



Ma'ili Elementary School Academic Plan SY 2026-2027

87-360 Kula'aupuni Street
808-305-4600
mailielementary.org

- ☒ Title I School
☐ Non-Title 1 School

Submitted by Principal Suzie Lee

Mar 11, 2026

Approved by Complex Area Superintendent Disa Hauge

☐ Date
03/17/2026

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

TABLE OF CONTENTS

VIABLE QUALITY CURRICULUM.....3

UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS..... 4

HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS).....4

IDENTIFIED SCHOOL NEEDS.....5

PRIORITY 1..... 7

 ★ GOAL 1.1..... 7

 ★ GOAL 1.2..... 10

 ★ GOAL 1.3..... 12

PRIORITY 2..... 14

PRIORITY 3..... 15

 ★ GOAL 3.3..... 15

 ★ Family and Community Engagement..... 16

 ★ Other Systems of Support..... 17

APPENDIX A: SCHOOL COMMUNITY COUNCIL ASSURANCES FORM..... 18

APPENDIX B: BELL SCHEDULE.....21

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 **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	<u>English Language Arts</u>	<u>Mathematics</u>	Science	Social Studies
Grades K-1	'20 Wonders ▾	i-Ready Classroom Mathematics ▾		
Grades 2-5	Other: ▾ Ready Common Core Rdg	i-Ready Classroom Mathematics ▾		
Grade 6	'19 Amplify ELA ▾	i-Ready Classroom Mathematics ▾		
Grade 3-5	Select One ▾	Select One ▾	Amplify Science	

Please list all **supplementary instructional materials** used to 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	Reading Mastery			
Grades 2-4	Phonics for Reading			
Grades 4-6	REWARDS		Mystery Science	
Grades 4-6	Corrective Reading Decoding			
Grades 1-3		Connecting Math Concepts		

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-6	DIBELS ▾	Select One ▾
Grades K-6	I-Ready ▾	I-Ready ▾
Grades 1-6	Other: ▾ DnA	Other: ▾ DnA
Grades K-6	Select One ▾	Other: ▾ Math Fact Fluency Test
Grade K	KEA ▾	Select One ▾
Grades K-6 (EL Students)	WIDA Screener ▾	Select One ▾

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: eCSSS and Infinite Campus

IDENTIFIED SCHOOL NEEDS

Academic Plans require the identification of school needs based on data and other information analyzed as part of the school improvement process. The **Comprehensive Needs Assessment (CNA) Data Workbook** (linked [here](#)) and **Lei Kulia** (linked [here](#)) are data resources to help guide and support continuous school improvement.

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 CNA
- ☐ Other current assessment/self-study report:
- ☐ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: [Insert year]

Type of Last Visit: Select One ▾

Year of Next Action: [Insert year]

Type of Next Action: Select One ▾

Year of Next Self-Study:

[Insert year]

SW1

Please identify 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 complex area we aspire to be? Why is this happening? What do we know?"

1

School Area Need:

Increase SBA ELA and Math proficiency scores.

Root/Contributing Cause(s):

Low academic rigor and student engagement.

2

School Area Need:

Decrease student incident/behavioral referrals.

Root/Contributing Cause(s):

Students struggle communicating with peers and resolving conflicts appropriately.

3

School Area Need:

Decrease chronic absenteeism.

Root/Contributing Cause(s):

Lack of an effective school wide system for early identification of chronically absent students and school wide attendance monitoring system to increase overall daily attendance rates.

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

1	<u>Targeted Subgroup:</u>	Special Education Students
	<u>Identified School Area Need(s):</u>	Decrease achievement gaps in ELA and Math by increasing access to Tier I instruction.
2	<u>Targeted Subgroup:</u>	English Learner Students
	<u>Identified School Area Need(s):</u>	Decrease achievement gaps in ELA and Math for EL Learners who are a diverse group of students with unique language, cultural and socio-economic needs. They need individualized support that matches their needs.
3	<u>Targeted Subgroup:</u>	Economically Disadvantaged
	<u>Identified School Area Need(s):</u>	Decrease achievement gaps in ELA and Math as more than 75% of our students are disadvantaged and they need effective, accelerated instruction in an environment with culturally responsive instruction.

