS concepts.</p>	<p>4A. There are varying degrees of implementation of the Mystery Science curriculum to teach and assess the NGSS.</p> <p>4B. There are varying degrees of implementation of our NGSS inquiry/‘āina/place-based units.</p> <p>4B. There are varying degrees of the use of the NGSS Interim Assessments for instruction and practice for the HSA in grades 3-4.</p>	<p>EA 4. Science</p> <p>Students’ understanding of Science concepts will increase through the effective implementation of Mystery Science, a horizontally and vertically aligned curriculum instructional strategies, practices, and assessments aligned with the NGSS.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> a. The school administration will continue to provide time for teachers to horizontally and vertically align and calibrate their use of our K-5 curriculum, Mystery Science to teach the NGSS and GLOs that meet the NGSS Evidence Statements for Elementary. (WASC #2) b. All teachers will... <ul style="list-style-type: none"> i. Implement the NGSS-based curriculum as determined for their grade level and indicated in the grade-level pacing guide. ii. Utilize common vertically aligned assessments and scoring guides (e.g., rubrics, criteria checklist) to measure student achievement of the NGSS standards. (WASC #2) iii. Examine student work and assessment data, providing timely feedback to students on how they can improve. (WASC #3) c. All grades 3-5 teachers will... <ul style="list-style-type: none"> i. Select and utilize individual items (questions) from the NGSS Interim Assessments <i>informally for instruction</i> (e.g., as a lesson activity/practice item, outside of the testing system, 	<p>Classroom Science Assessment Results</p> <p>Strive HI NGSS-HSA Proficiency Data</p>	<p><input checked="" type="checkbox"/> WSF 42101 B - 3502 Mystery Science License \$1,795</p> <p>B - 3006 Mystery Science- Mystery Packs \$7,400</p> <p><input checked="" type="checkbox"/> Possible Addt'l WSF B-3502 Generation Genius \$1,300</p>

		<p>with teacher guidance/support, collaboratively with a partner) multiple times throughout quarters 2, 3, and 4 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. (WASC #2)</p> <p>ii. Utilize at least one NGSS Interim Assessment during quarters 2, 3, and 4 <u>formally within the testing system</u> to provide students with practice in the online testing system, including using the SBA online tools and conducting assessment feedback sessions with students. (WASC #2)</p> <p>d. All students will complete learning activities/tasks and assessments to strengthen their understanding/application of scientific concepts and prepare them for real-world application (i.e., NGSS Units, Āina-based units with excursions) and success on standardized assessments (e.g., NGSS HSA).</p> <p>Leads: Principal and Academic Coach</p>		
1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.	<p>5A. There are varying levels of understanding of how to scaffold and differentiate content, product, process, and environment to increase student proficiency and close the achievement gap.</p> <p>5B. There are varying levels of use of curriculum resources/materials to plan for small group instruction to address identified students' specific learning needs.</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. (WASC #3)</p> <p>Action Steps:</p> <p>a. School administration/ART will...</p> <p>i. Provide guidance and expectations for the schoolwide use of inclusive practices.</p> <p>ii. Coordinate and guide the schoolwide ELA and Math intervention programs and expectations to identify and address students' academic needs, including student reflection/goal-setting methods and the targeted use of differentiated curriculum materials and resources.</p> <p>iii. Continue to lead improvements in our methods to diagnose deficiencies and provide more specific/targeted differentiation practices and interventions aligned to students' needs.</p> <ul style="list-style-type: none"> Provide guidance and instructional support for the coordinator/program. 	<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 - 2744 PTT - RTI Class Support 17 hrs /week x 38 weeks = 646 hrs x \$42.16 x 1 \$27,235</p> <p>B - 3502 i-Ready (SY26-27) \$19,196</p> <p><input checked="" type="checkbox"/> WSF 42102 A1 - 2744 ELL Interpreters 7 NEP x 4 hrs = 28 hrs x \$29.59 \$829</p> <p><input checked="" type="checkbox"/> WSF 42107 A1 - 2744 PTTB Computer Tech 17 hr/wk x 42 wk = 714 hrs x \$29.59 = \$21,127</p>

