



Kōloa 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 TA Principal: **James Muraoka**

James Muraoka 4/14/25

Approved by Complex Area Superintendent: **Daniel S. Hamada**

Daniel S. Hamada 4/15/25

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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 ▾	ORIGO Stepping Stones ... ▾	Mystery Science	Wonders 2023 embedded Social Studies Topics

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-5 Intervention	i-Ready Lessons Sonday	i-Ready Lessons Do the Math		
Grades K-5 Intervention, SpEd, ELL	Phonics Lesson Library 2.0 and PAIR (95 Percent Group)			

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: Tier 2 interventions are recorded weekly during STPT (Structured Teacher Planning Time) meetings using PLC documentation. Any student concerns are noted in the Cadre meeting minutes, and if additional support is needed, a referral is made through the RFA form, which also includes Tier 2 intervention details. Academic and behavioral Tier 3 interventions are documented in the eCSSS system.

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 ▾
Grades K-5 Interventions	Other: ▾ Literacy Intervention System	

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
62%	67%	63%	48%	25%	33%	27%	33%	43%	67%	52%	56%
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
60%	33%	122%			21%	22%	38%	11%	7%
>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 effective implementation of the curriculum and programs that address literacy.

5A. There are varying levels of expertise in the teachers' use of data to inform their instruction and to differentiate for various student needs.

5B. There is a need to sustain and strengthen our various intervention methods that support students' academic learning.

12A. There are varying levels of expertise and implementation of effective instructional strategies across teachers, including the ability to know, understand, and apply innovative strategies to improve student achievement.

*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
49%	62%	67%	53%	19%	34%	27%	32%	38%	72%	49%	39%
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		
59%	34%	113%	16%	22%	48%	9%	6%		
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 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 varying degrees of effective implementation of the curriculums and programs that address Math.

5A. There are varying levels of expertise in the teachers' use of data to inform their instruction and to differentiate for various student needs.

5B. There is a need to sustain and strengthen our various intervention methods that support students' academic learning.

12A. There are varying levels of expertise and implementation of effective instructional strategies across teachers, including the ability to know, understand, and apply innovative strategies to improve student achievement.

*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
40%	50%	71%	42%	21%	35%	47%	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 levels of teacher understanding regarding the implementation of the NGSS.

12A. There are varying levels of expertise and implementation of effective instructional strategies across teachers, including the ability to know, understand, and apply innovative strategies to improve student achievement.

*Additional contributing causes: [11B](#), [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
77%	65%	67%	63%	47%	54%	62%
PPanorama Winter 2024-25						

Regular Attendance			
20-21	21-22	22-23	23-24
*89%	59%	69%	77%
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 strengthening their emotion regulation and growth mindset.

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 emotion regulation and a growth mindset.
- 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.
- All students need to attend school regularly to actively engage in learning and achieve their full potential.

Root/Contributing Causes:

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.

8A. There are varying levels of effective methods and strategies being implemented to support productive student behaviors in the classroom.

8B. There are varying degrees of emphasis on instruction that empowers students socially and emotionally.

*Additional contributing causes: [6A](#), [8C](#), [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	53% = 54	57% = 52	53% = 46	28% = 24
Math	44% = 44	53% = 49	56% = 48	35% = 31
Science	31% = 14	41% = 15	52% = 12	19% = 6
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, 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	31% = 4	44% = 4	19% = 3	20% = 5	67%	63%	46%	63%
Math	38% = 5	20% = 2	38% = 6	31% = 8	Growth to Target (WIDA Access)			
Science	0%	0%	0%	0%				
Percentage and number of EL students proficient								

