NĀ HOPENA AʻO

PRIORITY 3
Effective Efficient Operations

PRIORITY 2
Staff Success

PRIORITY 1
Student Success

NĀNĀKULI ELEMENTARY SCHOOL
Academic Plan
SY 2024-2025

89-778 Haleakalā Ave., Waiʻanae, Hawaiʻi 96792

Phone (808) 307-8600
https://nes.nwcomplex.org

ACCREDITED

Submitted by **Principal Lisa Ann L. Higa**	
signature	04/10/24

Approved by **Complex Area Superintendent Disa Hauge**	
signature	04/16/2024

VIABLE QUALITY CURRICULUM

This section highlights the school's comprehensive instructional programs used by each core subject area. *For SY 2024-2025, identifying Science and Social Studies instructional programs in the Academic Plan is optional.*

Please identify the <u>comprehensive instructional program(s)</u> used by each core subject area. Schools may indicate specific demographic subgroup(s) as appropriate.

To add additional information, please insert a new row as needed.

Grade Level	English Language Arts	Mathematics	Science	Social Studies
Pre-K				
K	Read Well	Ready Math		
1	Read Well	Ready Math		
2	Read Well	Ready Math		
3	Engage NY	Ready Math		
4	Engage NY	Ready Math		
5	Engage NY	Ready Math		
6	Engage NY	Ready Math		

SCREENING ASSESSMENTS

This section highlights school-administered universal screeners designed to quickly identify the needs of students in **Kindergarten through Grade 9** who may require additional academic support.

Please utilize the dropdown list to identify the <u>universal screener(s)</u> used for English Language Arts and Mathematics and specify the grade level or course name. If "Other" is selected, please manually identify the universal screener.

To add additional information, please insert a new row and/or duplicate the dropdown list as needed.

Grade Level	English Language Arts	Mathematics
Pre-K	Other: ▾ PPVT Other: ▾ iSTEEP (Letter Naming)	Other: ▾ iSTEEP (Number Naming)
K	DIBELS ▾	Other: ▾ iSTEEP (Number Naming)
1	DIBELS ▾	Other: ▾ iSTEEP (Math Computation)
2	DIBELS ▾	Other: ▾ iSTEEP (Math Computation)
3	DIBELS ▾	Other: ▾ iSTEEP (Math Computation)
4	DIBELS ▾	Other: ▾ iSTEEP (Math Computation)
5	DIBELS ▾	Other: ▾ iSTEEP (Math Computation)
6	DIBELS ▾	Other: ▾ iSTEEP (Math Computation)

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(s) for those needs and gaps, as identified in one or more of the following:

- ☑ Current **Comprehensive Needs Assessment** (CNA)
- ☑ Current Western Association of Schools and Colleges (WASC) Schoolwide Growth Areas for Continuous Improvement
  Last Full Self-Study: **Fall 2023**, Next Full Self-Study: **2030**
- ☑ Other current accreditation self-study: **CALL Survey**

Please identify <u>critical student learning needs</u> and the <u>root/contributing cause(s)</u> 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?***"**

To identify additional critical student needs, please insert a new row and duplicate the "Student Need" and "Root/Contributing cause(s)" text as needed. Please number the student need and root/contributing cause(s) for ease of cross-referencing.

1	<u>**Student Need:**</u> All students fluently decode by Grade 1 <u>**Root/Contributing cause(s):**</u> Support needed for students with learning deficits and impediments related to diverse needs.
2	<u>**Student Need:**</u> All students fluently will read on grade level by Grade 3 <u>**Root/Contributing cause(s):**</u> Support needed for students with learning deficits and impediments related to diverse needs.
3	<u>**Student Need:**</u> Improvements in students' emotional regulation and self-efficacy <u>**Root/Contributing cause(s):**</u> Support needed for students with multiple ACEs and post-COVID trauma and lack of foundations in socialization skills.

In order to address student equity, please list the <u>targeted subgroup(s)</u> and their <u>identified needs</u>. Enabling activities should address identified subgroup(s) and their needs.

To add additional subgroups, please insert a new row and duplicate "Targeted Subgroup" and "Identified Student Need(s)" text as needed.

