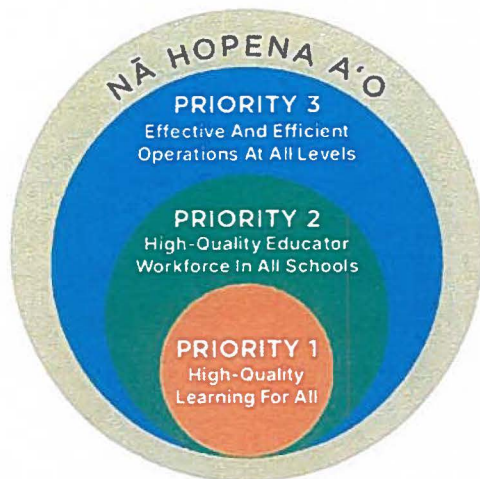


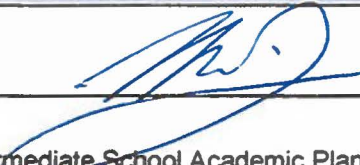


ʻIao Intermediate School Academic Plan SY 2026-2027

March 30, 2026

260 S. Market Street
Wailuku, HI 96793
808-7275200
iaoschool.org

- ☒ Title I School
☐ Non-Title 1 School

Submitted by Principal Matt Dillon	
	Mar 30, 2026

Approved by Complex Area Superintendent Lori Yatsushiro	
	Apr 3, 2026

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

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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
Grade 6	'23 CommonLit 360 6-8 ▾	Carnegie Learning Middle School M... ▾	Teacher Created, Globe Physical Science Concepts and Challenges	Journey Across Time
Grade 7	'23 CommonLit 360 6-8 ▾	Carnegie Learning Middle School M... ▾	OpenSciEd.org , Teachers Created	History of the Hawaiian Kingdom; Pacific Neighbors (Bess Press)
Grade 8	'23 CommonLit 360 6-8 ▾	Carnegie Learning Middle School M... ▾	OpenSciEd.org, Teacher Created	Early American History
EL Language Acquisition All Grades	Team Toolkit, Finish Line, Supplement with Imagine Learning			

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
Grade 6	Springboard, Teacher Created, IXL ELA, Achieve3000	KHAN Academy	Kessler Science	
Grade 7	Teacher Created, Achieve3000	KHAN Academy, IXL Math, Rocket Math	Teacher Created	
Grade 8	Springboard, Achieve3000, IXL ELA	Teacher Created	STEMSCOPES, Glenco Sciences: Earth Science	

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
Grade 6	Other: ▾ IXL ELA, DIBELS	Other: ▾ IXL Math
Grade 7	Other: ▾ IXL ELA	Other: ▾ IXL Math
Grade 8	Other: ▾ IXL ELA	Other: ▾ IXL Math

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:

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: [Schools of Distinction Application Report](#)
- ☒ Current Western Association of Schools and Colleges (WASC) report [Full Self-Study: 2024-2025](#)

Year of Last Visit: 2025]

Type of Last Visit: Full Self-Study ▾

Year of Next Action: 2028

Type of Next Action: Mid-Cycle Report & Visit ▾

Year of Next Self-Study:

2031

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	Student Need: Self Management/Emotion Regulation-Students need instruction to acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, build a growth mindset that supports positive self-efficacy, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions, and be productive citizens. Root/Contributing cause(s): Some students may lack motivation, have poor organization skills, have difficulty resisting negative peer influence, have a dependency on phone use, are influenced by social media, have difficulty maintaining positive relationships, lack a growth mindset, have difficulty processing productive criticism, have difficulty expressing needs appropriately, have poor role models outside of school, have difficulty seeing a future and setting goals to get there, have experienced trauma, be dealing with the impacts of poverty, lack family or housing stability, have erratic sleep pattern, lack healthy meals, and/or lack the skills/tools for coping with stress Some teachers may have poor classroom management. Some teachers may lack understanding of and not have strategies to address adolescent students who have not fully developed the frontal cortex and lack impulse control and emotional regulation, impacts of poverty, and impacts of trauma. Students learn better when there is a consistent message and consistent routines.
2	Student Need: Reading Comprehension-Current Achieve3000 diagnostic data indicates 84 % of students are below proficiency (one or more grade levels below) in reading. 23-24 ELA SBA data for current students indicates 54% of students are below proficiency.