	<p>5C. There are varying degrees of understanding of strategies to support EL students within the regular education classroom.</p>	<ul style="list-style-type: none"> Engage in data analysis of student achievement in sub-groups to determine school needs (i.e., IDEA, EL, SES). Create an EL group in the i-Ready system and monitor progress to guide instructional/program decisions. (EL Success Plan) Maintain our established criteria for identifying at-risk students based on universal screener results and our system for tracking and managing student data. Improve our methods to diagnose individual students' deficiencies and provide more specific/targeted differentiated interventions to support our high-needs students. Maintain our defined program goals, strategies, and progress monitoring procedures for Tier 2 and 3 interventions. Monitor the success of our intervention programs and processes and modify them as needed to yield better results. <p>b. Teachers will...</p> <ol style="list-style-type: none"> Analyze data during PLC meetings to identify student needs and determine targeted instructional strategies and resources to address them. Use various forms of student data to determine and implement appropriate Tier 2 and Tier 3 interventions during small group instruction, reinforce effort, and recognize/reward student progress. Implement the academic intervention programs/systems with fidelity and incorporate the use of inclusive practices in all classrooms. Administer appropriate diagnostic assessments to determine specific skill deficits for students identified as at-risk. Utilize/implement EL resources and strategies embedded in the Wonders 2023 curriculum to support EL students in their classrooms. (EL Success Plan) Design and implement collaborative group activities that promote peer-to-peer discussions. (EL Success Plan) 		<p><input checked="" type="checkbox"/> Possible Addt'l WSF</p> <p>A1 - 2744 ELL PTTB 17 hrs/week for 40 weeks = 680 hrs/year x \$29.59 \$20,121</p> <p>A1 - 2741 Art PPE: 19 hrs /week for 40 weeks = 760 hr x \$25.45 \$19,342</p> <p>A1 - 2744 2 ELA/Math RTI PTTs 17 hrs /week x 40 weeks = 1,360 hrs x \$29.59 \$40,242</p> <p>B - 3502 ESGI assessment tool \$1,800</p>
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		<p>c. All students will thrive in an inclusive learning environment and reflect on their learning, set goals, and self-monitor their progress toward meeting i-Ready growth targets and consistently demonstrating the GLOs.</p> <p>Leads: Principal, RTI/EL Coordinator, and ART</p>		
<p>1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.</p>	<p>6A. There is a need to sustain and strengthen the successful practice of providing students with transitions.</p>	<p>EA 6. Student Transitions (1.1.5)</p> <p>Multiple activities and events will support student transitions into, through, and out of Kilauea School.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> a. School administration and teachers/staff will... <ul style="list-style-type: none"> i. Coordinate activities that support student transitions within the school (e.g., into Kindergarten, from grade level to grade level, new students entering the school, exiting from Special Education/RtI). ii. Collaborate with our feeder middle school administration and teachers/staff to coordinate and implement a series of activities that prepare grade 6 students for the successful transition to middle school emotionally, mentally, and academically. b. All students will participate in learning activities that prepare them for the successful transition to the next grade level/middle school. <p>Leads: Principal, Counselor, and ART</p>	<p>Panorama Student Perception/SEL Survey Results</p>	<p><input type="checkbox"/> WSF</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 and Accountable Lead(s) <i>"How will we achieve the desired outcome?"</i> <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>
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 and the 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. The school administration will communicate clear, proactive attendance procedures to teachers, staff, and students/parents. b. Administration, teachers, and staff will encourage student attendance and implement proactive follow-up procedures when students are absent. c. All students will attend school regularly and receive recognition for attendance. Leads: Principal and Counselor	Attendance Data (LEI Kūlia and Strive HI)	<input type="checkbox"/> WSF
1.2.2. All students demonstrate positive behaviors at school.	8A. There are varying levels of understanding, cohesiveness, and implementation of our schoolwide SEL programs/systems that align to strengthen SEL. 8B. There are inconsistencies in the implementation and reinforcement of schoolwide behavior expectations that foster appropriate student 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. The school administration/ART/counselor will... i. Clarify/define and provide guidance to strengthen behavioral RTI strategies and interventions, including effective methods for addressing high-intensity behaviors. ii. Provide guidance to strengthen the implementation and teaching of routines, procedures, and transitions as a Tier 1 approach to managing student behavior. b. The school counselor will collaborate with the CORE team to address students' social-emotional needs using the SEL survey results to provide timely, targeted student interventions and support.	Behavior Incident Referral Data Panorama Student Perception/SEL Survey Results	<input type="checkbox"/> WSF

	<p>8C. There are varying levels of development and implementation of classroom routines and procedures that foster appropriate student behavior.</p> <p>8D. There is a lack of a process for using SEL survey results to support individual students.</p>	<p>c. The administration, teachers, and staff will...</p> <ul style="list-style-type: none"> i. Implement behavioral RTI, which includes PBIS, proactive classroom management strategies that define, teach, and recognize/reward positive behavior as outlined in the Kūleana O Kīlauea (Responsibility, Respect, Cooperative/Unity, Safety), and proactive and progressive disciplinary practices. ii. Teach/reinforce the lessons and values from the SEL Choose Love curriculum. <p>b. The Core Team will review and discuss behavior incident referral data regularly to drive behavior interventions.</p> <p>c. Students will exhibit positive/productive behavior in all settings and receive recognition/rewards as reinforcement.</p> <p>Leads: Principal, Counselor, and ART</p>		
1.2.3. All students experience a Nā Hopena A'o environment for learning.	<p>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>	<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, teachers, and staff will coordinate and implement activities/events that instill and promote the components of the (HĀ) Framework within and outside of classrooms (e.g., morning `oli, Choose Love, 'Āina-based field trips, May Day, etc.). b. All students will experience a Nā Hopena A'o environment for learning, with an emphasis on strengthening a sense of Hawaii at our school. <p>Leads: Principal, Counselor, and Academic Coach</p>	Panorama Student Perception/SEL Survey Results	<p><input checked="" type="checkbox"/> Possible Addt'l WSF</p> <p>B - 3006</p> <p>Aloha Books - Building Character through the Aloha Program Student Workbooks</p> <p>\$1,209</p>

