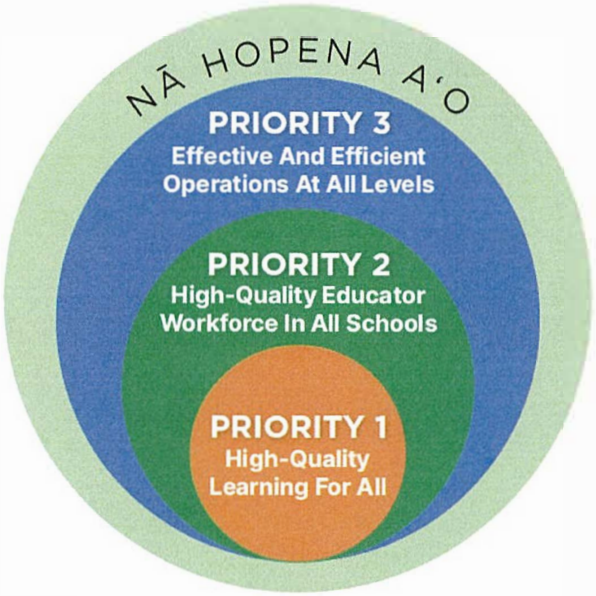
LEEWARD DISTRICT OFFICE
APR 1 4 2025



Ho'okele Elementary School Academic Plan SY 2025-2026

511 Kunehi Street, Kapolei, HI 96707
808-305-8500
https://Hookele.hidoe.us/

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

Submitted by Principal Bryan Rankie	
	April 2, 2025

Approved by Complex Area Superintendent Sean Tajima	
	04/14/2025

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**
Kindergarten - Grade 5	'17 Wonders	i-Ready Classroom Mathematics

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**
Kindergarten - 5th Grade	Orton Gillingham - Multisensory Language	IXL
Kindergarten - 5th Grade	Write from the Beginning and Beyond	
Kindergarten & 1st Grade	Heggerty - Phonemic Awareness	

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 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
Kindergarten - Grade 5	I-Ready	I-Ready
Kindergarten	KEA	HI KRA
Kindergarten	Teacher Created Foundational Skills	Teacher Created Foundational Skills

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:
- ☑ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: 2025 Type of Last Visit: Full Self-Study Year of Next Self-Study: TBD

Please identify 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	**Need:** Continue to embed opportunities that will support positive student behavior through school clubs, real world experiences, and workforce development to ensure HES students are globally competitive in their selected paths beyond Hawai'i's K-12 public school system. **Root/Contributing cause(s):** 1A - 2025 WASC Schoolwide Growth Areas for Continuous Improvement
2	**Need:** Ensure students have access to a vertically aligned curriculum in all subjects and PBL projects that incorporate HĀ standards, in addition to providing additional time for articulation. Specifically, HES should continue its strong commitment to the utilization of data, both quantitative and qualitative, to inform its scholastic decision-making processes and use this data to further develop and enhance the instructional coherence it is achieving in regard to its grade level and content area vertical alignment that is already taking place. **Root/Contributing cause(s):** 2A - 2025 WASC Schoolwide Growth Areas for Continuous Improvement
3	**Need:** Because HES does not currently have data on its former students and because the receiving middle school is also using i-Ready as its universal screener, access to this data could potentially serve as an opportunity for HES to further expand the vertical alignment that is already occurring, but with consideration of longer-term student outcomes. Such an action and collaboration with its Complex's middle school could further inform and potentially positively modify HES's instructional practices. **Root/Contributing cause(s):** 3A - 2025 WASC Schoolwide Growth Areas for Continuous Improvement
4	**Need:** HES should continue to build on the extremely positive relationships it has with the community and investigate ways to further increase parent involvement and the participation of parents whose children may be struggling academically or are new to the community. **Root/Contributing cause(s):** 4A - 2025 WASC Schoolwide Growth Areas for Continuous Improvement

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	**<u>Targeted Subgroup:</u>** Disadvantaged Students **<u>Identified Student Need(s):</u>** • The percentage of chronically absent students who are disadvantaged is 34.4% compared to all students which is 22.5% • The percentage of language arts proficiency of HES disadvantaged students is 51.8% compared to all students which is 65.1% • The percentage of math proficiency of HES disadvantaged students is 41.4% compared to all students which is 61.2% • The percentage of science proficiency of HES disadvantaged students is 35.4% compared to all students which is 57.7%
2	**<u>Targeted Subgroup:</u>** Special Education **<u>Identified Student Need(s):</u>** • The percentage of chronically absent students who are Special Education is 31.5% compared to all students which is 22.5% • The percentage of language arts proficiency of HES Special Education students is 10.7% compared to all students which is 65.1% • The percentage of math proficiency of HES Special Education students is 7.1% compared to all students which is 61.2% • The percentage of science proficiency of HES Special Education students is 11.1% compared to all students which is 57.7%
3	**<u>Targeted Subgroup:</u>** High Needs Students **<u>Identified Student Need(s):</u>** • The percentage of language arts proficiency of HES high needs students is 48.8% compared to all students which is 75.0% • The percentage of math proficiency of HES high needs students is 38.8% compared to all students which is 75.0% • The percentage of science proficiency of HES high needs students is 33.9% compared to all students which is 73.2%