	Deficits in the following areas were previously noted by teachers: reading fluency, content vocabulary, utilization of reading strategies to comprehend text, utilization of text evidence to support thinking, perseverance when reading larger texts. Root/Contributing cause(s): Students lack decoding skills which impacts fluency and comprehension. Students do not get enough opportunities to practice reading at their individual levels at home and school due to a lack of leveled materials. Some students may need small group or individualized direct instruction with a teacher who understands the fundamentals of reading instruction. Differentiated computer supplementary reading programs (i.e. Achieve3000) are underutilized to make positive gains. Poor vocabulary acquisition affects fluency and comprehension. Students lack long-term focus/ stamina to read extensive or challenging text. Students are unable to make connections to what they're reading. Instruction may not be utilizing strategies to build comprehension and keep students engaged with their reading. Students have developed a dependence on computers, phones and technology.
3	Student Need: Writing-SBA data identifies brief writes for narratives, arguments, and writing conventions as areas of weakness. Teachers identified student deficits in the following areas: grammar usage, critical thinking strategies, effective written responses that use text evidence to support claims, expression of thought in narratives, expository text and argumentative writing, and use of self-reflection and monitoring to track personal progress. Root/Contributing cause(s): Students may not be reading enough to see models of effective writing. Students may lack background knowledge in grammar instruction. Limited vocabulary can restrict their ability to express themselves effectively. Mastery of grammar and punctuation is an ongoing process, struggling with technical aspects of writing. Students lack understanding of parts of speech (e.g adverbs, adjectives, pronouns) and need instruction on sentence structure. Students do not habitually revise/edit work to improve it... kind of a "one and done" culture of assessment. Organizational skills are a struggle. Stream of consciousness in their conversation transfers to a stream of consciousness in their writing. Students are unable to organize their thoughts; unable to organize coherent sentences/paragraphs. Writing narratives in a coherent way can be challenging. Students may be distracted or lack focus and if instruction is done solely by lecturing it will fail - writing instruction needs to be multi-modal and varied to match the various ways students learn. Students are often required to engage in content that is irrelevant to them. Language Barriers(non-native speakers may face challenges due to English as a second language.)
4	Student Need: Math Literacy-IXL diagnostic data indicates 80% of students are below proficiency in math. SBA Data indicates 74% of students are below proficiency in Math. Math teachers previously identified foundational skill sets that need reinforcement to support student attainment of grade-level standards: • Understanding of base ten systems, • Fluency with multiplication and division operations • Understanding the order of operations • Operations with fractions • Utilizing reading comprehension and critical thinking skills to understand and solve word problems, • Application of mathematical concepts in real-life situations. Root/Contributing cause(s): Many students lack basic fluency in both single and multi-digit addition, subtraction, multiplication, and division. Students lack reading comprehension skills, making it difficult to understand word problems. Students do not know many of the math terms covered in the lessons. Students lack an understanding of basic math concepts and did not master previous

	benchmarks/standards that support readiness for grade-level standards. Students may have had negative math experiences leading to lack of confidence and a growth mindset around math. Students may have difficulty with perseverance in solving problems and often don't know how to find help when "Stuck" on a problem. Students may not see the relevance of math concepts in their lives. Students have difficulty "showing" their work and want to just solve the problem in their heads. Students are introduced to a wider range of math concepts, so they may be overwhelmed and can't process. Students rely on memorizing procedures rather than thinking and talking to strengthen conceptual knowledge. There are not enough "touch points" with teachers in the week due to pd pullout days and the bell schedule which limits repetition and practice. Teachers feel rushed and don't feel like they can spend more time on developing conceptual understanding.
5	Student Need: Science Literacy: 33% of students were proficient on the Hawaii Science Assessment in the 24/25 year. Students need to be able to effectively integrate the Science and Engineering Practices, Cross Cutting Concepts, and Disciplinary Core Ideas. In particular, they need to ●integrate critical thinking practices to work on developing and using models, ●planning and carrying out investigations, ●constructing scientific explanations, ●applying principles to design solutions, ●analyzing and interpreting data, and ●justifying claims with evidence. Root/Contributing Cause(s): Students may lack background knowledge, basic reading, math, observation, and analytical skills. Students may have difficulty with the content vocabulary, critical thinking skills, and understanding "abstract" concepts. Lack of resources may hinder effective hands-on learning.

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 | <p><u>Targeted Subgroup:</u> English Language Learners</p> <p><u>Identified Student Need(s):</u> Students need to feel connected, need engaging instruction that has relevancy in their world, Need instruction that addresses their current language development goals</p> |
| 2 | <p><u>Targeted Subgroup:</u> Students receiving IDEA/504 services</p> <p><u>Identified Student Need(s):</u> Students need specialized instruction/services to access grade level curriculum and address specified needs.</p> |
| 3 | <p><u>Targeted Subgroup:</u> Disadvantaged-Low SES</p> <p><u>Identified Student Need(s):</u> Achievement gap</p> |
| 4 | <p><u>Targeted Subgroup:</u> At Promise Students Needing Tier 3 Behavioral Supports</p> <p><u>Identified Student Need(s):</u> Achievement gap, Attendance, Drop-out risk,</p> |



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 <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
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. <i>Required for all schools.</i>	Deficits noted in reading fluency, vocabulary, utilization of reading strategies to comprehend text, utilization of text evidence to support thinking, perseverance when reading larger texts	1.1.2.1 Utilize a common tier one reading strategy (Close reading) across the content areas to support student comprehension of grade level text. 1.1.2.2 Provide all students an opportunity to practice and improve reading skills through use of an online program (e.g. Achieve3000, IXL ELA, Imagine Learning) in Advisory. - Advisory teachers trained to assign one article per week and support effective implementation through monitoring of student participation. (Go Guardian) - Follow up with celebratory activities to increase student usage. 1.1.2.3 Provide tier two and three reading supports (fluency and comprehension) in reading workshop settings that: - Utilize research based curriculum and assessments. - Provide training as needed to guide effective instruction. - Track student progress through routine progress monitoring. (SW6) WSF Funded: 4 Substitute days for training and pullout testing \$848 Title I Funded: Subscriptions (3502)-online intervention reading programs (e.g. IXL, Achieve) \$62,000, Instructional supplies (3006) \$3,000, Leads: Data Coach, Curriculum Coordinator, Advisory Teachers, Workshop Teachers.	•Increasing % of students testing proficient on reading diagnostic per tri-annual review. •Increasing % of students proficient on the ELA SBA by 3-5% from the previous year. 1.1.2.3 95% of students in workshop increase in Oral Reading Fluency per PTT collected data	☐ WSF, Substitutes \$848 ☐ Title I, Supplies-\$3,000, Online Programs -\$62,000 ☐ Other-Fundraising into local school account for celebratory activities