★ **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 and Accountable Lead(s) <i>"How will we achieve the desired outcome?"</i> <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>
<p>1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.</p>	<p>10A. There is a need to sustain and strengthen our implementation of strategies/methods that increase students' awareness of college/career options, connect them with their community, and develop a sense of civic responsibility.</p>	<p>EA 10. College/Career Exploration, Community Connections, and Civic Engagement (1.3.1)</p> <p>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.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> a. School administration and teachers/staff will coordinate and implement activities that... <ul style="list-style-type: none"> i. Promote college/career awareness and exploration throughout the school year (e.g., guest speakers, field trips/excursions, internships, Career Day, student research, connecting to how adults use a particular skill in a job field; and/or to CTE pathways, etc.). 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 develop a sense of civic responsibility. <p>Leads: Principal, Counselor, and PIC (a.k.a. PCNC)</p>	<p>Community Partners and Volunteers List</p> <p>Field Trip Log</p> <p>GLO #2 Community Contributor Quarterly Report Card Grades</p>	<p><input type="checkbox"/> WSF</p>

<p>K-12 Alignment</p> <p>1.3.2. All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.</p>	<p>11A. There is a need to sustain and strengthen K-12 alignment and school-level initiatives to ensure all students obtain the academic background and skills necessary to enter, engage in, and complete high school academic and CTE programs successfully.</p> <p>11B. There is a need to sustain and strengthen the successful practice of integrating technology into instruction.</p> <p>11C. There is insufficient understanding and implementation of the Computer Science standards (CSTA).</p>	<p>EA 11. K-12 Alignment of Academic Background and Skills (1.3.2)</p> <p>Students will obtain the academic background and skills necessary to enter, engage in, and complete high school academic and CTE programs successfully, including opportunities for all students to explore, create, and innovate.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> a. The 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 skills, note-taking, test-taking, organization, and use of technology). b. School administration will... <ul style="list-style-type: none"> i. designate time for teachers and/or PTT to review the Computer Science (CSTA) standards and coordinate training on resources and instructional practices to enable teachers to design and deliver coherent, scaffolded computer science learning experiences for students. ii. Collaborate and coordinate opportunities to strengthen K-12 articulation and alignment amongst schools within the Kapa'a Complex (East/North Kauai). c. All students will participate in learning activities that prepare them for success in middle school, high school, and beyond. <p>Leads: Principal and Academic Coach</p>	<p>GLO Quarterly Report Card Grades</p>	<p><input checked="" type="checkbox"/> WSF 42101</p> <p>B-3502 Go Guardian \$4,304</p> <p>B - 3006 Student Planners \$1,680</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>	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>
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/practices.</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>12C. There is a need to sustain the successful practice of using data and evidence to conduct our CNA, develop our Academic Plan, and progress</p>	<p>EA 12. Teacher Professional Development and Growth (2.1.2)</p> <p>All teachers will be provided with job-embedded professional development (PD), training, coaching, focused Professional Learning and Collaboration (PLC) time, and guidance to support the implementation of 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/ART will... <ol style="list-style-type: none"> Continue to define, document, communicate, support, and monitor our PLC and Data team processes. Identify and implement consistent assessment methods and grading practices. (WASC #2) <ul style="list-style-type: none"> Establish school-wide grading processes/methods and communicate them to students and parents. Align our use of grade-level common formative and summative assessments to include curriculum-embedded assessments. Continue to provide coaching and feedback in the use of <i>Excellence in Instruction</i> Practices (e.g., active participation, productive behaviors, formulating an objective, teaching to an objective), and develop school-wide procedures for posting GLOs and connecting GLOs to the visible learning targets and classroom instruction. (WASC #4). 	<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><input checked="" type="checkbox"/> WSF 42102 A1 - 2769 ELL Substitutes 3 Days x \$194.01 \$582</p> <p><input checked="" type="checkbox"/> WSF 42106 A1 - 2769 ART (Qtrly and CNA) ART Members = 24 subs x \$194.01 = \$4,656</p> <p>A1 - 2769 14 Subs for PD/training \$194.01 \$2,716</p> <p><input checked="" type="checkbox"/> Possible Addt'l WSF B-7104/07 enVision/KP Math PD \$5,000</p>