[Koloa 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	0%	10% = 1	17% = 2	0%
Math	0%	10% = 1	18% = 2	0%
Science	20% = 1	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 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. 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. 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. Leads: Principal and SSC	Kindergarten Assessment Data Kindergarten i-Ready Diagnostic Screener Reading and Math Data	<input type="checkbox"/> WSF <input type="checkbox"/> Title I
Reading Proficiency 1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently	2A. There are varying degrees of effective implementation of the curriculum and programs that address literacy.	EA 2. Literacy (1.1.2) Student literacy will increase through the effective implementation of Wonders 2023, a horizontally and vertically aligned curriculum with embedded instructional strategies, practices, and assessments aligned to the HCCSS, supported by vocabulary development, Science of Reading pedagogy, and i-Ready. Action Steps: a. School administration/leadership will provide time for	i-Ready Diagnostic Screener Reading Proficiency and Growth Data Strive HI SBA ELA Proficiency and Growth Data	<input type="checkbox"/> WSF <input checked="" type="checkbox"/> Title I 18902 B-3006 ELA-Curriculum Materials: Wonders Grade K-5 Student Workspace 1 Year Subscription, Writing Companion Package, Wonders Decodable

receive necessary and timely support to become proficient.		<p>teachers to participate in STPT to align and calibrate their implementation of the Science of Reading pedagogy embedded within the Wonders Reading curriculum, instruction, and assessments.</p> <p>b. All teachers will...</p> <ul style="list-style-type: none"> i. Implement the Wonders 2023 curriculum to teach the CCSS for reading, writing, speaking/listening, research/inquiry, and GLOs, including curriculum-embedded high-yield instructional strategies and assessments. ii. Implement i-Ready with fidelity as scheduled by administration/leadership, including strategies identified to support student success. iii. Provide instruction on grade-level academic language and Wonders vocabulary, including integration of the SBA-Sample Academic Vocabulary and the SBA-ELA and Literacy Vocabulary in grades 3-5. iv. Use common grade-level 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 a reference for grade level expectations/rigor. v. Examine student work and assessment data, providing timely feedback to students on how they can improve. <p>c. All grades 3-5 teachers will...</p> <ul style="list-style-type: none"> i. Select and utilize individual items (questions) from the ELA SBA Interim Assessment Blocks (IABs) <u>informally for instruction</u> (e.g., as a lesson activity/practice item) multiple times beginning in 2nd quarter to expose students to the types of questions on the SBA and reinforce the learning of standards-based content. ii. Utilize at least two ELA IABs <u>formally within the testing system</u> as a formative assessment to provide students with practice in the online testing system, including using the SBA online tools and conducting assessment feedback sessions with students. <p>d. All students will complete standards-based learning</p>	<p>Readers Package \$28,450.79 ELA Manipulatives \$4,806 \$33,257</p> <p>B-3502 NewsELA \$4,840</p>
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		<p>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>Leads: Principal and Academic Coaches</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 varying degrees of effective implementation of the curriculums and programs that address Math.</p>	<p>EA 3. Numeracy (1.1.3)</p> <p>Student numeracy will increase through the effective implementation of Stepping Stones, a horizontally and vertically aligned curriculum with embedded instructional strategies, practices, and assessments aligned to the CCSS, supported by vocabulary development, mathematical practices, and i-Ready.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> School administration will continue to provide time for teachers to participate in STPT to align and calibrate their use of the Stepping Stones Math curriculum, instruction, and assessments. All teachers will... <ol style="list-style-type: none"> implement the Stepping Stones curriculum to teach the CCSS Math concepts and procedures, mathematical practices, and GLOs, including curriculum-embedded high-yield instructional strategies and assessments. Provide instruction on grade-level Stepping Stones vocabulary, which integrates the SBA-Math Vocabulary in grades 3-5. Provide daily problem-solving opportunities to strengthen students' mathematical reasoning. Examine student work and assessment data, providing timely feedback to students on how they can improve. All grades 3-5 teachers will... <ol style="list-style-type: none"> 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) multiple times beginning in 2nd quarter 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 	<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 42101 B-3006 KP Ten Frame Tiles & Kits \$8,318</p> <p><input checked="" type="checkbox"/> Title I 18902 B-3006 Math-Curriculum Materials: ORIGO Math workbooks \$9,684</p>