Mathematics Proficiency 1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient. <i>Required for all schools.</i>	Lack of math fluency (multi-digit addition, subtraction, multiplication, and division), reading comprehension, and understanding of key math terms, basic math concepts, and previous grade standards.	1.1.3.1 Build tier one math instruction to strengthen student collaboration, engagement and academic growth (SW6) through: • Prioritizing vertical alignment of curriculum, instruction, and assessments focused on Power Standards, • Embedding task based approaches for instruction that normalizes productive struggle, critical thinking practices, and math talk (e.g. BTC), • Utilizing “thin slicing and “mild, medium, spicy” assessments to review/address specific skills needed to meet grade level standards. • Implementation of grade level data driven micro-cycles using short common formative assessments (two per month), • Administration of at least two SBA focused interim assessment block items each semester to familiarize students with the format of state assessments and utilize results in a data team process. 1.1.3.2 Review, clarify, and implement with fidelity tier two and three math interventions in Advisory/RTI and Math workshop settings. • Utilize online math programs to support all students in Advisory/RTI. • Provide curriculum, training, and resources to support tier two and three math interventions in the Math Workshop settings that includes: ○ Training as needed to workshop teachers ○ Research based curriculum/assessments ○ Progress monitoring WSF- Supplies for workshop \$5,000, Leads: Data Coach, Curriculum Coordinator, Homeroom/Math teachers. Math Department Head	•Minutes from math Dpt. meetings indicate common formative/ summative assessment data reviewed with the math department and used to guide tier one supports 1.1.3.2 Diagnostic data reviewed with Advisory/RTI teachers three times per year indicates increasing % of students testing proficient. •Increasing % of students proficient on the Math SBA by 3-5% from the previous year.	☐ WSF, instructional supplies \$5,000 ☐ Title I,
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Addressing the needs of all students 1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. <i>Required for all schools.</i>	Students lack a sense of connection to the school due to language barriers. Identified students often lack foundational math, reading, and writing skills.	1.1.4.1 Review CSSS and Minor Behavior flow charts and provide mini PD sessions on effective tier one and two interventions and monitoring systems. 1.1.4.2 Core team teachers, counselors and EL/IDEA support teachers utilize team time to: • Review student data, specify student needs, identify and implement tier one/two interventions as needed (including flexible grouping based on data), and monitor and document results, • Support inclusion planning that integrates UDL, IEP goals and objectives, WIDA Language Development Standards, language acquisition strategies, and scaffolding strategies to ensure all students have access to grade-level curriculum and instruction. • Identify common strategies, create curricular connections (Integrative Themes”), and plan out interdisciplinary units/projects. 1.1.4.3 EL teachers will utilize WIDA Prime recommended instructional materials to support academic growth in the four domains-reading, speaking, listening and writing. 1.1.4.4 Review credit recovery practices and ensure students are provided opportunities including virtual programs (e.g. Edgenuity) to complete coursework as needed to ensure timely promotion to high school. 1.1.4.5 Provide homework assistance for targeted students before and after school and during recess, lunch, and advisory (Funding: Uplinks) (SW6). WSF Funded-Curricular and assessment materials to support modifications and accommodations (3006/3502) \$3,000, Subscription (3502) - Edgenuity online program \$35,000. Title I Funded: WIDA Prime instructional supplies (3006) \$3,000 Leads: Curriculum Coordinator, Data Coach, EL Coordinator, SPED Department Head, Student Services Coordinator, Counselors, Virtual Academy teachers, Uplinks Coordinator	•Annual Access data will show increasing overall scores for 80% of students identified as English Language Learners. •Students receiving IDEA services will demonstrate increasing proficiency in diagnostics and/or ELA and Math SBAs. •Decreasing numbers of failures noted for all students.	☐ WSF, Instructional Supplies \$3,000, Online Program \$35,000 ☐ Title I, Instructional Supplies \$3,000 ☐ UPLINK TBD
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Successful transitions 1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school. <i>Required for all schools.</i>	Difficulty with: Transitioning to a larger school, movement between multiple teachers with different expectations, increased expectations to be self-directed learners.	1.1.5.1 Provide grade six transition and enrichment as part of the summer school program (Funding-Uplinks). 1.1.5.2 Utilize a Student Ambassador program, the grade six Study Skills class, Advisory activities and team activities to support entering grade six students in developing a sense of belonging to Iao School. 1.1.5.3 Enhance transition support between feeder schools and the high school (e.g. articulation meetings, IEP transition protocols, student surveys, school visits, field trip to the high school). Summer School Coordinator, Homeroom Teachers, Study Skills teachers, Workshop Teachers, Math teachers, Data Coach, IDEA Care Coordinators,	•Minimize the trend of Math and ELA SBA proficiency decreasing for students as they move from grade 5 to grade 6. •Panorama SEL Survey data will show increasing positive rates in the sense of belonging from the previous year.	☐ WSF, \$ ☐ Title I, \$
Writing Proficiency 1.1.6 All students write narrative, informational and argumentative brief responses and multi-text passages proficiently by the end of grade eight. <i>Iao School Focus</i>	Limited vocabulary, lack understanding of parts of speech, sentence structure, organization of paragraphs and essays, do not habitually revise/edit work to improve it, instruction needs to be multi-modal	1.1.6.1 Utilize a data team process that includes common assessments, school-wide writing rubrics, and effective analysis of student writing samples across core departments and interdisciplinary teams to guide the integration of differentiated supports across the content to strengthen student writing skills. 1.1.6.2 Utilize common writing strategies across teams to support organization of writing (e.g. RACE, RACES, RACER formats). Data Coach, Curriculum Coordinator, Team Leads, Department Heads	•SBA writing targets show increasing proficiency from previous year. •Data Team minutes indicate usage of common strategies.	☐ WSF, \$ ☐ Title I, \$
Science Proficiency 1.1.7 All students effectively integrate the Science and Engineering Practices, Cross Cutting Concepts, and Disciplinary Core Ideas of NGSS proficiently by the end of grade eight. <i>Iao School Focus</i>	Students may lack background knowledge, basic reading, math, observation, and analytical skills. Students may have difficulty with the content vocabulary, critical thinking skills, and understanding "abstract" concepts. Lack of resources may hinder effective hands-on learning.	1.1.7.1 Provide all students multiple opportunities to effectively integrate the Science and Engineering Practices, Cross-Cutting Concepts, and Disciplinary Core Ideas of NGSS proficiently in the classroom through the use of various programs, curricula, and supplemental materials (e.g. IXL, Inner Orbit, StemScopes, Kessler Science, etc.). 1.1.7.2 Utilize the HSA interim/block assessments at all grade levels to support student access to rigorous assessments. Title I-online programs (3502) \$5,000	•Increasing % of students proficient on the Science HSA by 3-5% from the previous year.	☐ WSF, ☐ Title I \$5,000 online programs

