



Mākaha Elementary Academic Plan (Elementary)

SY 2025-2026

84-200 Naauao Place

Wai'anae, HI 96792

808-307-7400

makahasurfers.com

- ☐ Non-Title 1 School
 ☒ Title 1 School
 ☐ Kaiapuni School (Self Contained)
 ☐ Kaiapuni School (Shared School Site)

Submitted by Principal Leslie Ziu

Leslie Ziu

April 9, 2025

Approved by Complex Area Superintendent Disa Hauge

Disa Hauge

04/10/2025



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 **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
K-6	Reading Wonders Ready Reading Phonics for Reading	Ready Math NW Complex-wide curriculum map	Mystery Science	Teacher Created
K-2	Magnetic Reading Foundations			

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
K-2	Heggerty Phonemic Awareness and Phonics			
Grade 5			IXL Science	

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



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
K-6	I-Ready ▾ 3x a year per Complex Area schedule	I-Ready ▾ 3x a year per Complex Area schedule
2-6 Checks for Understanding	Galileo K12 ▾ 2x a year per Complex Schedule	Galileo K12 ▾ 2x a year per Complex Schedule
K-2	DIBELS ▾ 3x a year per Complex Area schedule	
Kindergarten	KEA ▾	
English Language Learners	WIDA Screener ▾	

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:

<input checked="" type="checkbox"/>	Date completed:	02/18/2025	Current Comprehensive Needs Assessment (CNA)
<input checked="" type="checkbox"/>	Date completed:	3/15/2024	Other current accreditation self-study or external CNA (WestEd CNA, Updated)
<input checked="" type="checkbox"/>	Last full self study	4/22/2024	Western Association of Schools and Colleges (WASC) Schoolwide Growth Areas for Continuous Improvement
<input checked="" type="checkbox"/>	Next full self-study	28-29	WASC (if currently in a full study cycle, estimate next full cycle)

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	<u>School Area Need:</u>	Increase the percentage of students who are reading proficiently: in School Year 2023-2024, 78% of Mākaha students were below proficiency in Language Arts based on the schoolwide universal screener data in May, 2024.
	<u>Root/Contributing Cause(s):</u>	Children enter Kindergarten lacking school readiness skills, the reading and decoding curricula are new, staff turnover complicates consistent provision of the curriculum, and a focus on the urgency of accelerating student progress is difficult to maintain given the workload.
2	<u>School Area Need:</u>	Students share via Panorama that they are not as engaged in learning as they need to be, therefore the school needs to provide them with a more engaging classroom environment. In the Winter 2024 Panorama student survey data, classroom engagement dropped to a schoolwide low of 49 percent compared to a previous high of 68 percent in School Year 2022-2023.
	<u>Root/Contributing Cause(s):</u>	For engagement, differentiation was considered the most pressing root cause as staff need to consider interest, culture, and readiness levels to best reach students.

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>	Economically Disadvantaged
	<u>Identified School Area Need(s):</u>	60% of our school is considered disadvantaged and they need effective, accelerated instruction in an accepting environment with culturally responsive instruction.
2	<u>Targeted Subgroup:</u>	Students with Individualized Education Programs (IEPs)
	<u>Identified School Area Need(s):</u>	25% of our students are receiving special education services. These learners are a diverse group with specific learning needs. They need access to Tier 1 instruction to the fullest extent possible and individualized support as needed.