1	**Targeted Subgroup:** Special Education **Identified Student Need(s):** Increase in Language Arts proficiency, Math proficiency
2	**Targeted Subgroup:** Disadvantaged **Identified Student Need(s):** Increase in Language Arts proficiency, Math proficiency, Science proficiency; Decrease in chronic absenteeism
3	**Targeted Subgroup:** Males **Identified Student Need(s):** Increase in Language Arts proficiency, Increase in Math proficiency
4	**Targeted Subgroup:** Females **Identified Student Need(s):** Increase in Math proficiency, Increase in Science proficiency; Decrease in chronic absenteeism

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 *"What do we plan to accomplish?"*	Root/ Contributing Cause *"Why are we doing this?"*	Enabling Activities *"How will we achieve the desired outcome?"* **and** Name of Accountable Lead(s) *"Who is responsible to oversee and monitor implementation and progress?"*	Monitoring of Progress (Initial & Intermediate Outcomes) *"How will we know progress is being made?"*	Anticipated Source of Funds *"What funding source(s) should be utilized?"* *Please estimate the additional amount needed to execute the enabling activity.*
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.	Support needed for students with multiple ACEs and post-COVID trauma and lack of foundations in socialization skills and for students with learning deficits and impediments	- Entering Kindergarteners will be scheduled to take the Kindergarten Readiness Assessment - Grade Level Teachers will use data to provide appropriate support for students. - Provide transitional services, such as but not limited to: - Kindergarten orientation: preschool visitation to kindergarten classes; - Parent conferences/meetings; - Universal, placement and diagnostic testing; - Incorporate transition plan for assisting preschool children from our on campus Executive office of Early Learning (EOEL) program as well as early childhood programs, such as Head Start, Early Reading First or state-run preschool program to local elementary school program.	Kindergarten Readiness Assessment	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

	related to diverse needs.	Accountable Leads: Kindergarten GLC, Fay Angeles-Aguda		
Reading Proficiency 1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently receive necessary and timely support to become proficient. 1.1.2.A. All students will decode fluently by the winter of Grade 1.	WASC Critical Area for Follow-Up (B, D)	• Ensure students who experience difficulty mastering the proficiency or • advanced levels of academic achievement shall be provided with effective, timely additional assistance. This assistance shall include measures to ensure that students' difficulties are identified on a timely basis and provided sufficient information on which to base effective assistance. • In-class differentiated, small learning groups (Tier II). • Out-of-class differentiated, small learning groups (Tier II & III). • Provide Educational Assistants (EAs) to help with small group and individual instruction. • Provide contracted support services/ Part-time teachers • (PTTs, PPTs, and PPEs) for individual differentiated instruction. • Student Services Coordinator & District SpEd support will meet quarterly to monitor the inclusion rate and to support students' needs • Continue ReadWell curriculum for grades K-2 (Tier I) Accountable Lead(s): Erin Godinez, SSC		☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☑ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

| 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. | WASC Critical Area for Follow-Up (B, D) | Ensure students who experience difficulty mastering the proficiency or advanced levels of academic achievement shall be provided with effective, timely additional assistance. This assistance shall include measures to ensure that students' difficulties are identified on a timely basis and provided sufficient information on which to base effective assistance. In-class differentiated, small learning groups (Tier II). Out-of-class differentiated, small learning groups (Tier II & III). Provide Educational Assistants (EAs) to help with small group and individual instruction. Provide contracted support services/ Part-time teachers (PTTs, PPTs, and PPEs) for individual differentiated instruction. Student Services Coordinator & District SpEd support will meet quarterly to monitor the inclusion rate and to support students' needs Continue Engage NY for Grades 3-6 (Tier I). Use technology to transform the classroom into a blended learning environment - computer assisted programs and assessments. Implement evidence-based core and intervention programs for Math: Morningside Math Facts (K-6) Ready Classroom Math (K-6)
Accountable Lead:
Erin Godinez, SSC | | ☑ WSF, $
☑ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☑ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |

| 1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. | Support needed for students with multiple ACEs and post-COVID trauma and lack of foundations in socialization skills and for students with learning deficits and impediments related to diverse needs. | • Implement school wide social-emotional curriculum (ie: MindUp, YogaEd, Choose Love, Roots of Empathy, How Full is Your Bucket)
 • Continue to implement the GLOs schoolwide. Through data teams and committee meetings, continue to analyze common assessments to assess the GLOs.
 • Use technology to transform the classroom into a blended learning environment - computer assisted programs and assessments.