Cohesive Core Curriculum, Instruction, and Assessment 1.1.8 All students have access to consistent and rigorous high quality standards based curriculum in core content areas. <i>lao School Focus</i>	ELA SBA Data: 20/21 43% 21/22 37% 22/23- 45% 23/24- 50% Math SBA Data: 20/21 17%. 21/22 22% 22/23-26% 23/24: 29% HSA Science Data: 20/21 26%. 21/22 26% 22/23 27% 23/24: 29%	1.1.8.1 Focus on “What to Learn”-Grade level core content teachers for ELA, Math, Science and Social Studies (GenEd) will meet minimally once per month and during pullout days as needed to strengthen the common use of high quality standards based curriculum and effective instruction (SW6). • Identification of quarterly priority standards and success criteria, • Identification and vertical alignment of grade level academic skill sets students need to be successful at meeting priority standards, • Identification of rigorous and appropriate curricular and instructional materials, • Development of common assessments and rubrics to ensure a consistent and rigorous approach to instruction and assessment practices for all students. • Horizontal alignment of pacing guides. 1.1.8.2 Ensure all teachers and students have access to online programs, equipment, supplies, and other resources needed to provide relevant and engaging instruction that supports all students in achieving grade-level standards and developing the skills needed to thrive in the 21st century (SW6). WSF Funded Curricular and instructional materials for Science/Social Studies (3006) \$30,000, Computers and equipment \$20,000, Instructional/Audio Visual Equipment-\$5,000, Printers-\$5,000 Title I Funded Substitutes 18 days \$3813, Online curriculum subscriptions (3502)-\$58,400 (math-\$22,000, ELA -\$8,000, misc.- \$28,400), Math workbooks (3006)-\$15,000, contracted services for ELA implementation support (7104) \$7,000.	•Pacing guide reviews indicate increasing alignment vertical and horizontal alignment. •Increasing % of students proficient on the ELA, Math and Science State Assessments by 3-5% from the previous year. •Increasing percentages of positive responses on all areas of SQS.	☒ WSF Curricular materials \$30,000, Computers/equipment \$20,000, printers-\$5,000, Instructional/Audio Visual Equipment-\$5,000, Printers-\$5,000 ☒ Title I, Substitutes-\$3813 Subscriptions for online programs \$58,400, instructional supplies-workbooks, \$15,000, contracted services \$7,000
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★ **GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.**