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?"	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?"	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.	Root Cause 1	Enabling Activities EA 1.1.1(1): MES Kindergarten classes will administer the Kindergarten Entry Assessment (KEA) (SW 6 Title 1). EA 1.1.1(2): MES Kindergarten classes will have a staggered start to the school year. This will allow teachers to administer the KEA to smaller groups of students (SW 6 Title 1). Name of Accountable Lead: Shanna La'a	KEA Results KEA Completion Rates DIBELS	----- Total: \$0
1.1.1a All entering kindergarten students are provided necessary and timely support to develop foundational skills for learning.	Root Cause 1	Enabling Activities EA 1.1a: MES Kindergarten classes will work with families to build early literacy skills at both school and home (SW 6 Title 1). Name of Accountable Lead: Shanna La'a	DIBELS	WSF: \$17000 ----- Total: \$17000
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.	Root Cause 1	<p>EA 1.1.2(1): K-6 will maintain the integration of Reading Wonders as our primary curriculum. We will utilize Curriculum Maps and Pacing Guides to enhance common formative assessments (CFA). The data from CFAs will guide curriculum and instructional decisions during Data Team meetings.</p> <p>EA 1.1.2(2): I-Ready Reading will be used to supplement Reading Wonders.</p> <p>EA 1.1.2(3): Teachers use data from the monthly CFA to run the Doug Reeves 6-Step data team process.</p> <p>EA 1.1.2(4): IRA teachers to provide student instructional supports so teachers can consistently monitor student progress through participating in data teams to provide student instructional supports for grade level content/skill specific need areas (SW 6 Title 1).</p> <p>EA 1.1.2(5): Provide Science of Reading Professional Development.</p> <p>EA 1.1.2(6): K-6 will continue to implement reading RtI block 4-5x a week for 30 minutes. SPED subgroup will adjust duration based on need (SW 6 Title 1).</p> <p>EA 1.1.2(7): Teachers administer BOY, MOY, EOY DIBELS assessment and use assessment data to modify instruction and curriculum.</p> <p>Name of Accountable Lead: Shanna La'a, Jennifer Lee, Jorell Manoa, Charles Gumm</p>	<p>iReady Reading</p> <p>DIBELS</p> <p>SBA Block</p> <p>SBA Interim</p>	<p>Title I: \$50000</p> <p>CSI/MRI: \$50000</p> <p>-----</p> <p>Total: \$100000</p>
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.	Root Cause 1	<p>EA 1.1.2a(1): Kindergarten Summer Start is provided to upcoming kindergarteners during the summer prior to their first year of kindergarten (SW 6 Title 1).</p> <p>EA 1.1.2a(2): K-2 will use the Magnetic Reading Foundations for foundational skills - Phonemic Awareness and Phonics.</p>	<p>DIBELS</p>	<p>WSF: \$30000</p> <p>-----</p> <p>Total: \$30000</p>



		EA 1.1.2a(3): Rtl-A groups during phonics instruction will be ability based with smaller groups for those who need more support (SW 6 Title 1).		
		Name of Accountable Lead: Jennifer Lee		
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.	Root Cause 2	<p>EA 1.1.3(1): Math Gap: K-6 will continue implementing iReady Math as our core curriculum.</p> <p>EA 1.1.3(2): Curriculum Maps, Pacing Guides will be used to refine common formative assessments (CFA). CFA data will be used during Data Teams to inform curriculum and instruction.</p> <p>EA 1.1.3(3): Job-Embedded Professional Development furnished to teachers -All teachers will participate in the professional development. -All teachers will reflect during and after PD and lessons taught. -All teachers will integrate strategies in the classroom. -Instructional Leadership Team (ILT) and peer walk throughs will occur during the year to provide feedback and reflect on their own practice.</p> <p>EA 1.1.3(4): All teachers know the essential standards, when to teach them (monthly pacing guides), and how they will be assessing students (monthly common formative assessments (CFA)).</p> <p>EA 1.1.3(5): Teachers administer BOY, MOY, EOY math iReady assessment and use assessment data to modify instruction and curriculum.</p> <p>EA 1.1.3(6): Teachers use data from the monthly CFA to run the Doug Reeves 6-Step data team process.</p> <p>Name of Accountable Lead: Shanna La'a, Jennifer Lee, Jorell Manoa, Charles Gumm</p>	<p>iReady Math</p> <p>SBA Block</p> <p>SBA Interim</p>	<p>Title I: \$30000</p> <p>-----</p> <p>Total: \$30000</p>