	<p>monitor its implementation and impact.</p> <p>12D. There are inconsistent assessment methods and grading practices.</p>	<ul style="list-style-type: none"> iv. Coordinate professional development days as a part of our grades K-5 rollout of Wonders 2023. v. 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. vi. Provide PD and coaching embedded in cycles of professional learning to... <ul style="list-style-type: none"> • Calibrate understanding of the Science of Reading (Scarborough's Reading Rope) and the use of the UFLI foundational skills curriculum to strengthen instruction and assessment of word recognition/decoding and language comprehension. • Calibrate understanding of Steps 1, 2, and 3 in the enVision Mathematics curriculum to systematically deliver core math instruction to all students. • Deepen understanding of the 8-Effective Math Teaching Practices (NCTM) and strengthen the consistent implementation of these instructional practices while delivering math instruction to all students (Incorporated in KP 10 Frame PD). vii. Provide PD sessions/activities on the following: <ul style="list-style-type: none"> • Wonders 2023 curriculum, instruction, assessment professional development days • EL resources and strategies are embedded in the Wonders 2023 curriculum. (EL Success Plan) • Quality Student Interactions (EL Success Plan) • Instructional strategies/methods to be implemented during each level of RTI (i.e., in small group instruction for Tier 1, small group following initial Tier 1 instruction, small group instruction during the Tier 2 intervention block, and when students exit Tier 3 and return to Tier 2). b. All new teachers will be provided with an orientation including a review of the school matrix, curriculum, instruction, and assessment PD/training, and ongoing induction and mentoring support. c. All teachers will implement effective instructional practices/strategies to teach the standards and implement the schoolwide procedures for posting GLOs and connecting GLOs 		
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		<p>to the visible learning targets and classroom instruction. (WASC #4).</p> <p>d. All students will participate in learning activities that incorporate the use of effective high-yield instructional practices/strategies to strengthen their understanding of concepts, application of grade-level skills, and ability to consistently demonstrate the GLOs.</p> <p>Leads: Principal, Academic Coach, and ART</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>All support staff will be provided with training and PD 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/leadership will coordinate training and PD sessions/activities that strengthen understanding and use of effective practices and strategies relevant to their roles. b. All new support staff will be provided with an orientation, initial training, and ongoing guidance/support. c. All support staff will implement effective practices and strategies relevant to their roles as identified by the administration or supervisor. d. All students will participate in learning activities that incorporate the use of effective practices and strategies to strengthen their understanding of concepts, application of grade-level skills, and ability to consistently demonstrate the GLOs and SEL competencies. <p>Leads: Principal, Academic Coach, and ART</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>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)</p> <p>Leadership development opportunities and collaborative problem-solving will increase the effectiveness and retention of current school administrators.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> a. School administrators will... <ul style="list-style-type: none"> 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. <p>Lead: Principal</p>	<p>PD/Training Log</p>	<p><input checked="" type="checkbox"/> Possible Add'l WSF Funds</p> <p>B - 4804</p> <p>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.</p> <p>\$4,000 per administrator</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>
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 will... <ol style="list-style-type: none"> i. Implement processes/procedures to ensure that all HIDOE rules, regulations, guidelines, and expectations are followed at Kilauea School. ii. Provide ongoing communication with faculty and staff 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. Leads: Principal	Academic and Financial Plan Documents	<input type="checkbox"/> WSF

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 the successful practice of involving 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. Leads: Principal and SCC Chair	SCC Meeting Minutes Posted on School Website SCC Academic Plan Assurances Form	<input type="checkbox"/> WSF
All parents feel welcome, involved, and engaged in their child's school.	17A. There is a need to sustain and increase the variety of methods we utilize to engage parents as partners in their child's 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. The school administration and teachers/staff will provide parents/guardians with multiple opportunities to support their child through training/information sessions conducted during a variety of activities, programs, and events including two EL Family Nights with engaging activities designed for our EL population. (EL Success Plan) b. Students will participate in activities, programs, and events that support their academic and social development. Leads: Principal, Counselor, and PIC (a.k.a. PCNC)	Parent School Quality Survey (SQS) Involvement and Engagement Results Parent/Family Involvement and Engagement Log	<input checked="" type="checkbox"/> WSF 42104 A1 - 2741 PIC (PPE): 19 hrs/wk for 42 weeks = 798 hours @ \$25.45/hr = \$20,309 B-3006 Supplies for family engagement (literature books/math manipulatives, etc.) \$722

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

1,104 instructional hours per year

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

For the 2025–26 school year, we requested one waiver day for professional development and training, as well as an additional waiver for two full days dedicated to parent-teacher conferences.

Bell Schedule: [Kilauea School Bell Schedule 2025-26](#)