★ 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?"	Enabling Activities "How will we achieve the desired outcome?" 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?"	Title I (SW)	Anticipated Source of Funds and Estimate of Additional Amount Needed
1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness.	Entering K students who are missing core skills need intervention and monitoring. Root Cause 1	1. All kindergarten teachers and academic coaches will use KEA data to inform their instructional practices and close learning gaps. 2. All kindergarten teachers will provide in-school interventions and progress monitoring for all students who are not meeting kindergarten readiness benchmarks. <u>Accountable Leads:</u> Principal Suzie Lee Vice Principals, Academic coaches	100% of new, entering kindergarten students will be assessed using the HIDOE Kindergarten Readiness Assessment within 30 days of school enrollment. Assessment results will be entered into the HIDOE KEA system at hawaii.kready.org Assessment results will be used to create individual student learning plans to address learning gaps.	SW5 SW6	WSF: \$0 Title 1: \$200,000 ----- Total: \$200,000
1.1.1a All entering kindergarten students are provided necessary and timely support to develop foundational skills for learning.	Approx 60% of entering K students have not attended preschool	1. All kindergarten teachers will implement an early language intervention program for all identified students who have deficits in expressive and receptive language skills. <u>Accountable Leads:</u> Principal Suzie Lee Vice Principals, Academic coaches	Program assessments and monitoring of student progress.	SW3 SW6	WSF: \$5000 Title 1: \$0 ----- Total: \$5000

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.	SY24-25 35% third-graders reading at or above grade-level Root Cause 1	1. All K-3 teachers will implement a research-based reading curriculum to teach reading skills. 2. All teachers provide early identification of students who are reading below grade-level benchmarks and provide targeted support based on individual reading needs. 3. All teachers in grades K-3 will have a fluency block built into their daily schedules. <u>Accountable Leads:</u> Principal Suzie Lee Vice Principals, Academic coaches	K-3 DIBELS scores from Fall, Winter & Spring iReady Assessments, Common Formative Assessments, Unit Assessments, Progress Monitoring Reports, Comprehension Checks	SW3 SW6	WSF: \$50,000 Title 1: \$0 ----- Total: \$50,000
1.1.2a. All students decode fluently by winter of grade 1, and those who do not receive necessary and timely support to become fluent.	SY24-25 DIBELS data 66% of grade 1 students no meeting benchmarks at MOY. Root Cause 1	1. All teachers in grades K-1 will implement a research-based reading curriculum to develop decoding skills. 2. All teachers in grades K-1 will progress monitor their students who are below expected benchmarks. <u>Accountable Leads:</u> Principal Suzie Lee Vice Principals, Academic coaches	K-1 DIBELS scores from Fall, Winter & Spring Progress Monitoring Reports Reading fluency check-outs	SW3 SW5 SW6	WSF: \$25,000 Title I: \$ ----- Total: \$25,000

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.	SY24-25 33% proficient in math SBA Root Cause 1	1. All teachers will implement a research-based math program to develop both foundational math skills that will allow students to successfully learn how to solve concrete math problems and more advanced abstract problems in grades 3 - 6. <u>Accountable Leads:</u> Principal Suzie Lee Vice Principals, Academic coaches	iReady Assessments, Common Formative Assessments, Unit Assessments	SW3 SW6	WSF: \$0 Title 1: 0 ----- Total: \$0
1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.	SY24-25 ELA Achievement Gap for High Needs vs Non High Needs in ELA was 41%; Math gap was 30%	1. Identified high-need students (EL, Economically Disadvantaged and SPED Students) who are performing below grade-level benchmarks will receive tiered interventions to address learning gaps. 2. All teachers will receive professional development on sheltered instruction, differentiation strategies and inclusive practices. <u>Accountable Leads:</u> Principal Suzie Lee Vice Principals, Academic coaches	Identified RTI-a groups for ELA & Math blocks PD Agendas & Sign-Ins	SW6	WSF: \$50,000 Title 1: \$ ----- Total: \$50,000