1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.	Root Cause 2	EA 1.1.4(1): Provide tutoring to supplement classroom instruction. -Tier 2 reading and math students' parents will be offered afterschool tutoring support. -Students will attend tutoring sessions at least 2xs a week for 45 minutes to access instruction. -Students will get personalized tutoring based on their needs (SW 6 Title 1). Name of Accountable Lead: Shanna La'a, Jennifer Lee, Charles Gumm	Walkthrough Data Galileo Reading/Math CFAs iReady Reading/Math	WSF: \$30000 Title I: \$50000 ----- Total: \$80000
1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.	Root Cause 2	EA 1.1.5(1): As needed, individual transition meetings are held with Waianae Intermediate. EA 1.1.5(2): 6th grade Field trip to Waianae Intermediate School (WIS). Name of Accountable Lead: Francine Kodama	Transition Meeting Minutes	----- 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?"	Anticipated Source of Funds and Estimate of Additional Amount Needed
1.2.1. All students desire to and attend school regularly.	Root Cause 2	EA 1.2.1(1): Attendance procedures are in place and consistently used.	Chronic Absenteeism Rate below past school year	WSF: \$10000 ----- Total: \$10000



		<p>EA 1.2.1(2): Implement incentive programs to encourage positive behaviors and academic achievements. For example, Spelling RRPP, RRPP Store, Classroom incentives (ex. Lunch bunch), Perfect Attendance Awards, Ohana Fairs, Ohana Nights, Spirit Weeks, and collaboration with Hoa Aina o Makaha.</p> <p>EA 1.2.1(3): Establish appropriate relationships with students (ex. 17 proactive strategies, classroom culture).</p> <p>EA 1.2.1(4): Check ins and home visits will be conducted by the Counseling department (SW 6 Title 1).</p> <p>EA 1.2.1(5): Establish relevant connections between the established content and careers. An example of this are Career and Technical Education (CTE) career day, CTE Fridays, and CTE showcase (SW 5 Title 1).</p> <p>Name of Accountable Lead: Dane Toyama, Kriss Conley, Donna Omoto</p>	<p>Awardees for "Awesome Attendance" and "Perfect Attendance"</p> <p>Panorama Survey Results</p> <p>Attendance RTI Data</p>	
1.2.2. All students demonstrate positive behaviors at school.	Root Cause 2	<p>EA 1.2.2(1): Implement incentive programs to encourage positive behaviors. For example, Student of the quarter, RRPP store/HERO points, GLO awards.</p> <p>EA 1.2.2(2): Student council will act as the interface between the student body and the principal.</p> <p>EA 1.2.2(3): Non-school hours opportunities will provide support for student to feel successful in school. These opportunities include Place-based After-school Literacy Support (PALS), and after school tutoring (SW 5 Title 1). All students in Grades K-6 will be offered to attend a SEL program (sports, cooking, etc.) before or after school. Teachers will utilize the Level 1 SEL survey to determine effectiveness of their program at the beginning, middle and end of their program.</p> <p>EA 1.2.2(4): Implement CHAMPS in grades K-3.</p>	<p>Report Cards - GLOs</p> <p>Logs: Parent-Teacher Communication logs</p> <p>HERO: Data from HERO app</p> <p>Infinite Campus: Referral/Non referral data</p> <p>IRA Folders</p>	<p>WSF: \$5000</p> <p>-----</p> <p>Total: \$5000</p>



