NĀ HOPENA A'O

PRIORITY 3
Effective And Efficient Operations At All Levels

PRIORITY 2
High-Quality Educator Workforce In All Schools

PRIORITY 1
High-Quality Learning For All

Hokulani 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 Ervin Pasalo	
[signature]	04/11/2025

Approved by Complex Area Superintendent Linell Dilwith	
[signature]	APR 1 4 2025

Directions for completing the School Academic Plan template can be found in the [Academic Plan Template Guidance](#) document.

VIABLE QUALITY CURRICULUM

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

Please utilize the dropdown list to select the <u>comprehensive instructional program(s)</u> 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-5	'23 Wonders ▾	Ready ▾		
	Select One ▾	Select One ▾		
	Select One ▾	Select One ▾		

Please list all <u>supplementary instructional materials</u> 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-2	OG and Heggerty			

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:

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 <u>screening and/or progress monitoring assessments</u> 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-5	I-Ready ▾	I-Ready ▾
	Select One ▾	Select One ▾
	Select One ▾	Select One ▾

IDENTIFIED SCHOOL NEEDS

This section highlights the critical student learning needs that require immediate attention for improvement, student subgroup(s) achievement gaps, and root/contributing cause for those needs and gaps, as identified in one or more of the following:

- ☑ Current Comprehensive Needs Assessment (CNA)
- ☐ Other current assessment/self-study report: [Insert text]
- ☑ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: 2024   Year of Next Action: 2027   Year of Next Self-Study:
Type of Last Visit: Full Self-Study ˅   Type of Next Action: Mid-Cycle Report (No Visit) ˅   2030

Please identify underline critical student learning needs and the root/contributing cause why these needs have been prioritized.
"What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?**"**

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

1	**Student Need:** Increase student achievement in ELA & Math for our high needs students.

Root/Contributing Cause: There is a large Achievement Gap in ELA and Math.

1A - Limited and inconsistent differentiation and support for grade-level material.
1B - Inconsistent use of the core curriculum (Wonders, Ready Math).

SY 2023-24 Achievement Gap (Strive HI)

SBA Subject Area	Non-High Needs	High Needs	Achievement Gap
ELA	89%	65%	24%
MATH	85%	68%	17%

2	**Student Need:** Increase student achievement in Science. KPI Target for for Science is 81% in 2029

Root/Contributing Cause: HSA Science achievement scores remain inconsistent.

2A - Teachers do not have a set science curriculum that is implemented school wide. The amount of time spent teaching science standards differs in every classroom.

School Year	20-21	21-22	22-23	23-24
Science Scores (HSA)	74%	76%	73%	80%

3	**Student Need:** Increase classroom engagement from our student perception data.

Root/Contributing Cause: Between 25%-28% of students feel they are somewhat engaged or somewhat focused when it comes to their learning.

3A - Teachers have differing understanding of what Classroom Engagement looks like. There is a need for students to persevere in the face of challenges and difficulties, which makes it essential to build both academic and social-emotional resilience.
3B - Inconsistent implementation of student-centered learning further contribute student engagement challenges

Student Perception Data	Percent Favorable		
Category	Fall 2022	Fall 2023	Fall 2024
Classroom Climate	83%	83%	*
Classroom Engagement	70%	71%	58%
Classroom Rigorous Expectations	82%	83%	*
Classroom Teacher-Student Relationships	83%	85%	82%
Pedagogical Effectiveness	85%	87%	87%
Valuing of School	*	*	78%