1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.	Our students need additional supports to ensure successful transitions.	1. Individual transition plans and meetings will be held for identified students as they move from elementary to intermediate school. 2. All sixth-graders will visit Waianae Intermediate during the second semester to tour the campus. 3. All sixth-grade teachers attend a transition meeting with Waianae Intermediate staff to discuss appropriate placements for rising seventh-grade students. <u>Accountable Leads:</u> Principal Suzie Lee Vice Principals, Academic coaches, Grade 6 Teachers	Individual Student Transition Plans Field Trip Notice & Agenda from WIS	SW6	WSF: \$0 Title 1: \$0 ----- Total: \$0
--	---	---	---	-----	---

★ 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?"	Enabling Activities "How will we achieve the desired outcome?" 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?"	Title I (SW)	Anticipated Source of Funds and Estimate of Additional Amount Needed
1.2.1. All students desire to and attend school regularly.	SY24-25 Regular Attendance Rate was 57% Root Cause 3	1. Early identification of students who are at or nearing the chronic absenteeism benchmark (15 or more days) to receive in-school support including individual counseling, group counseling and/or daily check-ins. 2. Develop in-school promotional campaigns to communicate the importance of regular school attendance. 3. Re-engage identified students who have a history of chronic absenteeism by providing individual counseling, small group counseling and daily check-ins. 4. All teachers will receive an annual refresher training on attendance procedures and protocols. 5. All teachers will communicate regularly with parents/guardians of chronically absent students. <u>Accountable Leads:</u> Principal Suzie Lee Vice Principals, Counselors & Teachers	Increase in daily attendance rates. Decrease in total # of students who are absent 15+ days. Increase in daily attendance rates for students identified as chronically absent. Teacher communication log.	SW6	WSF: \$10,000 Title 1: \$ ----- Total: \$10,000
1.2.2. All students demonstrate positive behaviors at school.	SY24-25 188 incident referrals documented	1. All teachers and support staff will implement CHAMPS behavior expectations across the school setting with fidelity. 2. Ho'ihi Behavior Committee will revisit MTSS/RTI-b systems to improve levels of support for all students' social, emotional and behavioral development. 3. Ho'ihi Behavior Committee will implement quarterly school wide positive behavior expectations campaigns to promote the importance of	Reduction in total number of incident referrals. Student Panorama Perception Survey will show an increase in positive responses to questions about	SW6	WSF: \$10,000 Title 1: \$ ----- Total: \$10,000

		demonstrating positive behaviors in school (including the Menehune Buck Campaign) 4. All grade-levels will select a research-based SEL program to teach their students. <u>Accountable Leads:</u> Principal Suzie Lee Vice Principals, Counselors & Teachers	classroom climate. SEL Lesson Plans SEL Student Work Samples		
1.2.3. All students experience a Nā Hopena A'o environment for learning.	There is a need for more culture-based activities and opportunities for students in the community.	1. All teachers and support staff will receive resources and professional development about Nā Hopena A'o to understand the importance of embedding culture-based learning opportunities for all students. 2. All teachers will create and implement mini PBL lessons with a focus on place-based learning. (i.e. Wildfire Prevention). <u>Accountable Leads:</u> Principal Suzie Lee Vice Principals & Teachers	PD Agenda Teacher created place-based PBL lessons. Student projects & work samples		WSF: \$0 Title 1: \$0 ----- Total: \$0
1.2.4. All students are supported by a school culture driven by PBIS and HMTSS systems that encourage them to have positive behaviors. SW6	SY24-25 188 incident referrals documented.	1. All staff will receive PD on PBIS and HMTSS systems to support students in Tiers I, II and III. 2. School counselors will use attendance and referral data to target students and provide appropriate support and interventions <u>Accountable Leads:</u> Principal Suzie Lee Vice Principals, Counselors & Teachers	Reduction in total number of incident referrals. Student Panorama Perception Survey will show an increase in positive responses to questions about school climate.	SW6	WSF: \$0 Title 1: \$0 ----- Total: \$0