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
Improved Attendance 1.2.1. All students desire to and attend school regularly. <i>Required for all schools.</i>	Students don't feel comfortable on campus due to lack of connection, poor relationship skills or difficulty due to lagging skill sets. Some parents are unable to support consistent attendance.	1.2.1.1 Provide all students opportunities to develop student connection to school and staff, positive behaviors, conflict resolution skills, and civic responsibility by embedding key concepts in the weekly Advisory circles, providing SEL instruction, team activities and intramural sports, community building activities, Admin forums, service activities and place-based instructional activities. (SW6). 1.2.1.2 Train and support mentoring teachers and peer leaders in the use of 1) an evidence-based program (Sources of Strength) designed to strengthen student resilience and self-advocacy to address bullying, substance abuse, and self-harming behaviors and 2) trauma-informed restorative practices such as nonviolent communication, community circles, re-entry circle, restorative circles, and peer mediation (SW5.) 1.2.1.3 Reestablish the role of the advisor as the primary point of contact for a student's total school experience. Title I funded:3006-Instructional Supplies (3006) \$500, Online SEL Curriculum (3502) -\$4,000, Teran James Young Foundation-contracted services (7104)- \$15,000 (SW5). Homeroom teachers, counselors, Team Leads, SAC, Administration	•Increase in attendance and positive responses for a sense of belonging on Panorama SEL Survey for targeted students.	☐ WSF, \$ ☐ Title I, \$ Online Curriculum-\$4,000, Contracted services \$15,000, Instructional Supplies \$500

Positive Behaviors 1.2.2. All students demonstrate positive behaviors at school. <i>Required for all schools.</i>	Unmet needs, need attention, hunger, avoid doing work, don't understand the "norms" due to lack of home expectations, anxiety, triggered by something, lack of sleep, peer drama.	1.2.2.1 Provide resource materials and coaching (CC, counselors, data coach) as needed to support teachers in implementing effective elements of teaming (e.g. team non-negotiables for consistent behavior expectations). 1.2.2.2 Utilize start of year staff/student training, quarterly revisiting of school/team behavior "nonnegotiables", processes and policies (e.g. dress code policy, cell phone policy, discipline procedures), routine Administrator/Student Chat tables during lunch, and weekly Advisory messages to reinforce understanding of expectations. 1.2.2.3 Utilize a variety of strategies, programs (e.g. peer mediations, restorative circles, and online subscriptions: (e.g. PBIS rewards Go Guardian) motivational/celebratory activities, Akamai communication in health classrooms, student groups, Mālama Kilohana, BIC, and Admin R&R) to support and recognize positive student behaviors (SW6). 1.2.2.4 Ensure a safe and positive school environment by clearly identifying off-limit spaces, providing traffic signs to promote safe flow of traffic, shade cover/tents (7705-1340960)) as needed during outdoor classes or events, additional outdoor lunch tables (7709) to ease crowding in the cafeteria, and other activities as needed. WSF funded: PBIS Rewards online program (3502)-\$6,000, Instructional supplies (3006)-\$5,000, Safety Supplies \$2,000, Motivational/celebratory activities-\$7,000, Go Guardian subscription (3502) \$8,000 ALPPS funded: Why Try Behavior Intervention Program (3502) \$3,000	1.2.2.1-Monitor Advisory schedule/calendar topics for morning announcements 1.2.2.2-Monitor referral data, Panorama survey-safety components 1.2.2.3 PBIS committee track student incentives	☐ WSF, Online programs \$14,000, Instructional Supplies \$5,000, Safety Supplies \$2,000. Motivational/celebratory activities-\$7,000 ☐ Title I, ☐ ALPPS, Online subscriptions \$3,000
1.2.3. All students experience a Nā Hopena A'o environment for learning. <i>Required for all schools.</i>	A large number of students identify as Native Hawaiian, part Hawaiian or Pacific Islander.	1.2.3.1 Continue to support the development and implementation of instructional activities both in Advisory and content classes that strengthen the sense of place and support the Nā Hopena A'o Framework. Title I Funded Contracted Services (710400)-(Kukuipuka \$1,000, Maile Grove \$1,800), bus transportation for field trips (4801) \$5,000 subs (527690) for 12 days (4 per grade level) \$2542	•Student and teacher reflections/ evaluations regarding field trips and activities. •Increasing positive responses on Panorama Sense of Belonging component	☐ WSF, \$ ☐ Title I, Contracted Services \$2,800, Bus-\$5,000 Subs \$2542 ☐

★ **GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.**

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
Career, Community and Civic Opportunity 1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. <i>Required for all schools.</i>	Prepare students for college and career	1.3.1.1 Continue to provide a variety of elective courses to allow for student choice, career development, and engaging, interest-based learning (WSF-funded instructional supplies (3006) and equipment (7705) \$20,000) 1.3.1.2 Provide opportunities for student participation in state and national conferences, tech competitions, fine arts performances, etc. that integrate academic standards with opportunities for career exploration, strengthening understanding of civic responsibility, using technology in real-world applications, and developing workplace skills. 1.3.1.3 Reestablish student focus groups to interact with the school leadership team to provide feedback on school improvement and decision making processes. Local School Account-Leadership funded: Hotel 12 students, 2 adults: \$4,200, Intra state transportation-airfare (4201) \$3,000, car rental (4780)-\$500, Student Leadership Conference Registration (7203) \$600, Bus Transportation (4801) \$2,000,	•Panorama Student Surveys indicate increase in positive responses in valuing of school and sense of belonging •Student Activity reflections and minutes of focus groups/student leadership meetings demonstrate student participation.	☐ WSF-instructional supplies and equipment \$20,000 ☐ Title I, ☐ Local School account-Leadership Hotel \$4,200, Airfare-\$3,000, Car Rental-\$500, Leadership Registration \$600, \$Bus Transportation \$2,000