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 provided necessary and timely support to develop foundational skills for learning.	2A	EA 1.1.1. (1) All incoming Kindergarten students will be administered the Kindergarten Entry Assessment (KEA) within their first 30 days of school. EA.1.1.1 (2) All incoming Kindergarten students with minimal preschool experience will be given priority to attend a 15 day Kindergarten Kick-start Program. EA 1.1.1 (3) All incoming Kindergarten students will be given our school's Kindergarten Skills Assessment, and teachers are informally assessing students for social emotional needs. [Kristen Tamaru, Elizabeth Okamoto, Kindergarten HGL]	KEA Kindergarten Skills Assessment i-Ready Data	☑ 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 receive necessary and timely support to become proficient.	2A, 4A	EA 1.1.2. (1) School based teams will engage in collegial conversations into a deeper analysis of student achievement data / evidence, where they will identify best practices and adjust instruction to meet the needs of all students. EA. 1.1.2 (2) All students will receive Multi-Sensory Language (OG) instruction to promote Phonological Awareness and Phonics. EA. 1.1.2 (3) All students will receive Response to Intervention (RTI) support in reading. Students who need additional support are provided extra help in smaller group settings focusing on letter recognition and letter sounds. [Kristen Tamaru, Katie Yamamoto, Ashley Shinn, Janae Cole]	Classroom Profiles SBA Data - SY 28 - 29 ELA goal of 72.33% i-Ready Data PLC Agendas and Minutes Data Team Agendas and Minutes Student Work Samples	☑ WSF, $ ☐ Title I, $ ☑ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☑ SPPA, $ ☐ Homeless, $ ☑ Grant:__, $ ☐ Other:__, $
Mathematics Proficiency 1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient receive necessary and timely support to become proficient.	3A	A 1.1.4. (1) All grade levels will review math data to determine appropriate next steps and mechanisms needed to support targeted subgroups.	Math SBA Data - SY 28 - 29 Math goal of 76.85% Classroom Profiles i-Ready Data	☑ 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.*	1A, 2A, 3A, 4A	EA 1.1.4. (1) All grade levels will revise curriculum maps and pacing guides which are aligned to the CCSS, NGSS, and HCSSS. Through this process, grade levels will: • Review / revise clear learning targets and success criteria for priority standards • Adjust instructional strategies and / or materials based upon data and student needs • Incorporate interdisciplinary curriculum such as inquiry and PBL units of study based upon CCSS, NGSS, and HCSSS • Utilize resources for instruction and learning beyond the manual/textbook/workbook such as the use of technology, library/media resources and programming, collaborative activities, and community resources • Align common grade level Assessments • Use vertical alignment to ensure expectations and rigor are consistent for each grade level EA 1.1.4. (2) School based teams will use multiple data sources to monitor and measure the effectiveness of school programs, initiatives and curricula to ensure they are leading to student success [Regina Yamamoto, Ashley Shinn] [Kristen Tamaru, Katie Yamamoto, Ashley Shinn, HGLs]	100% of the classroom teachers will implement and revise (as needed) quarterly Curriculum Maps for all core subjects, as evidenced by grade level Curriculum Maps ELA SBA Data - SY 28 - 29 ELA goal of 72.33% Math SBA Data - SY 28 - 29 Math goal of 76.85% Science SBA Data - SY 28 - 29 science goal of 60.73% Classroom Profiles i-Ready Data Data Team Agendas and Minutes Student Work Samples	☑ 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.*	2A, 3A	EA.1.1.5 (1) All kindergarten students are provided support to ensure a smooth and successful transition. Examples of support include Kindergarten Kick-Start for students with limited to no pre-school experience; a 3-day transition period for all students; transition activities for Ho'okele pre-school students starting the semester prior and Primary School Adjustment Program (PSAP) for students experiencing difficulty during the transition. EA.1.1.5 (2) Grade 5 implements a departmentalized model to foster student independence and prepare them for the rigors of middle school. This will allow students to experience transitioning between classes, develop essential time-management skills while juggling assignments from multiple teachers, and cultivate the self-reliance necessary for academic success. EA.1.1.5 (3) Partner with Kapolei Middle School and Kapolei High School to create a more seamless transition for students, including exposing current HES fifth-grade students to the expected curriculum and available electives at the middle school. [Grade 5 HGL, Tammi Umeno]	Agendas and Minutes	☑ 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.*	1A	EA 1.2.1 (1) All teachers will plan and implement engaging curricular and extracurricular activities that encourage student attendance. (Dance Team, Basketball Team, Musical Theater, Track Team, etc.) EA 1.2.1 (2) The Ho'okele Attendance Team will positively reinforce good attendance by recognizing and celebrating student achievements at the individual, class, or grade level for perfect or improved attendance. [HGLs]	Attendance Data Panorama Survey	☑ 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.