NĀ HOPENA A'O

PRIORITY 3
Effective And Efficient Operations At All Levels

PRIORITY 2
High-Quality Educator Workforce In All Schools

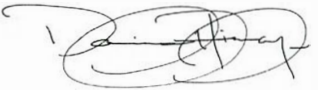**PRIORITY 1**
High-Quality Learning For All

Makakilo Elementary School Academic Plan SY 2025-2026

92-675 Anipeahi Street, Kapolei HI ,96707
(808)307-1900
Makakiloelementary.k12.hi.us

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

Submitted by Principal Danielle Himalaya	
[signature]	4/9/25

Approved by Complex Area Superintendent Sean Tajima	
[signature]	APR 1 0 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-5	Success for All ▾	ORIGO Stepping Stones 2.0 ▾		
K-5	Other: ▾ Thinking Maps (Writing)			

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-5	iReady	iReady		

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
K	KEA ▾	HI KRA ▾
K	Teacher Created ▾	Teacher Created ▾
K-1	Other: ▾ SFA Roots	
K-5	I-Ready ▾	I-Ready ▾
2-5	Other: ▾ Gates	
1-5		Teacher Created ▾

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) https://bit.ly/422eHJl
☐ Other current assessment/self-study report:
☑ Current Western Association of Schools and Colleges (WASC) https://bit.ly/3XP9h1y
☐

Year of Last Visit: 2023   Year of Next Action: 2026   Year of Next Self-Study:
Type of Last Visit: Full Self-Study ▾   Type of Next Action: Mid-Cycle Report (No Visit) ▾

School-wide i-Ready Proficiency Rates	SY18-19	SY19-20* NA	SY20-21	SY21-22	SY22-23	SY23-24
Reading			58%	62%	68%	70%
Math			51%	58%	58%	64%

Strive HI	Data					
	SY18-19	SY19-20* NA	SY20-21	SY21-22	SY22-23	SY23-24
Achievement						
Math	40%		31%	51%	53%	59%
Reading	46%		42%	58%	60%	59%
Science	57%		24%	39%	58%	51%
Growth						
Math Growth	+2%		-9%	+20%	+2%	+6%
Reading Growth	-1%		-4%	+16%	+2%	-1%
Readiness			-33%	+15%	+19%	
Elem • **Attendance** % of students that are absent for 15 or more days (chronic absenteeism)			4%	37%	32%	

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

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

1	**Student Need:** **Academic Achievement & Foundational Skills:**
	• Consistent, school-wide curriculum incorporating cooperative learning, SEL, and collaborative conversation.
	○ foundational skills for "gap/high approaching" students (iReady/SBA "yellow" zone).
	Root/Contributing Cause:
	• Lack of mastery of basic foundational and grade level skills.
	• Struggling with consistent application of taught/learned skills.
2	**Student Need:** **Social-Emotional Learning (SEL) & Student Well-Being:**
	• Development of emotional regulation, self-efficacy, and resilience.
	• A positive and safe school climate.
	Root/Contributing Cause:
	• Inconsistent application of social skills.
3	**Student Need:** **Attendance:**
	• Increase student attendance.
	Root/Contributing Cause:
	• Potential external factors impacting attendance.

4	**Student Need:** **High quality teaching**
	• Professionally Development Teachers
	Root/Contributing Cause:
	• Need for ongoing professional development, mentoring, and alignment of training with instructional/student needs.

	In order to address student subgroup(s) achievement gaps, please list the targeted subgroup(s) and their identified need(s). Enabling activities should address identified subgroup(s) and their needs.
1	**Targeted Subgroup:** Special Education, English Learners, and and other identified targeted groups (students struggling in reading & math). **Identified Student Need(s):** Targeted interventions and support to address foundational skills and consistent application of taught/learned skills
2	**Targeted Subgroup:** Special Education, English Learners and other identified targeted groups **Identified Student Need(s):** Increased parent/family involvement of targeted groups to support student learning, attendance, transition & culture

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.	Needs 1 & 2 and Targeted Need 1
	
	 Kindergarteners enter with a wide range of developmental skills. A comprehensive assessment of all K students enables teachers to effectively deliver appropriate instruction and provide targeted academic, social, and emotional support, ensuring each child's individual needs are met.
		• All Kindergarten students will be given the Kindergarten Entry Assessment within the first 30 days. (Kindergarten Teachers)
		
		 • MES beginning of the year Kinder assessment
		    ○ Teacher created assessments
		       ■ ELA
		       ■ Math
		
		 Accountable lead: Himalaya
			KEA results
			
			 MES Teacher created assessments & Student Report Cards
				☑ 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. | Need #1, 4

Targeted Need 1

Analysis of student performance reveal students struggle in foundational skills and consistent application of taught/learned skills hindering progress towards proficiency | Teachers will utilize the Success For All Reading Program (SFA) in grades K-5. All students will be assessed on iReady Reading, 3x/year. All students will be assessed on their reading progress within the SFA program to determine their independent reading level (quarterly). All students will be homogeneously grouped by reading level, per quarter. (Grades 1-5) RTI: Targeted students in grades K-5 will receive direct instruction by classroom teachers. Teachers will participate in the Goal Focused Process (reading data teams) to identify interventions that will make the greatest impact on achievement. After-school tutoring reading support will be offered to students reading below grade level. Teachers will participate in professional development to improve their teaching practices and learn new teaching strategies.
Accountable Lead: Yogi | iReady Diagnostics, 3x/year