★ **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?"	Enabling Activities "How will we achieve the desired outcome?" 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?"	Title I (SW)	Anticipated Source of Funds and Estimate of Additional Amount Needed
1.3.1. All students engage in a variety of career, community and civic opportunities	Our students should be provided the opportunity to explore career pathways based on individual interests and strengths.	- Teachers will develop quarterly lesson plans with a focus on developing students' personal interests and skills to begin career exploration opportunities. - Students in grades 4-6 will take a career inventory/aptitude test to learn about possible career pathways based on personal strengths and areas of interest. - Teachers will create place-based lessons and activities with a focus on civic responsibility and stewardship. <u>Accountable Leads:</u> Principal Suzie Lee Vice Principals, Teachers	Quarterly Lessons and/or Unit Plans Student work samples and assessments.	SW6	WSF: \$0 Title 1: \$0 ----- Total: \$0
1.3.1a. All students will participate in a complex-wide Ola Moku (Thriving Community) civic learning experience at DOK4 level	Our students need more opportunities for civic engagement and place-based learning.	- All teachers will develop DOK4 lessons and PBL activities with a focus on the following: Aina, Community, Culture & History and Service & Civic Engagement. - Teachers will create place-based lessons and activities with a focus on civic responsibility and stewardship. <u>Accountable Leads:</u> Principal Suzie Lee Vice Principals, Teachers	Sample Lesson Plans Student Work Samples	SW6	WSF: \$0 Title 1: \$0 ----- Total: \$0
1.3.2. All students enter intermediate school with the academic background and skills to succeed in progressively	Our students lack the skills/experience needed to	- All teachers will develop Personalized Learning Plans with a focus on Career Pathways and Career Exploration. - All teachers will integrate SEL lessons and activities	Samples of Student Personalized Learning Plans	SW6	WSF: \$0 Title 1: \$0 ----- Total: \$0

challenging and advanced level coursework aligned to career pathways.	transition successfully from elementary to intermediate school. Root Cause 1	with study skills, time management and organization to support successful student habits and strategies for participating in advanced-level coursework. <u>Accountable Leads:</u> Principal Suzie Lee Vice Principals, Teachers	Sample integrated SEL lesson plans and activities.		
---	--	---	--	--	--

PRIORITY 2: HIGH-QUALITY EDUCATOR WORKFORCE IN ALL SCHOOLS

★ All students are taught by effective teachers.

★ All schools are fully 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?”	Enabling Activities “How will we achieve the desired outcome?” 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?”	Title I (SW)	Anticipated Source of Funds and Estimate of Additional Amount Needed
2.4.1. All staff are effective or receive the necessary support to become effective through a system of support that includes robust coaching.	Recruitment and retention of highly effective staff is a challenge.	1. All staff will receive professional development opportunities to become highly effective in their job categories (i.e. EA, office, custodial, cafeteria) 2. All staff will receive proper mentoring or coaching to receive training and support to acquire skills needed to be effective in their school positions. Accountable Leads: Principal Suzie Lee Vice Principals	All staff who need support and coaching will receive it from their direct supervisor and/or district level staff or department	SW6	WSF: \$0 Title 1: \$0 ----- Total: \$0
2.4.2. All teachers are supported by an Instructional Leadership team (ILT) led by the principal that charts the school's improvement plan, gives regular classroom feedback, provides professional development opportunities, and supports teams in Professional Learning Communities.	Recruitment and retention of highly effective teachers is a challenge.	1. Principal will review and discuss Academic Plan progress with the staff. 2. Leadership Team will conduct weekly classroom walkthroughs and provide immediate feedback to teachers. 3. ILT members will attend grade-level PLCs. Accountable Leads: Principal Suzie Lee Vice Principals & Academic Coaches	Meeting agenda and minutes Walkthrough data		WSF: \$0 Title 1: \$0 ----- Total: \$0

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?”	Enabling Activities “How will we achieve the desired outcome?” 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?”	Title I (SW)	Anticipated Source of Funds and Estimate of Additional Amount Needed
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.	The SCC is an important stakeholder group that is involved in improving parent & community engagement	1. SCC Elections will take place according to SCC Bylaws and meet stakeholder membership requirements. 2. SCC meetings will be calendared - minimum one meeting per quarter. 3. SCC members will receive training on their roles/functions of the SCC. <u>Accountable Leads:</u> Principal Suzie Lee Vice Principals		1. SCC Election Notice 2. SCC Meeting Minutes 3. SCC training slides		WSF: \$0 Title 1: \$0 ----- Total: \$0

★ GOAL 3.3: Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.