		<p>the content taught.</p> <p>ii. Utilize at least two Math IABs <u>formally within the testing system</u> as a formative assessment to provide students with practice in the online testing system, including the SBA online tools, and conduct assessment feedback sessions with students.</p> <p>d. All students will 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> <p>Leads: Principal and Academic Coaches</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 varying levels of teacher understanding regarding the implementation of the NGSS.</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 with embedded instructional strategies, practices, and assessments aligned with the NGSS.</p> <p>Action Steps:</p> <p>a. School administration will continue to provide at least one articulation session per school year for teachers to align and calibrate their use of the Mystery Science curriculum, instruction, and assessments.</p> <p>b. All grade 5 teachers will...</p> <p>i. Select and utilize individual items (questions) from the NGSS Interim Assessments <u>informally for instruction</u> (e.g., as a lesson activity/practice item) multiple times beginning in 2nd quarter to expose students to the types of questions on the HSA and reinforce the learning of standards-based content.</p> <p>ii. Utilize at least one NGSS Interim Assessment <u>formally within the testing system</u> as a formative assessment to provide students with practice in the online testing system, including using the HSA online tools and conducting assessment feedback sessions with students.</p>	<p>Classroom Science Assessment Results</p> <p>Strive HI NGSS-HSA Proficiency Data</p>	<p><input type="checkbox"/> WSF</p> <p><input checked="" type="checkbox"/> Title I 18902 B-3006 Mystery Science Kits \$8,367</p> <p>B-3502 Mystery Science online curriculum \$1,695</p>

		<p>c. All teachers will...</p> <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, providing timely feedback to students on how they can improve. <p>d. All students will complete standards-based learning activities/tasks and assessments to strengthen their understanding/application of scientific concepts and prepare them for real-world application and success on standardized assessments (e.g., NGSS HSA).</p> <p>Leads: Principal and Academic Coaches</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 expertise in the teachers' use of data to inform their instruction and to differentiate for various student needs.</p> <p>5B. There is a need to sustain and strengthen our various intervention methods that support students' academic learning.</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 #2)</p> <p>Action Steps:</p> <ul style="list-style-type: none"> a. School administration/leadership will: <ul style="list-style-type: none"> i. Provide guidance and support on the use of high-impact differentiation strategies and inclusive practices (e.g., accommodations, modifications, the culture of learning and growth), including the i-Ready universal screener to identify student needs, identify strategies to address those needs, and monitor student progress. ii. Hire more PTTs to support classroom and small group instruction (if available). iii. Coordinate i-Ready training for all new teachers, including those with less than 3 years at Koloa Elementary. iv. Motivate the students to do their best (e.g., announcements on Weekly Morning Announcements) and provide incentives for students who make typical or stretch growth. v. Maintain our established criteria for identifying at-risk students based on universal screener results and develop a system for tracking and managing student data. (CLSD) vi. Maintain our defined program goals, strategies, and 	<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</p> <p>A1-2744 1 PTTA (Rtl) x 17 hrs per wk x 38 wks = 646 hrs x \$42.16 \$27,235</p> <p>A1-2741 5 Classroom + 1 Rtl = 6 PPE x 19 hrs per wk x 40 wks = 4,560 hrs x \$25.45 \$116,052</p> <p>A1-2744 4 PTTA (Spring Break Math Camp) x 4 hours = 16 hrs x \$42.16 \$675</p> <p>A1-2744 4 PTTA (After School Track) x 2.5 hrs per week x 10 wks = 100 hrs x \$42.16 \$4,216</p> <p>4 PTTA (After School Tutoring) x 4 hrs per week x 35 wks = 560 hrs x \$42.16 \$23,610</p> <p>B-3502</p>