SFA "Classroom Assessment Summary" Form (class data)

RTI Tracking Sheets

SFA "Leading For Success Achievement Plan" (Goal Focused Process)

SBA Scores | ☑ WSF, $
☑ Title I, $
☐ Title II, $
☐ Title III, $
☑ Title IV-A, $
☐ Title IV-B, $
☑ IDEA, $
☑ SPPA, $
☑ Homeless, $
☐ Grant:__, $
☑ Other:__, $ |

Mathematics Proficiency	Need #1, 4	• Teachers will utilize the Origo Stepping Stones math curriculum in grades K-5.	BOY & EOY Grade Level Cumulative Math Test	☑ WSF, $
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.	Targeted Need 1 Analysis of student performance reveal students struggle in foundational skills and consistent application of taught/learned skills hindering progress towards proficiency	• All students will be assessed on iReady Math 3xs a year • RTI: Targeted students in grades K-5 will receive direct instruction by classroom teachers • Honu Tutoring: Targeted high approaching students will receive extra support in Math 2xs a week by designated tutors. • After-school tutoring math support will be offered to students needing extra assistance in foundational skills. Accountable Lead: Miura	iReady Scores RTI Data SBA Scores Data Teams	☑ 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. | Need #1

Targeted Need 1

With 41% of students not proficient in Reading, and 43% of students not proficient in Math, MES will utilize enabling activities to support all student achievement irrespective of background and circumstances.

All students should show growth academically, even though they may not meet proficiency. | ELA
• Utilization of SFA reading program for grades K-5.
• Implementation of RTI for reading 4x a week, every other week
• Continue K-5 RTI for reading
• Data Teams
• Take i-Ready universal screener 3 times a year
• SFA Conference and coaching
• Out of school time support
    ○ Focus on lowest 30% in Grade 1, lowest 20% in Grade 2, and lowest 10% in Grade 3 students

Math:
• Utilization of Stepping Stones grades K-5
• Implement Pearson workshop model
• Implementation of RTI for math 4x a week, every other week
• Continue K-5 RTI for math including math enrichment for high/GT identified (3-5)
• Data Teams
• Take i-Ready universal screener 3 times a year
• Professional development (e.g. math conference HIDOE PD)
• Out of school time support
    ○ Focus on approaching students
IDEA:
• IDEA students receive educationally meaningful IEPs, specially designed instruction, and progress monitoring to ensure academic and behavioral growth, including improvements in IEP goals and iReady scores. | SBA scores

I-Ready Universal Screener

GATES

Out of school time data

BOY & EOY Grade Level Cumulative Math Test

RTI Tracking Sheets

WIDA

IEP Progress Reports | ☑ WSF, $
☑ Title I, $
☐ Title II, $
☐ Title III, $
☑ Title IV-A, $
☐ Title IV-B, $
☑ IDEA, $
☑ SPPA, $
☑ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |

		EL:		
		English Learner (EL) students receive support through both pull-out and push-in services, tailored to enhance their reading, writing, and oral communication skills at their current proficiency level. Accountable Lead: Pacada		

| 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. | Needs #1 & 2:

Targeted Need #1:

Transition can be a stressful experience. When students are well-prepared for the next grade level, they are more likely to feel motivated and engaged in their learning. A smooth transition helps reduce anxiety and boosts confidence, making students feel more comfortable in their new environment. | • Kinder Kickstart
• Middle School counselor/teacher/admin comes to MES to speak about expectations of a middle school student 1-2 times a year to the 5th graders.
• Grade level teachers articulate the expectations from grade level to grade level academically and behaviorally 1-2 times a year.
• Transition SpEd/504 meetings with Middle School
• Student information check-list (counselor to counselor and sped to sped)
• MES Advocacy group greets new students and gives them a tour of the MES campus.
• New class list from current teacher to new teacher; identification of student's academic/behavior strengths and needs.

Accountable lead(s) Himalaya, Yoshida, Pacada | Kickstart Roster

Transition meeting schedule

School agenda for articulation meetings

Student information sheet for SpEd/504 students | ☑ 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.*	Need #1 Increase attendance By attending school regularly, students develop essential habits, prevent attendance related learning gaps that hinder them from keeping pace with peers, and improve both their academic and social-emotional well-being	• Monthly Attendance meetings for our most truant students. • Mentors meeting with attendance mentees 1-2 times a month. School wide campaign will be implemented. • Incentives and activities for all students for behavior, academics, and attendance. Accountable Lead: Himalaya	Monthly scheduled meetings calendar Mentor/student list Attendance data shared with staff monthly	☑ 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. | Need #2