K-12 CTE Alignment 1.3.2. All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.	Alignment to state strategic plan, support students in developing long-range goals	1.3.2.1. Build student awareness of post-secondary education and the workforce by designing and implementing a coherent CTE pathway from grade six to grade eight that includes career exploration, goal setting, development of “soft skills”, development of digital portfolios, “dress to impress” days, and enhancing transitions to high school and the University of Hawaii Maui Campus (SW5). 1.3.2.2 Increase communication with Baldwin High School to support grade eight transition to grade nine career academies (e.g. High School CTE coordinator presents information to grade six study skills, grade 7 health classrooms and shares online presentations for grade 8 advisory students, grade eighth visit to high school, articulation time built into Wednesday Meeting Schedule, etc.). Title I-Bus transportation (4801) \$2,000 CTE Committee, elective teachers	•Track completion of action items in school CTE plan, Student survey	☐ WSF, \$ ☐ Title I, \$2,000 Bus
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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 <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
Effective and Engaging Instruction 2.1.1 All teachers apply effective instructional practices to engage students in rigorous and relevant learning tasks.	Panorama Survey-Classroom Engagement: 20/21 48%, 21/22 50% 22/23 52% 23/24 goal: 56%	2.1.1.1 Teachers embed the four habits of powerful teaching and learning into instruction (Ready to Learn, What to Learn, Talk to Learn, Model to Learn). 2.1.1.2 Teachers engage students in relevant learning through the development and integration of project-based instruction, service learning, and inquiry based learning. (SW6). 2.1.1.3 Explore the shift towards student use of assessment data to set their own learning targets e.g. self reflection rubrics or student led conferences. WSF Funded: supplies \$3,000 (3006)	•Increased usage of instructional practices aligned to four habits observed in walkthroughs. •Review student and teacher Survey data.	☐ WSF, supplies-\$3,000 ☐ Title I, \$
Effective Professional Development 2.1.2 Utilize teacher feedback to guide professional development aligned to school initiatives and individual teachers need to refine instructional practices and support student academic growth. (SW6).	If teacher choice and differentiated training opportunities are provided to teachers along with time for implementation planning, reflection on practice and coaching support as needed, then instructional	2.1.2.1 Utilize surveys, department head feedback, walkthrough data, and CNA-identified needs to guide the development of a menu of differentiated professional development topics and recruit school staff, district personnel, and contracted service providers to plan, calendar (PLCs, waiver days, 21 hours) and present a series of differentiated professional development activities that address both individual teachers needs and school-wide initiatives: Strengthening literacy across the content, integrating the Four Habits, PBL, Development of modified work to support identified students, effective teaming, Nā Hopena A'o, effective specialized instruction, etc.). WSF funded Supplies \$1,000 2.1.2.2 Recruit school staff, district personnel, or contracted	•PD plan and calendar, PD evaluation survey data indicates 75% or higher satisfaction rate •Increased usage of instructional practices aligned to four habits observed in walkthroughs. •Increases in positive responses on Panorama EES	☐ WSF, \$1,000 supplies ☐ Title I,



PRIORITY 2: High-Quality Educator Workforce In All Schools

	practices will be refined and student needs will be more adequately addressed.	service providers and utilize PLCs, 21 hours, and waiver days to provide 1:1 coaching as needed to guide teachers in embedding and strengthening PD outcomes in day-to-day instructional practices. 2.1.2.3 Utilize classroom walkthrough data, teacher and student reflection surveys, and diagnostic data to evaluate the impact of professional development on individual teacher needs, classroom practices, and student learning.	survey in the areas of Pedagogical Effectiveness and Classroom Engagement.	
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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 <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. <i>Required for all schools.</i>	Gathering feedback from all stakeholders will ensure multiple perspectives are considered and community resources are utilized to strengthen the school's ability to meet its vision and mission.	3.3.1.1 The school will recruit stakeholder representatives annually to sit on the SCC, meet monthly, and publish the meeting calendar, agenda, and minutes on the school webpage. 3.3.1.2 The SCC council will solicit parent/community attendance to a minimum of two general SCC meetings per year to ensure all stakeholders have an opportunity to review school data and the academic/financial plan and can provide input for revision as necessary as part of the school improvement process (SW2, SW4). Title I Funded: Refreshments (3301) \$400, paper goods/misc. supplies (3401) \$200.	Minutes of the SCC monthly meetings reviewed by school leadership	☐ WSF, \$ ☐ Title I 18935 refreshments \$400, supplies \$200