		<p>progress monitoring procedures for Tier 2 and 3 interventions, and ensure that all teachers are using their small group (UA) time as intended consistently. (CLSD)</p> <p>vii. Conduct regular school literacy leadership team meetings to evaluate the effectiveness of the HMTSS-R framework and make adjustments to improve student outcomes. (CLSD)</p> <p>b. Teachers and the Literacy Coach will:</p> <p>i. Administer appropriate diagnostic assessments to determine specific skill deficits for students identified as at-risk. (CLSD)</p> <p>ii. Use diagnostic assessment data to develop grouping structures and intervention plans for Tier 2 and Tier 3 instruction. (CLSD)</p> <p>c. All teachers will...</p> <p>i. Implement the 95 Percent Group literacy intervention programs (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. Incorporate the use of inclusive practices in their classrooms and utilize the i-Ready universal screener results to identify students' needs, identify and implement differentiation strategies during whole group and small group instruction to address those needs, and monitor student progress.</p> <p>iii. Provide targeted student support in basic foundational reading skills (e.g., phonemic awareness, phonics, decoding).</p> <p>iv. Have students take testing seriously, take their time, and motivate the students to do their best.</p> <p>v. Identify and improve implementation of research-based best practices for instruction and RTI that includes the use of effective differentiation methods/strategies and curriculum resources to address the academic needs of individuals, and the various sub-groups (i.e., IDEA, EL, SES) by engaging in data analysis to support Tier 1, 2, & 3</p>		<p>i-Ready Site License \$11,925</p> <p><input checked="" type="checkbox"/> WSF 42102 A1-2744 ELL PTT x 17 hrs per wk x 40 wks = 680 hrs x \$29.59 \$20,121</p> <p><i>Interpreters for NEP students (school will use district BSHA & EL PTT)</i></p> <p><input checked="" type="checkbox"/> Title I 18902 B - 3502 Microsoft Licenses \$600</p>
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		<p>learners during PLC meetings.</p> <p>vi. Use weekly curriculum assessment data to consistently maximize small group instruction to support student needs (e.g., Universal Access time). (WASC #1)</p> <p>d. Students will...</p> <p>i. Use i-Ready personalized instruction at least 40 minutes a week (or 2 lessons passed per week) in both Reading and Math.</p> <p>ii. Demonstrate their learning and growth on the i-Ready universal screener and reflect on their progress.</p> <p>iii. Receive recognition for reaching certain benchmarks/goals (e.g., ice cream/pizza party).</p> <p>iv. Chart their scores and participate in data chats with their teacher to discuss their progress.</p> <p>e. Identified students will participate in small group differentiated instruction activities at least 3x per week.</p> <p>Leads: Principal and SSC</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 sustain and strengthen 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 Koloa Elementary School.</p> <p>Action Steps:</p> <p>a. Administration and teachers/staff will coordinate activities that support student transitions, including the transition into Kindergarten (e.g., Kindergarten Open House and Kindergarten Transition), Promotion Day, and transition to middle school (e.g., 5th graders visit middle school, student/adult guest speakers from the middle school).</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>Leads: Principal and SSC</p>	Panorama Student Perception/SEL Survey Results	<p><input type="checkbox"/> WSF</p> <p><input type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> Possible Add'l Funding for 2026 Summer Learning Kindergarten</p> <p>A1-2744 Kindergarten KAMP 3 PTTA x 17 hrs per week x 2 week = 102 hrs x \$42.16 \$4,300</p> <p>A1-2741 Kindergarten KAMP 1 PPE x 17 hrs per week x 2 week = 34 hrs x \$25.45 \$865</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> SW5 - EA 8
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. (WASC #1) Action Steps: a. School administration will communicate clear, proactive attendance procedures to teachers, staff, and students/parents. b. School administration, teachers, and staff will promote attendance through assemblies, school messenger, and day-to-day interactions with students and parents, and implement proactive follow-up procedures when students are absent. c. School administration, teachers, staff, and students/parents will adhere to attendance procedures/guidelines. d. Students will receive recognition/rewards for attendance. Leads: Principal, SSC, and Counselor	Attendance Data (LEI Kūlia and Strive HI)	<input type="checkbox"/> WSF <input type="checkbox"/> Title I