School Safety	*	*	73%
Safety Dimension	*	*	80%

In order to address student subgroup(s) achievement gaps, please list the <u>targeted subgroup(s)</u> and their <u>identified need(s)</u>. Enabling activities should address identified subgroup(s) and their needs.	
1	**Targeted Subgroup:** English Learners **Identified Student Need(s):** Increase student exits using ACCESS testing and increase student proficiency rates SY 23-24 WIDA/Access Overall (There is no Kinder data) <table><tr><th>Grade</th><th>PL1</th><th>PL2</th><th>PL3</th><th>PL4</th><th>PL5</th><th>PL6</th></tr><tr><td>1st</td><td>1</td><td>2</td><td>2</td><td>1</td><td>0</td><td>0</td></tr><tr><td>2nd</td><td>0</td><td>1</td><td>2</td><td>1</td><td>0</td><td>0</td></tr><tr><td>3rd</td><td>1</td><td>1</td><td>0</td><td>2</td><td>1</td><td>0</td></tr><tr><td>4th</td><td>0</td><td>0</td><td>1</td><td>1</td><td>1</td><td>1</td></tr><tr><td>5th</td><td>2</td><td>1</td><td>1</td><td>2</td><td>1</td><td>0</td></tr></table>
2	**Targeted Subgroup:** Special Education **Identified Student Need(s):** Increase ELA and Math proficiency scores to close the achievement gap. SY 2023-24 SBA Subgroup Proficiency <table><tr><th>SBA Subject Area</th><th>SpEd</th><th>Low SES</th><th>EL</th></tr><tr><td>ELA</td><td>12.5%</td><td>73%</td><td>61.5%</td></tr><tr><td>MATH</td><td>25%</td><td>69.2%</td><td>71.4%</td></tr></table>
3	**Targeted Subgroup:** Low SES **Identified Student Need(s):** Increase ELA and Math proficiency scores to close the achievement gap. SY 2023-24 SBA Subgroup Proficiency <table><tr><th>SBA Subject Area</th><th>SpEd</th><th>Low SES</th><th>EL</th></tr><tr><td>ELA</td><td>12.5%</td><td>73%</td><td>61.5%</td></tr></table>

MATH	25%	69.2%	71.4%

Priority 1
High-Quality Learning For All

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

Desired Outcome *"What do we plan to accomplish?"*	Root/ Contributing Cause *"Why are we doing this?"* *Reference the Identified School Needs section.*	Enabling Activities *"How will we achieve the desired outcome?"* *and* **Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	Monitoring of Progress (Initial & Intermediate Outcomes) *"How will we know progress is being made?"*	Anticipated Source of Funds *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and <u>provided necessary and timely support</u> to develop foundational skills for learning.	64% of incoming kindergarten students are demonstrating readiness and 31% are approaching reading readiness.	Early literacy instruction through consistent implementation of OG will be provided for all students. (Principal) Tier 2 instruction provided for students identified as needing support to develop foundational skills for learning. ● Heggerty 3x/week ● Small group instruction ● DIfferentiated materials (Kindergarten Teachers)	KEA assessment reports, identified areas of strength and need, and baseline student data collected within the first few weeks of school.	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

| Reading Proficiency
1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently <u>receive necessary and timely support</u> to become proficient. | 1A, 1B
3B

The school wants to show 100% growth in ELA using the iReady Diagnostic.

62% of EL students are proficient in ELA.

We want to increase 5% proficiency levels on the Access testing and 10% of EL students will exit.

Currently we are at 82% proficiency on the SBA. Our KPI Target for 2029 is 88.3%. We will increase our proficiency by 1.5% every year to reach the 2029 goal. | Strengthen Tier 1 instruction in all ELA classrooms by following and using the approved viable curriculum. (Principal)

Inservice will be provided by curriculum consultants on how to effectively use the pacing guides and curriculum including components for special sub groups.
● Weekly PLC meetings with the CC. Agendas and minutes taken.
● Heggerty implemented in grades K-1 and OG from K-2 (Curriculum Coordinator)
EL strategies will be implemented in all classrooms. (EL Coordinator)
Students performing 2 grade-levels or below will receive instruction from our Reading Specialist.
Tier 3
(Reading support) | Based on MOY iReady diagnostic for SY 24-25, 88% of the 3rd graders are reading at grade level.

12% are reading at below grade level.