3.3.2. Family/community engagement consists both of opportunities to engage in promoting student success as well as forums for parent and family concerns.	Historically low parent participation in literacy activities. Root Causes: 2 & 3	1. Grade-level teachers will plan and host a parent engagement activity with a focus on literacy or STEM. 2. PCNC will plan and host evening activities with a focus on strengthening family time and engagement with their children. <u>Accountable Leads:</u> Principal Suzie Lee Vice Principals, Teachers, Community Relations Program Assistants, PCNC		1. Activity announcements & flyers 2. Parent Sign-In sheets 3. Parent feedback forms	WSF: \$80,000 Title 1: \$20,000 ----- Total: \$100,000
--	--	--	--	--	---

APPENDIX A: SCHOOL COMMUNITY COUNCIL ASSURANCES FORM

One of a School Community Council's (SCC) main functions is to review the school's Academic Plan and Financial Plan for the upcoming school year and either recommend revisions of the plans to the principal or recommend the plans for approval by completing the SCC Assurances Form.

The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name and signature of the SCC chairperson must be included on both pages of the form, regardless of revisions or comments added to the second page. **SW2**

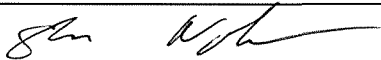
Hawaii State Department of Education School Academic Plan and Financial Plan Annual Assurances and Recommendation for Approval

The **Ma'ili Elementary School** School Community Council (SCC) recommends the school plans to the Complex Area Superintendent for approval and assures the following:

1. The SCC is correctly constituted and was formed in accordance with the Board of Education policy, Department of Education procedures and state law.
2. The SCC reviewed its responsibilities under the Board of Education policy, Department of Education procedures and state law, including those related to the review of the Academic Plan and Financial Plan.
3. The SCC sought and considered all recommendations from the school community or committees before recommending the plans for approval. (Check all that apply)
 - ☒ A School Community Council Meeting was conducted on **Mar 11, 2026** to share the school data and gather input on student priorities.
 - ☐ A School Community Meeting was conducted on **Mar 11, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☒ Other (list): **Staff Meetings on: 2/25/26 and 3/4/26**
4. The SCC reviewed the Academic Plan and Financial Plan and found that they are based upon a thorough analysis of student performance data, and use evidence-based interventions.
5. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The principal has provided a clear explanation to the SCC about the status of each of the recommendations made by the SCC regarding the Academic Plan and Financial Plan.
7. This school plan was adopted through consensus or by vote by the School Community Council on: **Mar 11, 2026**

Attested:

Ma'ili Elementary School Principal	Signature	Date
Suzie Lee		Mar 11, 2026
SCC Chairperson	Signature	Date

Shaun Nakasone		Mar 11, 2026
----------------	---	--------------

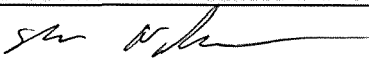
SCC Recommendations to the Academic Plan and Financial Plan:

The School Community Council, in review of the Academic and Financial Plans, has provided the principal with the following recommendations for consideration. These recommendations are included as a means to share these issues with the Complex Area Superintendent and to identify the action taken by the principal on the SCC recommendations. If no recommendations were made, please write "N/A." **SCC Chairperson signature is required on both pages.**

SCC Recommendation:	Rationale for the SCC Recommendation:	Principal's Response to SCC Recommendation:
None		

SCC Comments: Statement of Problem or Concerns regarding the Academic Plan and Financial Plan review process.
No concerns.

Attested:

SCC Chairperson	Signature	Date
Shaun Nakasone		Mar 11, 2026

APPENDIX B: 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.**

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>	1083
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement
Ma'ili Elementary School Bell Schedule: 26-27 Ma'ili Master Bell Schedule	