When students demonstrate positive behaviors, they contribute to a classroom and school culture that is supportive, respectful, and focused on learning. | • All teachers and staff will implement "Getting Along Together" lessons throughout the school year:
   ○ GAT
   ○ Class Council
   ○ Peace Path
   ○ Cool Kid/Cool Staff
   ○ Rewards/Incentives
• Expose all students to opportunities/activities to be well rounded: (e.g.)JPO, ART, Robotics, Career Day. sports, Math League, and other extracurricular activities.
• Quarterly celebrations for academics, behavior, GLO, and GAT.
• Promotion of student health & wellness (UH/CDC Grant)

Accountable Lead: Yoshida | Panorama data

GLO Calendar

Awards

Participation attendance/sign in sheets | ☑ 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. | Students are supported through a culturally relevant framework that fosters the skills, behaviors, and dispositions necessary for growth and thriving in Hawaii's unique environment. | Na Hopena Aʻo training for staff

Accountable Lead: Himalaya | Training sign in sheet | ☐ WSF, $
☐ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |

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| ★ 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.*	Students need the opportunity to develop into a well-rounded person through exploration and exposure to careers that will help prepare them for future life choices and opportunities (ie education , employment, enlistment)	• MES students will experience, engage & explore in a variety of career, community, and civic opportunities through: • Annual Career Day. ○ Collaboration with Kapolei High School-CTE/career day ○ Collaboration with community and parents • Project Based Learning (PBL) will connect with the community to complete projects and garner needed expertise and support. • Class/grade level speakers Accountable Lead: Miura	Each grade completes 2 projects a year (grades 1-5) Survey List of career day community partners and career fields	☑ 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.
2.1.2 All teachers are effective or receive training and opportunities to increase their effectiveness in teaching 2.2.2. All school support staff are effective or receive the necessary support to become effective. 2.3.2. All school administrators are effective or receive the necessary support to become effective.	Need 4 Effective staff, teachers and administrators are essential for student success. Targeted professional development is the key to increasing their effectiveness, student learning and the school community.	At MES teachers, staff and administrators will receive professional development based on individual needs this can include but is not limited to - SFA - PE/health - Writing - Math - Science - SEL - Technology - K-12 PD collaboration - Special Education - Safety This may be locally or nationally Accountable Lead: Himalaya	Sign in sheets Notes/Reflection on learning Implementation of learning	☑ 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.
	All Need Areas
	
	Strong, collaborative partnerships between school, community, and family is key to developing the whole child and school community
		• Communicate the role and functions of SCC's and have full membership
		• SCC will meet regularly to discuss school wide achievement, data, budget, facilities and school events.
		
		  - Community meeting in the
		    Fall-Budget/Data/School Goals
		  - Community meeting in the
		    Spring-Academic Plan
		
		Accountable Lead: Himalaya
			• SCC agenda and/or notes
			• SCC self-assess ment survey.
				☐ WSF, $
				☐ Title I, $
				☐ Title II, $
				☐ Title III, $
				☐ Title IV-A, $
				☐ Title IV-B, $
				☐ IDEA, $
				☐ SPPA, $
				☐ Homeless, $
				☐ Grant:___, $
				☐ Other:___, $

S

★ **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.
Increasing parents and community engagement in school events that promote academics, awards, celebrations, community and post high school avenues to positively impact students and families	Need 2,3 Targeted need 2 Strong school, family, and community partnerships, built through family engagement, are essential for student academic & social emotional success, positive school culture, and increased attendance.	Provide activities for student and families include but are not limited to : • **Academic engagement activities** (e.g. Meet and greet, open house Curriculum fair, Parent teacher conference, SFA, career day. PBL project sharing) • **Celebrations** (e.g. Menehune Mashup, Awards ceremony, promotion ceremony) • **Family engagement opportunities:** (e.g. Coffee and Conversations, Meet and Greet, parent/child activities, Holiday activities, PBL presentations) Accountable lead(s) Yoshida	Sign-in sheets Surveys	☑ 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 Makakilo 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 <u>hours per year</u> *(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)*	1,174
Did your school submit a SCC Waiver Request Form? Please explain. MES requested 5 waiver days for Professional development and dedicated planning to address the implementation of PD thus ensuring meaningful learning for staff and students.	Yes
Bell Schedule:	**Start and End Time** • M,T, TH, & F - 7:50am - 2:05pm • Wednesday - 7:50am - 12:50pm **Daily Schedule** <table><tr><td>7:50am</td><td>School Start Time</td></tr><tr><td>8:05am - 9:35am</td><td>SFA Reading</td></tr><tr><td>9:40am - 9:55am</td><td>Recess</td></tr><tr><td>10:45am</td><td>Lunch - Pre K</td></tr><tr><td>11:00am</td><td>Lunch - K</td></tr><tr><td>11:10am</td><td>Lunch - 1</td></tr><tr><td>11:25am</td><td>Lunch - 2</td></tr><tr><td>11:35am</td><td>Lunch - 3</td></tr><tr><td>11:50am</td><td>Lunch - 4</td></tr><tr><td>12:00pm</td><td>Lunch - 5</td></tr><tr><td>12:50pm</td><td>Release Time (Wednesday only)</td></tr><tr><td>2:05pm</td><td>Release Time (M,T, Th, F)</td></tr></table>