Reading specialist support given for students based on iReady results and teacher input.

iReady diagnostic Tests

iReady growth reports | ☑ 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 <u>receive necessary and timely support</u> to become proficient.	1A, 1B 3B 80% of our students are proficient in math. However, there is a 17% achievement gap between our non-high needs and high needs students. By the end of the year, the achievement gap will decrease by 10%. The school will show 100% growth in math in iReady. Currently we are at 80% proficiency on the SBA. Our KPI Target for 2029 is 87.83%. We will increase our proficiency by 1.5% every year to reach the 2029 goal.	Strengthen Tier 1 instruction in all Math classrooms by following and using the approved viable curriculum. (Principal) Inservice will be provided by curriculum consultants on how to effectively use the pacing guides and curriculum including components for special subgroups. ● Weekly PLC meetings with the CC. Agendas and minutes taken. (Curriculum Coordinator) Students performing 2 grade-levels or below will receive Tier 3 instruction from our Math Specialist. (Principal)	63% of the 5th graders are on grade level and above for math. 37% of the students are one grade level below. iReady diagnostic, comprehension checks and personalized instructions are given. Math Specialist notes After school math tutoring	☑ 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. *Required for all schools.*	2A There is a 24% achievement gap between our non-high needs and high needs students in ELA. There is a 17% achievement gap between our non-high needs and high needs students for math. Our current science proficiency is 80%. Our KPI target for 2029 is 81%.	Strengthen Tier 1 instruction in ELA, Math, and Science in all classrooms by following and using the approved viable curriculum. (Principal) Inservice will be provided by curriculum consultants on how to effectively use the pacing guides and curriculum including components for special sub groups. ● Weekly PLC meetings with the CC. Agendas and minutes taken. (Curriculum Coordinator)	Progress monitoring will be done using the iReady Diagnostic and SBA Proficiency Scores. PLC meeting notes	☑ 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. *Required for all schools.*	95% of incoming kindergarten students participate in our summer testing and information day. 95% of our Grade 5 students participate in a middle school site visit.	Incoming kindergarten students will participate in a summer testing and information day. (Kindergarten Teachers) Work with the middle schools to plan a middle school site visit. (Grade 5 Teachers)	Grade K and 5 attendance data for these events.	☑ 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 Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?"* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and* Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress** **(Initial & Intermediate Outcomes)** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
1.2.1. All students desire to and attend school regularly. *Required for all schools.*	The daily attendance rate for SY 24-25 was about 94.2%. Many students are missing school to attend personal family related reasons.	Outreach by school level counselor(s) will be consistently used to bring students back to school. ● Home visits ● Parent meetings (Counselor, Principal) Protocol regarding attendance policies maintained and Upheld. (Principal) Weekly guidance lessons (Counselor) Teacher - student check-ins (Teachers) Weekly articulation among stakeholders to ensure student needs are addressed (HMTSS Group, Curriculum Coordinator, Principal)	Infinite Campus Reports Lei Kulia CNA Data Workbook	☑ 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. *Required for all schools.*	In SY 24-25 there has been 1 Serious Incident and 1 serious behavior referral. Behavior referrals will be maintained for the 25-26 SY.	Weekly Guidance Lessons using the Choose Love/Aloha materials. (Counselor)	Behavioral Referrals Infinite Campus data on Behavioral Incidents Student Perception Data	☑ 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. *Required for all schools.*	All students will be familiar with the HA framework that reflects the DOE's core values and beliefs	The HA framework is embedded in our Hawaiian Studies curriculum which is taught schoolwide by our Cultural Personnel Resource (CPR) teacher. (Principal)	*-Number of students that have completed HA orientation and/or training.* *-Embedded into school culture.* Student Perception Data Panorama SEL Data	☑ 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 Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?"* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and* Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress** **(Initial & Intermediate Outcomes)** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. *Required for all schools.*	3A, 3B Currently, all students participate in a career day. This will continue in SY 25-26.	Opportunities in career, community, and civic engagement will be provided for students through: ● Weekly classes exposing students to various careers ● Community cleanup activities ● Grade-level service learning projects (Grade Level Chairs) Student Council Activities (Student Council advisors) Career Day (Counselor) Market Day (Grade 3) Kanewai Stream Clean-up / Lo`i clean up (Grades 4 & 5) Cultural Day (EL Coordinator)	Attendance and/or participation record of various career, community, and civic opportunities.	☑ 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 Outcome *"What do we plan to accomplish?"*	Root/ Contributing Cause *"Why are we doing this?"* Reference the Identified School Needs section.	Enabling Activities *"How will we achieve the desired outcome?"* **and** Name of Accountable Lead(s) *"Who is responsible to oversee and monitor implementation and progress?"*	Monitoring of Progress *"How will we know progress is being made?"*	Anticipated Source of Funds *"What funding source(s) should be utilized?"* Estimate the additional amount needed to execute the enabling activity.
2.1.1 All **teacher** positions are filled with qualified hires that include SIQ hours and/or TESOL certification by 26-27 SY.	Currently, 80% of teachers have received their SIQ and/or TESOL certification. By the end of the 25-26 SY, 85% of teachers will receive SIQ or TESOL certification.	Opportunities are available for teachers to attend EL PD that supports SIQ hours. ● State/District EL course offerings ● University courses (Principal, EL Coordinator)	*-Percentage of teachers with all SIQ hours completed and/or TESOL certification.* *-Plan for teachers without SIQ hours/TESOL certification.*	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $
2.1.2 All **teachers** are effective or receive the necessary support to become effective.	By the end of the 25-26 SY, all teachers on cycle will receive an	In order to be effective, all teachers will be provided supports including: ● EL PD	Educator Effectiveness System ***From Strat Plan:***	☑ WSF, $ ☐ Title I, $ ☐ Title II, $