 Accountable Leads:

 Erin Godinez, Anna Bautista-Barnard, Fay Angeles-Aguda | | ☑ WSF, $
 ☑ Title I, $
 ☐ Title II, $
 ☐ Title III, $
 ☐ Title IV-A, $
 ☐ Title IV-B, $
 ☑ IDEA, $
 ☐ SPPA, $
 ☐ Homeless, $
 ☐ Grant:__, $
 ☐ Other:__, $ |

| 1.1.5.
All students transition successfully at critical points, from elementary to middle school and from middle to high school. | Support needed for students with multiple ACEs and post-COVID trauma and lack of foundations in socialization skills and for students with learning deficits and impediments related to diverse needs. | • Discuss and develop transition plan at K-12 Alignment meeting
• 6th grade meeting with counselors;
• 6th grade AVID meeting with counselors and administration;
• 6th grade orientation to NHIS;
• Parent workshops for core curriculum and computer-assisted instruction;
• Community outreach and events to strengthen school/community partnerships;
• Partnerships with organizations to transition incoming students.

Accountable Leads:

Principal Higa, VP, David Adler, Venus Matsuda-Caudle | • K-12 Alignment Mtg agenda and minutes
• Collaboration Meeting Notes | ☑ WSF, $
☑ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |

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

Desired Outcomes *"What do we plan to accomplish?"*	Root/ Contributing Cause *"Why are we doing this?"*	Enabling Activities *"How will we achieve the desired outcome?"* *and* Name of Accountable Lead(s) *"Who is responsible to oversee and monitor implementation and progress?"*	Monitoring of Progress (Initial & Intermediate Outcomes) *"How will we know progress is being made?"*	Anticipated Source of Funds *"What funding source(s) should be utilized?"* *Please estimate the additional amount needed to execute the enabling activity.*
1.2.1. All students desire to and attend school regularly.	Support needed for students with multiple ACEs and post-COVID trauma and lack of foundations in socialization skills and for students with learning deficits and impediments related to diverse needs.	• 100% of NES faculty & staff will follow school wide attendance procedures. Counselors work in tandem to empower staff to assist and mentor students with attendance concerns. • Attendance monitoring: Adult mentors will check in with Tier II attendance students • Quarterly incentives and celebrations • Monthly meetings to ensure students with excessive absenteeism are being addressed (e.g.: teacher, SSC, counselor, SSW, administration) by tiered interventions. • Collaboration between school-based, complex support staff, and partners, as needed. (e.g.: SSW, Homeless Liaison, ARC) Accountable Leads: Fay Angeles-Aguda, Annabelle Bautista-Barnard	• Attendance data • Everyday Labs reports • IC reports	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

1.2.2. All students demonstrate positive behaviors at school.	Support needed for students with multiple ACEs and post-COVID trauma and lack of foundations in socialization skills.	● NES faculty & staff will build positive relationships between themselves and students by implementing proactive classroom management strategies. ● Provide professional development to teachers on proactive classroom management strategies, SEL curriculum (YogaED) Accountable Leads: BES Committee, Erin Godinez	● Behavior data on LEI Kūlia ● SQS survey ● Panorama SEL survey	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $
1.2.2. All students are supported by a school culture driven by PBIS and HMTSS systems that encourage them to have positive behaviors.	Support needed for students with multiple ACEs and post-COVID trauma and lack of foundations in socialization skills.	● NES faculty & staff will build positive relationships between themselves and students by implementing proactive classroom management strategies. ● Provide professional development to teachers on PBIS strategies and resources ● Schoolwide MTSS focusing on proactive, positive corrective, trauma-informed responses toward misbehavior. ● Provide strategies for healthy habit in school: 　-　Fresh Fruit & Vegetables Program 　-　Vision Screening 　-　Dental Screening 　-　Hearing Screening Accountable Leads: BES Committee, Fay Angeles-Aguda, Annabelle Bautista-Barnard	● Behavior data on LEI Kūlia ● SQS Survey ● Panorama SEL survey	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

| 1.2.3. All students experience a Nā Hopena Aʻo environment for learning. | Support needed for students with multiple ACEs and post-COVID trauma and lack of foundations in socialization skills. | Provide Professional Development to staff Implement quarterly focus areas of HĀ framework Collaborate with Complex Area staff on developing implementation plan. Accountable Leads: Principal Higa, VP | | ☐ WSF, $
☐ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |

★ GOAL 1.3 All students' graduate high school prepared for college and career success and community and civic engagement				
Desired Outcomes *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?"*	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and* Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress (Initial & Intermediate Outcomes)** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Please estimate the additional amount needed to execute the enabling activity.*
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. 1.3.1.A. All students will participate in a complex-wide Ola Moku civic learning experience at a DOK4 level.	Support needed for students with multiple ACEs and post-COVID trauma and lack of foundations in socialization skills.	● Use of two additional Planning & Collaboration Days and additional 21-hours to be used for enhancing school climate. ● Participate in Ola Moku Civic Learning Experience with complex area Accountable Leads: Principal Higa, VP	● Student survey from Ola Moku	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

| **K-12 Alignment**

1.3.2.