		EA 1.2.2(5): Implement Second Step program to increase social emotional learning. EA 1.2.2(6): Provide multiple and varied opportunities for parent communication. Name of Accountable Lead: Dane Toyama, Kriss Conley, Donna Omoto, Jennifer Lee, Francine Kodama		
1.2.3. All students experience a Nā Hopena A'o environment for learning.	Root Cause 2	EA1.2.3(1) - The school provides multiple opportunities to acknowledge the success of the whole school as well as individuals within the school. EA1.2.3(2) - Implement place-based projects with Hoa Aina o Makaha (SW 5 Title 1). Name of Accountable Lead: Danielle Steger	Walkthrough data Report Cards - GLOs IRA folders	----- 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.	Root Cause 2	EA 1.2.2(1): Implement the Second Step program to increase social-emotional learning. EA 1.2.2(2): Implement the MES Response to Intervention - Behavior (Rtl-B) Flowchart (SW 6 Title 1). Name of Accountable Lead: Dane Toyama	Rti-B: Student concern summary forms for Rtl-B Panorama Survey Counseling data-at-a-glance IRA folders	----- 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	Monitoring of Progress "How will we know progress is being made?"	Anticipated Source of Funds and Estimate of Additional Amount Needed
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progress?"

1.3.1. All students engage in a variety of career, community, and civic opportunities.	Root Cause 2	EA1.3.1(1) - Proceed with the implementation of the Career and Technical Education (CTE) program. This program includes: Career Day, Field Trips, CTE Fridays, CTE Spirit Week, CTE Showcase (SW 5 Title 1). Name of Accountable Lead: Jessica Mishima-Donahue	Student feedback form from CTE Parent survey Teacher survey CTE Attendance Sheet Career Day, Showcase sign-in sheets	WSF: \$20000 ----- Total: \$20000
1.3.1a. All students will participate in a complex-wide Ola Moku (Thriving Community) civic learning experience at a DOK4 level.	Root Cause 2	EA1.3.1(2) - Provide opportunities for community and civic projects, which include: Partnership with Hoa 'Aina O Makaha, Student Council, Computer Science, Assemblies, Guest Speakers, place-based learning focus (SW 5 Title 1). Name of Accountable Lead: Shanna La'a and Danielle Steger	PLC Minutes Student Showcase	WSF: \$4000 ----- Total: \$4000
K-12 Alignment				
1.3.2. All students enter intermediate school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.	Root Cause 1	EA1.3.2(1) - Provide opportunities for students to demonstrate foundational literacy skills. These skills range from the basic ability to recognize letters and words to the more advanced capability to understand and critique complex texts. EA1.3.2(2) - Provide opportunities for students to demonstrate numeracy skills. These skills include the ability to apply mathematical concepts in various contexts. EA1.3.2(3) - Provide opportunities for students to demonstrate problem-solving and critical thinking tasks across the curriculum. which fosters an environment where pupils not only absorb information but learn to apply it in various contexts. Name of Accountable Lead: Shanna La'a, Jennifer Lee, Jorell Manoa, and Charles Gumm	Walkthrough Data: Focus on engagement iReady Data for math and ELA	



PRIORITY 2: HIGH-QUALITY EDUCATOR WORKFORCE IN ALL SCHOOLS

★ GOAL 2.1: All students are taught by effective teachers who are committed to quality teaching and learning for all.

★ GOAL 2.2: All schools are fully staffed by effective support staff who are committed to providing quality services to support students.

★ GOAL 2.3: All schools are led by effective school administrators who are committed to supporting all staff and students.

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?”	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.		EA 2.4.1(1): Institute Peer Walkthroughs: Establishing a culture of peer evaluation can be beneficial. It offers an avenue for teachers to learn from one another, fostering a reciprocal learning environment. A common Walkthrough form will be implemented to maintain consistency and objectivity in feedback.	Walkthrough data	
	Root Cause 1 Root Cause 2	EA 2.1.1(2): Facilitating Modeling: Demonstrating effective practice through modeling allows teachers to observe and discuss aspects of teaching and learning with the benefit of contextual insight.	PLC data from lesson studies Coaching cycle data	----- Total: \$0
		EA 2.4.1(3): Designing Personalized and Differentiated Professional Development: Recognizing that each teacher has unique strengths and areas for growth, we will tailor PD to meet diverse needs, capitalizing on best practices through		