*	1A, 2A	EA 1.2.2. (1) Teachers through Content Area Teams (CAT) will build vertical grade - to - grade alignment in Social Emotional Learning programs to ensure expectations and rigor are consistent for each grade level and across grade levels. EA 1.2.2 (2) All students will participate in community building, SEL (Second Step), and Nā Hopena A'o lessons to help students feel safe and nurtured in a culturally responsive environment to promote positive behaviors. EA 1.2.2 (3) All teachers will administer the Panorama Survey and conduct individual and collective reflection on the results. [Elizabeth Okamoto, Carisse Mau, Cam Coleman]	Panorama Second Step	☑ 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 A'o environment for learning. *Required for all schools.*	2A	EA 1.2.3 (1) All teachers have received professional development on Nā Hopena A'o to enhance and promote culturally responsive learning environments. EA 1.2.3 (2) All teachers and students participate in a weekly broadcast to share Hawaiian values and examples of these values in the classroom and in school. Teachers instill all components of the Nā Hopena A'o in their day to day lessons. [HGLs, Laura Brown]	PD Agenda and meeting minutes	☑ 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.*	1A	EA 1.3.1 (1) Collaborate as a staff with consultants to prepare, refine, and implement Project Based Learning (PBL) units for students. Utilize resources for instruction and learning beyond the manual/textbook/workbook such as the use of technology, library/media resources and programming, collaborative activities, and community resources to support PBL and inquiry learning. [Kristen Tamaru, Katie Yamamoto, Ashley Shinn, Angie Ramey, HGLs] EA 1.3.1 (2) All students will participate in activities to explore different career, community, and civic opportunities based on their learning to actively participate in and promote community well-being. [Elizabeth Okamoto, Carisse Mau, Cam Coleman]	CAT Agenda and meeting minutes Career Day Agendas ClimbHI Data	☑ 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.*
Ho'okele Elementary School Staff will participate in professional development, articulation, and training to enhance instructional practices for student success.	2A	EA (1) Teachers through Content Area Teams (CAT) will build vertical grade - to - grade alignment in Pacing Guides, Curriculum Maps and other instructional and curricular initiatives to ensure expectations and rigor are consistent for each grade level and across grade levels. EA (2) Staff will participate in differentiated and targeted professional development based on individual progress of implementation. EA (3) Engage beginning teachers in a system of support that includes working with highly skilled, trained instructional mentors to accelerate teacher effectiveness and student learning. [CAT Leads, Bryan Rankie, Kristen Tamaru, Katie Yamamoto, Ashley Shinn]	Professional Development Agendas and Minutes Home Group, CAT, and PLC Agendas and Minutes Curriculum Maps Pacing Guides Student Work Samples Kiano Logs	☑ 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.*	4A	EA 3.3.1 (1) Regularly elect appropriate stakeholders by their peers to advise the principal on matters that affect student achievement and school improvement. Routinely exchanging ideas on how to improve student achievement among the school's stakeholders: principals, teachers, school staff, parents, students, and community members. [Candice Yamamoto]	SCC Meeting Minutes	☐ 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.*
Ho'okele Elementary parents / guardians will be active partners in their child(ren)'s education.	4A	EA (1) 100% of classroom teachers will conduct at least one class / grade level activity that engages parents in a hands-on learning opportunity and provides information about standards-based learning, as evidenced by the school record sheet. [Laura Brown, Jill Higa]	Activity sign - in sheets Planning materials Family and staff feedback / surveys School Quality Survey Involvement / Engagement Responses	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

★ Other Systems of Support				
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.*
Promote continuous improvement and ongoing student success through the monitoring of school data.	2A, 3A	EA (1) The Academic Review Team, program leaders and staff will use multiple data sources to monitor and measure the effectiveness of school programs, initiatives and curricula across and within grade levels to ensure they are effective and leading to student success. [Laura Brown]	Home Group Agendas and Minutes CAT Agendas and Minutes Academic Reflection Team Agendas and Minutes Grade Level / Teacher AAG Data Vertical Articulation Minutes	☑ 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 Ho'okele Elementary School's] current bell schedule(s) and total student instructional hours per year. To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided bell schedule tool.	
Total student instructional hours per year *(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)*	1,080 Instructional hours
Did your school submit a SCC Waiver Request Form? Please explain.	Yes, multiple Waiver Days were requested to enhance Ho'okele Elementary School's professional development, articulation, and community engagement.
Bell Schedule: SY 25-26 Bell Schedule	