<p>1.2.2. All students demonstrate positive behaviors at school.</p>	<p>8A. There are varying levels of effective methods and strategies being implemented to support productive student behaviors in the classroom.</p> <p>8B. There are varying degrees of emphasis on instruction that empowers students socially and emotionally.</p> <p>8C. There is a need to sustain and strengthen the understanding and implementation of the HIDEOE process that we have to follow (e.g., data collection, interventions) to get behavioral high-needs students the support they need.</p>	<p>EA 8. Positive Student Behavior (1.2.2)</p> <p>Behavioral RtI, 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.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> a. School administration, teachers, and staff will implement proactive classroom management routines, SEL (Choose Love), and PBIS to promote a positive school climate while using programs and strategies that support all students, including approaches that address our changing demographics through community outreach, understanding diversity, and fostering compassion. b. The Counselor will provide students with counseling and guidance on a rotational basis. c. Grades 3-5 teachers will analyze their Panorama data to see what areas may need to be addressed and/or to plan lessons to address concern areas, including strategies to address chronic behavioral concerns with certain students. d. Students will exhibit positive/productive behaviors in all settings and receive recognition/rewards (e.g., happy mail). <p>Leads: Principal, SSC, and Counselor</p>	<p>Behavior Incident Referral Data</p> <p>Panorama Student Perception/SEL Survey Results</p>	<p><input checked="" type="checkbox"/> WSF 42101 A1-2721 PPT (NID) Morning Club 5.25 hrs/wk x 40 wks = 200 hrs x \$18.97 \$3,794</p> <p>A1-2741 1 PPE (Guidance) x 7 hrs per week x 38 wks = 266 x \$25.45 \$6,770</p> <p><input checked="" type="checkbox"/> Title I 18902 B-3006 Aloha Guidance & Kelso's Choice Curriculum \$973</p>
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<p>1.2.3. All students experience a Nā Hopena A'o environment for learning.</p>	<p>9A. There is a need to sustain and strengthen our implementation of the HĀ framework components embedded within our school culture and daily routines.</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 outcomes of the (HĀ) Framework within and outside of classrooms, including those that strengthen a sense of Hawaii (e.g., Aloha Book, place-based field trips, Koke'e Discovery Center, Makahiki, May Day, etc.). b. All teachers, staff, and students will receive Koloa Elementary school attire to wear for field trips and school events to show unity and belonging. c. All students will be engaged in activities/events that strengthen a sense of Hawaii at Koloa Elementary School. <p>Lead: Principal</p>	<p>Panorama Student Perception/SEL Survey Results</p>	<p><input checked="" type="checkbox"/> WSF 42101 B-3401 Innovative Designs and Sales (school shirts for teachers, staff, and students) \$5,000</p> <p><input type="checkbox"/> Title I</p>
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★ **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> 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>
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.	10A. There is a need to sustain and improve our implementation of strategies/ methods that strengthen students' awareness of college/career options, connect them with their community, and develop a sense of civic responsibility.	<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> <ol style="list-style-type: none"> School administration and teachers/staff will coordinate and implement activities that... <ol style="list-style-type: none"> promote college/career awareness and exploration (e.g., guest speakers, field trips/excursions, student research, Career Day, connecting to how adults use a particular skill in a job field). foster students' connection with their community and develop a sense of civic responsibility (e.g., Kids Voting, Food Drives, Guest Speakers, Campus Cleanup). 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. <p>Leads: Principal and Counselor</p>	Community Partners and Volunteers List Field Trip Log GLO #2 Community Contributor Quarterly Report Card Grades	<p><input checked="" type="checkbox"/> WSF 42101 A1-2744 PTTB (Music) 6 hrs per wk x 38 wks = 228 x \$29.59 \$6,747</p> <p><input type="checkbox"/> Title I</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 teaching and learning.</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.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> a. School administration will ... <ul style="list-style-type: none"> i. Collaborate and coordinate opportunities to strengthen K-12 articulation and alignment amongst schools within the Kawai Complex (Central Kauai). ii. Utilize a virtual platform to promote student learning through weekly morning announcements (e.g., GLO reminders and recognition). iii. Provide school supplies/shirts for students to ensure equity and access to learning. b. School administration and teachers/staff will implement strategies that prepare students for middle/high school (e.g., GLO integration, study skills, note-taking, test-taking, organization, inquiry, research, and use of technology). (WASC #3) c. Teachers will select a student of the month for each class, and that student will receive recognition for demonstrating a GLO. (WASC #3) d. All students will participate in learning activities for success in middle school, high school, and beyond. e. Students who usually or consistently demonstrate the GLOs as indicated on their report card grades will receive a GLO award each quarter. <p>Lead: Principal</p>	<p>GLO Quarterly Report Card Grades</p>	<p><input type="checkbox"/> WSF 42101</p> <p><input checked="" type="checkbox"/> Title I 18902</p> <p>B-3502 Smart Notebook Subscription \$1,521</p> <p>B-3006 Classroom Printer ink/toner \$3,525</p> <p>B-3006 School/Classroom Supplies for all students \$25,000</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.	12A. There are varying levels of expertise and implementation of effective instructional strategies across teachers, including the ability to know, understand, and apply innovative strategies to improve student achievement. 12B. There is a need to sustain the successful practice of providing teachers with rigorous and relevant professional development and participation in Structured Teacher Planning Time.	EA 12. Teacher Professional Development and Growth (2.1.2) a. School administration/leadership will... i. Provide professional development and coaching on our schoolwide curriculum, supplemental programs, and instructional practices to support student learning and well-being, with a focus on literacy and numeracy. <ul style="list-style-type: none"> Wonders 2023, writing instruction, and the Science of Reading pedagogy to strengthen instruction and assessment of word recognition/decoding and language comprehension 95 Percent Group literacy intervention programs (Literacy Intervention System, Phonics Lesson Library 2.0, and PAIR) to address students' literacy needs (CLSD) Stepping Stones curriculum and i-Ready program to systematically deliver core math instruction to all students Do The Math intervention program to address numeracy needs Understanding and use of effective teaching practices and high-yield instructional strategies (e.g., differentiation, timely and descriptive feedback to students, active participation, teaching to an objective, explicit GLO integration) in all classrooms (WASC #3) 	PD/Training Log Walkthrough Data i-Ready Diagnostic Screener Reading and Math Proficiency and Growth Data SBA ELA and Math Proficiency and Growth Data NGSS-HSA Science Proficiency Data	<input checked="" type="checkbox"/> WSF 42107 A1-2802 New Teachers Orientation - 3 new teachers + 2 coaches x 1 days = 5 x \$194.01 \$970 A1-2769 ART workdays 12 sub days x \$194.01 \$2,328 <input checked="" type="checkbox"/> WSF 42107 In-state PD travel for 30 travelers B-4201 Airfare 30 x \$200 \$6,000 B-4301 Per Diem 26 x \$45 = \$1,170 + 4 x \$180 = \$720 + excess lodging 4 x \$90 = \$360 \$2,250 B-4601 Ground Transp 10 x \$77 \$770 B-4803 Parking 30 x \$24 \$720