All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways. | WASC Critical Area for Follow-Up (B, C, D) | • Quarterly K-12 Alignment Meeting with Nānākuli Schools.
• Collaboration days for cross-school articulation
• Classroom visits

Accountable Leads:

Principal Higa, VP | • K-12 Alignment Meeting Agenda, minutes
• Teacher surveys
• Collaboration day notes | ☑ WSF, $
☑ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |

Priority 2
High-Quality Educator Workforce In All Schools

★ **All students are taught by effective teachers.**
★ **All schools are staffed by effective support staff.**
★ **All schools are led by effective school administrators.**

Desired Outcomes *"What do we plan to accomplish?"*	Root/ Contributing Cause *"Why are we doing this?"*	Enabling Activities *"How will we achieve the desired outcome?"* *and* **Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	Monitoring of Progress *"How will we know progress is being made?"*	Anticipated Source of Funds *"What funding source(s) should be utilized?"* *Please estimate the additional amount needed to execute the enabling activity.*
All teachers are supported by an Instructional Leadership team that gives regular classroom feedback, provides professional development opportunities, and supports teams in Professional Learning Communities.	WASC critical Area for Follow- Up (A)	- Classroom Walkthrough Schedule distributed at the beginning of the school year to all classroom teachers. - Professional development on walkthrough look fors - Support from Complex Area staff Accountable Leads: Principal Higa, VP, Erin Godinez	Classroom Walkthrough data	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

Priority 3
Effective and Efficient Operations At All Levels

★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.

Desired Outcomes *"What do we plan to accomplish?"*	Root/ Contributing Cause *"Why are we doing this?"*	Enabling Activities *"How will we achieve the desired outcome?"* *and* Name of Accountable Lead(s) *"Who is responsible to oversee and monitor implementation and progress?"*	Monitoring of Progress *"How will we know progress is being made?"*	Anticipated Source of Funds *"What funding source(s) should be utilized?"* *Please estimate the additional amount needed to execute the enabling activity.*
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.	WASC Critical Area for Follow-Up (E)	● SCC Meetings are pre-set and scheduled for SY 24-25. ● Meeting reminders will be sent prior so full attendance is obtained. ● Academic Plan will be regularly monitored at SCC Meetings. Accountable Leads: Principal Higa, VP, Erin Godinez	SCC Meeting Agenda, Minutes, and Attendance	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

★ **Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.**

Desired Outcomes *"What do we plan to accomplish?"*	Root/ Contributing Cause *"Why are we doing this?"*	**Enabling Activities** *"How will we achieve the desired outcome?"* **and Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	Monitoring of Progress *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Please estimate the additional amount needed to execute the enabling activity.*
Increase the number of parents attending school community meetings and events.	WASC Critical Area for Follow-Up (E)	● Involve parents through regular communication (e.g.:newsletters, mailout, mass communication, Cup of JOE, Talk Story w/ the Principal, and social media). ● Parent-Teacher Conferencing Oct/Nov (schoolwide & ● attendance meeting) ● Community Walk, Open House all complete in August. Accountable Leads: VP, PAC Committee, Venus Matsuda-Caudle	● Sign in sheets ● Parent surveys	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

★ Other Systems of Support

Desired Outcomes *"What do we plan to accomplish?"*	Root/ Contributing Cause *"Why are we doing this?"*	Enabling Activities *"How will we achieve the desired outcome?"* ***and* Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	Monitoring of Progress *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Please estimate the additional amount needed to execute the enabling activity.*
				☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

APPENDIX: SCHOOL BELL SCHEDULE

Pursuant to Hawaii Revised Statutes Section 302A-251, as well as the current Hawaii State Teachers Association (HSTA) 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 **Nānākuli 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)*	1,820
Did your school submit a SCC Waiver Request Form? Please explain.	No

Bell Schedule:

MON — AM: check 180 min 8:00 9:00 AM 1:00:00 / PM: check 180 min 11:30 12:55 PM 1:25:00 — 7:00

What	Type	MIN	Start	End
Opening/ 'Oli	5	10	7:45	7:55
Passing1	5	5	7:55	8:00
Instr 1	2	100	8:00	9:40
Recess	5	15	9:40	9:55
Instr 2	2	65	9:55	11:00
Lunch	3	30	11:00	11:30
Instr 3	2	85	11:30	12:55
Recess	5	15	12:55	13:10
Instr 4	2	45	13:10	13:55
Closing	5	5	13:55	14:00
1Prep, common	4	45	14:00	14:45

Student Minutes:	375	Start to end of Student day
Tchr Instruct Time:	295	Instr & Advisory
Tchr Duty-free Lunch:	30	Lunch
Tchr Prep Time:	45	Floating and common preps
Tchr "Other" Time:	50	All time not counted in Instr.