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

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
Parent and Community Partnerships 3.3.2 The school will build connections with families and community members to strengthen academic support in both the home setting and real-world situations. <i>Required for Title I schools.</i>	Welcoming families and engaging them as partners in the learning process will increase the chance that students will be academically supported in the home.	3.3.2.1 Utilize multiple means such as school planners, an online school website, social media, principal emails, flyers/information packets, translation apps to provide families and community members with information needed to be active participants in the learning process (SW4, SW7). Title I funded: 18902- Supplies-Planners/Folders (3006) \$11,000, Translation app (3502) \$3,600, 18935: Postage (3701)- \$800. 3.3.2.2 Solicit parent/community attendance and support (e.g chaperone events, field trips, SCC meetings) at venues (SW7) designed to 1) build school-to-family connection, 2) share information that supports student success in meeting academic and behavioral standards (Collaborative Learning Forums), 3) engage parents as partners, and 4)showcase student products, performances, and reflection on learning aligned to standards. Title I Funded 18935: paper goods/supplies for showcase and parent nights (3401)-\$200, refreshments (3301) \$505	Monitor attendance at venues, Event evaluations show 75% of participants with positive reflections.	☐ WSF, \$ ☐ Title I-18902 supplies \$11,000, subscription for translation app \$3,600 ☐ Title I 18935, postage-\$800, supplies-\$200, light refreshments \$505

★ Other Systems of Support				
Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
School Improvement Process 3.3.3 School teams implement established data analysis processes for examining multiple data sources (including student and school data) to guide action-oriented operational decisions for continuous school improvement and student academic growth	•The creation of an annual plan with routine monitoring leads to the effective allocation of resources and timely adjustments to optimize student academic growth. •Moral is often impacted when there is a lack of timely communication to stakeholders impacted by decisions.	3.3.3.1 Maintain the data analysis process used to develop the CNA and AcPlan and monitor the effectiveness of enabling activities in the AcPlan. (SW1, 2 & 3). 3.3.3.2 Refine routines for decision-making processes to ensure timely dissemination of information and inclusion of impacted stakeholders in discussions. 3.3.3.3 Utilize student focus groups to review expectations and procedures. 3.3.3.4 Reestablish use of "Action Teams" for emerging needs to allow staff members to step into leadership roles based on expertise and passion.	•Track completion of CNA and Ac Plan •Improving scores in the SQS teacher/staff satisfaction data	☐ WSF, \$ ☐ Title I, \$

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.

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

The **‘Īao Intermediate 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 **Sep 10, 2025** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Mar 25, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☒ Other (list): PLC Academic Plan discussions: February 11-12, 2026, Leadership discussions: 2/11/26, 3/25/26
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: **☐ Date**

Attested:

‘Īao Intermediate School Principal	Signature	Date
Matt Dillon		Mar 30, 2026
SCC Chairperson	Signature	Date
Natalie Capitano		Mar 30, 2026

SCC Recommendations to the Academic Plan and Financial Plan:

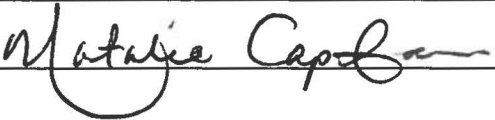
The School Community Council, in review of the Academic and Financial Plans, has provided the principal with the following recommendations for consideration. These recommendations are included as a means to share these issues with the Complex Area Superintendent and to identify the action taken by the 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:
N/A	All recommendations incorporated into plan.	

SCC Comments: Statement of Problem or Concerns regarding the Academic Plan and Financial Plan review process.

N/A

Attested:

SCC Chairperson	Signature	Date
Natalie Capitano		Mar 30, 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>	1087 Instructional hours per year
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement
Īao Intermediate School Bell Schedule: Link https://docs.google.com/spreadsheets/d/1Jn4rOcuH04Gxwqtt7WGz0fCZtRrQ7cl62W0G87Y58CM/edit?gid=861403527#gid=861403527	

Bell Schedule:

BELL SCHEDULE WORKSHEET-- Iao Middle School																								
Week 1																								
Monday					Tuesday					Wednesday					Thursday					Friday				
Teacher Start Time 7:45 AM					Teacher Start Time 7:45 AM					Teacher Start Time 7:45 AM					Teacher Start Time 7:45 AM					Teacher Start Time 7:45 AM				
Student Start Time 7:45 AM					Student Start Time 7:45 AM					Student Start Time 7:45 AM					Student Start Time 7:45 AM					Student Start Time 7:45 AM				
Start	End	Min	Type	Desc.	Start	End	Min	Type	Desc.	Start	End	Min	Type	Desc.	Start	End	Min	Type	Desc.	Start	End	Min	Type	Desc.
7:45 AM	7:48 AM	3	Passing	Other	7:45 AM	7:48 AM	3	Passing	Other	7:45 AM	7:48 AM	3	Passing	Other	7:45 AM	7:48 AM	3	Passing	Other	7:45 AM	7:48 AM	3	Passing	Other
7:48 AM	7:55 AM	7	Homeroom	Other	7:48 AM	7:55 AM	7	Homeroom	Other	7:48 AM	8:10 AM	22	Homeroom	Other	7:48 AM	7:55 AM	7	Homeroom	Other	7:48 AM	7:55 AM	7	Homeroom	Other
7:55 AM	8:00 AM	5	Passing	Other	7:55 AM	8:00 AM	5	Passing	Other	8:10 AM	8:15 AM	5	Passing	Other	7:55 AM	8:00 AM	5	Passing	Other	7:55 AM	8:00 AM	5	Passing	Other
8:00 AM	9:00 AM	60	PLC	P1 (Other)	8:00 AM	9:00 AM	60	Instruct	P5	8:15 AM	9:15 AM	60	Instruct	P2	8:00 AM	9:00 AM	60	Instruct	P5	8:00 AM	9:00 AM	60	Instruct	P2
9:00 AM	9:15 AM	15	Recess	Other	9:00 AM	9:15 AM	15	Recess	Other	9:15 AM	9:30 AM	15	Recess	Other	9:00 AM	9:15 AM	15	Recess	Other	9:00 AM	9:15 AM	15	Recess	Other
9:15 AM	9:20 AM	5	Passing	Other	9:15 AM	9:20 AM	5	Passing	Other	9:30 AM	9:35 AM	5	Passing	Other	9:15 AM	9:20 AM	5	Passing	Other	9:15 AM	9:20 AM	5	Passing	Other
9:20 AM	10:20 AM	60	Instruct	P2	9:20 AM	10:20 AM	60	Instruct	P6	9:35 AM	10:35 AM	60	Instruct	P3	9:20 AM	10:20 AM	60	Instruct	P6	9:20 AM	10:20 AM	60	Instruct	P3
10:20 AM	10:25 AM	5	Passing	Other	10:20 AM	10:25 AM	5	Passing	Other	10:35 AM	10:40 AM	5	Passing	Other	10:20 AM	10:25 AM	5	Passing	Other	10:20 AM	10:25 AM	5	Passing	Other
10:25 AM	11:25 AM	60	Instruct	P3	10:25 AM	11:25 AM	60	Instruct	P7	10:40 AM	11:20 AM	40	Lunch		10:25 AM	11:25 AM	60	Instruct	P7	10:25 AM	11:25 AM	60	Instruct	P4
11:25 AM	11:30 AM	5	Passing	Other	11:25 AM	11:30 AM	5	Passing	Other	11:20 AM	11:25 AM	5	Passing	Other	11:25 AM	11:30 AM	5	Passing	Other	11:25 AM	11:30 AM	5	Passing	Other
11:30 AM	12:10 PM	40	Lunch		11:30 AM	12:10 PM	40	Lunch		11:25 AM	12:05 PM	40	Advisor	Instruct	11:30 AM	12:10 PM	40	Lunch		11:30 AM	12:10 PM	40	Lunch	
12:10 PM	12:15 PM	5	Passing	Other	12:10 PM	12:15 PM	5	Passing	Other	12:05 PM	12:10 PM	5	Passing	Other	12:10 PM	12:15 PM	5	Passing	Other	12:10 PM	12:15 PM	5	Passing	Other
12:15 PM	12:55 PM	40	Advisor	Instruct	12:15 PM	12:55 PM	40	Advisor	Instruct	12:10 PM	1:10 PM	60	Instruct	P4	12:15 PM	12:55 PM	40	Advisor	Instruct	12:15 PM	12:55 PM	40	Advisor	Instruct
12:55 PM	1:00 PM	5	Passing	Other	12:55 PM	1:00 PM	5	Passing	Other	1:10 PM	1:15 PM	5	Passing	Other	12:55 PM	1:00 PM	5	Passing	Other	12:55 PM	1:00 PM	5	Passing	Other
1:00 PM	2:00 PM	60	Instruct	P4	1:00 PM	2:00 PM	60	PLC	P1 (Other)	1:15 PM	2:00 PM	45	TPrep	Cmn Prep	1:00 PM	2:00 PM	60	PLC	P1 (Other)	1:00 PM	2:00 PM	60	Instruct	P5
2:00 PM	2:45 PM	45	TPrep	Cmn Prep	2:00 PM	2:45 PM	45	TPrep	Cmn Prep	2:00 PM	2:45 PM	45	Meetin	Other	2:00 PM	2:45 PM	45	TPrep	Cmn Prep	2:00 PM	2:45 PM	45	TPrep	Cmn Prep
Student End Time	2:00 PM				Student End Time	2:00 PM				Student End Time	1:10 PM				Student End Time	2:00 PM				Student End Time	2:00 PM			
Teacher End Time	2:45 PM				Teacher End Time	2:45 PM				Teacher End Time	2:45 PM				Teacher End Time	2:45 PM				Teacher End Time	2:45 PM			

SUMMARY	T, W, Th	M, F			Instructions on how to assess your school's bell schedule:	School	Complies?
Total Teacher Workday	7 hours	7 hours			• Type in Start and End times for each block of time. Minutes automatically calculated. Use the drop down menu to describe the time block.	1825	yes
Teacher Prep	Floating	float/Cmn			• Student Instructional Minutes (Bell to Bell) = no less than 1,800 per week	1100	yes
Teacher Start Time	7:45 am	7:45 am			• Teacher Instructional time = no more than 1,285 minutes per week for Secondary Levels. (Need waiver if >1,285 min)	200	yes
Teacher End Time	2:45 pm	2:45 pm			• Teacher Duty-free lunch = 150 minutes per week	225	yes
Student Start Time	7:45 am	7:45 am			• Teacher Prep time = no less than 225 minutes per week. (Need waiver if <225 minutes)	555	yes
Student End Time	2:00 pm	2:00 pm			• Teacher "Other" time = no more than 440 minutes per week includes meetings (faculty, departmental, grade level, curriculum), opening/closing		