		<ul style="list-style-type: none"> Standards-based grading and calibration of grading practices amongst grade-level teams for the content standards and GLOs <ol style="list-style-type: none"> Observe each teacher at least once per quarter, provide feedback, and conduct periodic walkthroughs/sweeps. 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) <ol style="list-style-type: none"> The Literacy Coach will lead continuous improvement in literacy by supporting professional development, facilitating data conversations, co-planning and co-teaching lessons, conducting learning walks, guiding the implementation of assessment frameworks (universal screener, diagnostics, formative), and implementing coaching cycles with teachers. (CLSD) All new teachers will... <ol style="list-style-type: none"> Be provided with an orientation, curriculum training, and ongoing induction and mentoring support. Be required to attend the quarterly Induction and Mentoring meetings provided by KCA. All teachers will... <ol style="list-style-type: none"> Be provided with summer job-embedded professional development to calibrate and strengthen the implementation of CIA. Participate in ongoing, job-embedded PD for the 95 Percent Group literacy intervention programs stated above, including modeling, observation, coaching, and feedback. (CLSD) Implement high-yield instructional strategies to teach the standards and GLOs, including methods that strengthen students' understanding of the GLOs and how they are demonstrated, monitored, and graded. (WASC #3) All students will increase their learning through teachers' use of best practices/strategies. <p>Leads: Principal and Academic Coaches</p>		<p>B-4804 Out of State Travel Teachers & staff registration, airfare, per diem, excess lodging, and ground transportation \$16,000</p> <p><input checked="" type="checkbox"/> Title I 18902 A1-2802/2702 Summer PD 18 Teachers x 2 days = 36 days + 3 coaches x 3 days = 45 Stipends x \$194.01 = \$8,730 + \$262 fringe @ 3% = \$8,992</p>
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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>Support staff will be provided with training and support in 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 that foster student well-being and academic growth. 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 support staff's use of best practices/strategies. <p>Leads: Principal</p>	PD/Training Log i-Ready Diagnostic Screener Reading and Math Proficiency and Growth Data Panorama Student Perception and SEL Survey Results	<input type="checkbox"/> WSF <input type="checkbox"/> Title I
2.3.2 All school administrators are effective or receive the necessary support to become effective	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>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>	PD/Training Log	<input checked="" type="checkbox"/> WSF 42101 B-7104/04 Horikami, Melvin dba Optimum Business Solutions Laulama Learning \$6,000 <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