		coaching cycles.		
		Name of Accountable Lead: Leslie Ziu and Charles Gumm		
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.	Root Cause 1 Root Cause 2	<p>EA 2.4.2(1): Principal and Leadership Team Walkthroughs: Leadership team members play a crucial role in instructional leadership. Their regular presence in classrooms, armed with a deep understanding of effective pedagogical practices, allows them to provide timely and actionable feedback.</p> <p>EA 2.4.2(2): Utilizing Data Teams: Data Teams that engage in data-informed dialogues about student learning can inform instructional decisions and align efforts across the school. -All teachers will utilize the resources and materials to support their instruction. -During data teams, teachers will access this resource to support their instructional strategy selection for each differentiated level (SW 6 Title 1).</p> <p>EA 2.4.2(3): Ensure Regular Meetings: Schedule frequent and structured PLC meetings, underscoring their importance within the professional landscape of the school.</p> <p>EA 2.4.2(4): Define Clear Objectives: Each PLC will have specific goals, whether it be to improve student outcomes in a certain subject area or to implement a new teaching strategy.</p> <p>EA 2.4.2(5): Foster a Culture of Trust and Open Dialogue: Encourage honest discussions about classroom challenges and allow for the synthesis of collective expertise.</p> <p>EA 2.4.2(6): Provide Necessary Resources: Allocate materials, time, and administrative support to enable PLCs to function effectively and achieve their aims.</p> <p>Name of Accountable Lead: Shanna La'a, Jennifer Lee, Jorell Manoa, Leslie Ziu, Charles Gumm</p>	<p>Walkthrough data</p> <p>Minutes from data teams and PLCs</p> <p>Staff feedback surveys</p>	<p>-----</p> <p>Total: \$0</p>



PRIORITY 3: EFFECTIVE AND EFFICIENT OPERATIONS AT ALL LEVELS

★ **GOAL 3.1: All school facilities are safe, well-maintained, compliant with all laws and regulations, clean, and attractive to provide a positive and inviting learning environment for students and staff.**

★ **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 affecting students in a meaningful and timely manner.**

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?”		Monitoring of Progress “How will we know progress is being made?”	Anticipated Source of Funds and Estimate of Additional Amount Needed
		Name of Accountable Lead(s) “Who is responsible to oversee and monitor implementation and progress?”			
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.	Root Cause 2	EA 3.3.1(1): Documentation and Transparency: Maintain meticulous records of meetings and decisions to foster transparency. Publicly disseminating minutes and resolutions builds trust with the broader school community and provides accountability metrics for SCC activities. EA 3.3.1(2): Formal Feedback Mechanisms: Establish formal mechanisms for community feedback such as surveys, and public comment periods during SCC meetings to gather a broad range of opinions and suggestions. Name of Accountable Lead: Shanna La'a and Leslie Ziu		Agendas and Minutes Posted after the meeting Surveys administered, analyzed, and shared Self-Assessment administered and turned in.	----- Total: \$0
3.3.2. Family/community engagement consists both of opportunities to engage in promoting student success as well	Root Cause 1 Root Cause 2	EA 3.3.2(1): Establish a Community Schools Coordinator (CSC) -Hire an outside provider to support the Community School model at Makaha Elementary School.		CSC role continually developed	----- Total: \$0



as forums for parent and family concerns.		-Increase parent involvement by 70%. -Family engagement activity will occur at least one per quarter. EA 3.3.2(2): Establish a menu of tailored, top-notch programs and services following the community school model. This encompasses early childhood initiatives, expanded learning opportunities, enriching activities, health services, family involvement, adult education, material aid, and interventions for chronically absent students (SW 5 Title 1). Name of Accountable Lead: Community School Coordinator	Programs established	
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APPENDIX A: SCHOOL BELL SCHEDULE	
<p>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.</p> <p>This section showcases Makaha Elem 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.</p>	
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)	1,080 hours
Did your school submit a SCC Waiver Request Form? Please explain.	No
Bell Schedule: [Please link, embed a table, or insert an image of your school bell schedule here]	