	effective or highly effective rating.	● Feedback from regular walkthroughs ● Individual supports targeting individual needs (Principal)	*-Percent of first-year and second-year teachers participating in the state-approved induction and mentoring program.* *-Number of teachers participating in professional development beyond the 21 hours*	☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $
2.1.3 All schools' **support staff** are effective or receive the necessary support to become effective.	By the end of the 25-26 SY, all support staff will receive an effective rating.	In order to be effective, all support staff will be trained and receive professional development and/or supports including: ● SASA In-service ● Custodian In-service ● SHA In-service ● SSC In-service ● Weekly Check-ins with Principal (Principal)]	PEP-SL Ratings ***From Strat Plan:*** *-Number of professional development opportunities for classified school support staff.* *-Number of designated entry-level classes of work with available career ladders for advancement.*	☑ 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 Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?"* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and** Name of Accountable Lead(s)* *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. *Required for all schools.*	100% of SCC positions are currently filled. Collaborative meetings focused on school culture and school improvement will be held every month.	Principal will engage the SCC chairperson and ensure school level plans and issues are agendized. (Principal) Monthly meetings to include a review of the school's Academic Plan, Finances, and other administrative tasks. (Principal)	SCC Agenda & Minutes ***From Strat Plan:*** *-All required stakeholders represented in SCC membership.* *-Overall positive ratings on the SCC self-assessment survey.*	☑ 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 Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* *and* **Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
3.3.2 All families are engaged in school events/activities and have regular two way communication.	Currently, ClassDojo is used as the main communication tool between families and the school. 100% of parents/guardians will set up their ClassDojo accounts. Currently, the school works with the parent group, Aikane o Hokulani, to plan events and activities for all families. In SY 24-25, the school will continue to work with Aikane o Hokulani to engage all families in events/activities.	Back to School Parent Nights (Principal) Monthly Aikane O Hokulani Board Meetings (Principal) SCC Meetings (Principal) ClassDojo (Principal and teachers) Quarterly Aikane O Hokulani sponsored events (Parents, Parent Community Network Committee)	ClassDojo usage data 100% of the teachers use Class Dojo as their primary communication tool with parents. Attendance records at various events	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

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 **Hokulani Elementary** 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)*	1089
Did your school submit a SCC Waiver Request Form? Please explain.	Yes - Additional PD Days for Parent Teacher Conferences

Bell Schedule:

Summary	M, T, TH, F	W
Student Start Time	8:00 AM	8:00 AM
Recess	9:45 AM-10:00 AM	9:45 AM-10:00 AM
Lunch 1 (30 mins) & Lunch Recess (15 mins)	11:00 AM-11:45 AM	11:00 AM-11:45 AM
Lunch 2 (30 mins) & Lunch Recess(15 mins)	11:45 AM-12:30 PM	11:45 AM-12:30 PM
Student End Time	2:15 PM	1:15 PM