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 determined by HIDOE tri-level leadership are followed at Koloa Elementary School. ii. Provide ongoing communication with faculty and staff to develop an understanding of the HIDOE's structure of tri-level leadership and 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 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 I

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 I
All parents feel welcome, involved, and engaged in their child's school.	17A. There is a need to sustain the successful practice of providing opportunities for parents to be involved in their child's education to support their learning and overall well-being.	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 and teachers/staff will provide parents/guardians with multiple opportunities to support their child through a variety of activities, programs, and events (e.g., Back to School Night, Parent-Teacher Conferences, Great Artist Lessons, STEM Night, Grade Level Lunch and Learn, Academic Showcases, Run Club). b. Parents will have opportunities to support school initiatives through the PTA. c. Students will participate in activities, programs, and events that support their academic and social development. Leads: Principal and PCNC	Parent School Quality Survey (SQS) Involvement and Engagement Results Parent/Family Involvement and Engagement Log	<input checked="" type="checkbox"/> WSF 42101 A1-2741 PCNC 19 hrs per wk x 40 wks = 760 hrs x \$25.45 \$19,342 B - 7207 Website Design (paid until SY 25-26, SY26-27) <input checked="" type="checkbox"/> Title I 18902 B-3006 Student Planners \$1,184 B - 3502 REMIND APP Subscription \$2,800 <input checked="" type="checkbox"/> Title I 18935 B-3301 Refreshments for parent/ community activities & involvement \$623 B-3701

				Mailing: Newsletters & parent letters (all school mailing 2x per year) \$511
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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 Koloa 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>	1,083 instructional hours per year
Did your school submit an SCC Waiver Request Form? Please explain.	Yes, we requested two waiver days for SY25-26 to be used for PD/collaboration, as well as two days for parent/teacher conferences.
Bell Schedule: Koloa Bell Schedule 2025-26	