TUE — AM: check 180 min 8:00 9:00:00 1:00:00 / PM: check 180 min 11:30 12:55 PM 1:25:00 — 7:00

What	Type	MIN	Start	End
Opening/ 'Oli	5	10	7:45	7:55
Passing1	5	5	7:55	8:00
Instr 1	2	100	8:00	9:40
Recess	5	15	9:40	9:55
Instr 2	2	65	9:55	11:00
Lunch	3	30	11:00	11:30
Instr 3	2	85	11:30	12:55
Recess	5	15	12:55	13:10
Instr 4	2	45	13:10	13:55
Closing	5	5	13:55	14:00
1Prep, common	4	45	14:00	14:45

Student Minutes:	375	Start to end of Student day
Tchr Instruct Time:	295	Instr & Advisory
Tchr Duty-free Lunch:	30	Lunch
Tchr Prep Time:	45	Floating and common preps
Tchr "Other" Time:	50	All time not counted in Instr.

WED — AM: check 180 min 8:00 9:00 AM 1:00:00 / PM: check 180 min 11:30 12:40 PM 1:10:00 — 7:00

What	Type	MIN	Start	End
Opening/ 'Oli	5	10	7:45	7:55
Passing1	5	5	7:55	8:00
Instr 1	2	100	8:00	9:40
Recess	5	15	9:40	9:55
Instr 2	2	65	9:55	11:00
Lunch	3	30	11:00	11:30
Instr 6	2	70	11:30	12:40
Closing 2	5	10	12:40	12:50
Passing2	5	10	12:50	13:00
Meeting1	8	60	13:00	14:00
1Prep, common	4	45	14:00	14:45

Student Minutes:	315	Start to end of Student day
Tchr Instruct Time:	235	Instr & Advisory
Tchr Duty-free Lunch:	30	Lunch
Tchr Prep Time:	45	Floating and common preps
Tchr "Other" Time:	110	All time not counted in Instr.

THUR — AM: check 180 min 8:00 9:00 AM 1:00:00 / PM: check 180 min 11:30 12:55 PM 1:25:00 — 7:00

What	Type	MIN	Start	End
Opening/ 'Oli	5	10	7:45	7:55
Passing1	5	5	7:55	8:00
Instr 1	2	100	8:00	9:40
Recess	5	15	9:40	9:55
Instr 2	2	65	9:55	11:00
Lunch	3	30	11:00	11:30
Instr 3	2	85	11:30	12:55
Recess	5	15	12:55	13:10
Instr 4	2	45	13:10	13:55
Closing	5	5	13:55	14:00
1Prep, common	4	45	14:00	14:45

Student Minutes:	375	Start to end of Student day
Tchr Instruct Time:	295	Instr & Advisory
Tchr Duty-free Lunch:	30	Lunch
Tchr Prep Time:	45	Floating and common preps
Tchr "Other" Time:	50	All time not counted in Instr.

FRI — AM: check 180 min 8:00 9:00 AM 1:00:00 / PM: check 180 min 11:30 12:55 PI 1:25:00 — 7:00

What	Type	MIN	Start	End
Opening/ 'Oli	5	10	7:45	7:55
Passing1	5	5	7:55	8:00
Instr 1	2	100	8:00	9:40
Recess	5	15	9:40	9:55
Instr 2	2	65	9:55	11:00
Lunch	3	30	11:00	11:30
Instr 3	2	85	11:30	12:55
Recess	5	15	12:55	13:10
Instr 4	2	45	13:10	13:55
Closing	5	5	13:55	14:00
1Prep, common	4	45	14:00	14:45

Student Minutes:	375	Start to end of Student day
Tchr Instruct Time:	295	Instr & Advisory
Tchr Duty-free Lunch:	30	Lunch
Tchr Prep Time:	45	Floating and common preps
Tchr "Other" Time:	50	All time not counted in Instr.