



Samuel Enoka Kalama Intermediate School (Ke Kula Waena 'o Kalama)

Academic Plan SY 2025-2026

120 Makani Road, Makawao, HI 96768
(808)573-8735
www.kalama.k12.hi.us

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

Submitted by Principal: Tami Haili	
	4/1/25

Approved by Complex Area Superintendent: Lori Yatsushiro	
	4/14/25

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
Grade 6-8	'21 SpringBoard - might change	6-8 Imagine Learning Illustrative Mat... -	Still exploring curriculum.	Teacher generated
Grade 6-8	Select One -	Select One -		
	Select One -	Select One -		

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
6	Achieve3000	IXL		Achieve 3000
7	Achieve3000	IXL		
8	Achieve3000	IXL		Achieve 3000

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
Grade 6-8	Other: ▾ Achieve3000	Other: ▾ IXL
Grade 6-8 (IDEA Students)	I-Ready ▾	Other: ▾ IXL
Kaiapuni	Other: ▾ Achieve3000	Other: ▾ IXL

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: AMLE Assessment
- ☒ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: 2024

Type of Last Visit: Mid-Cycle Report & Visit -

Year of Next Action: [2027]

Type of Next Action: Full Self-Study -

Year of Next Self-Study:

[2027]

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	<p><u>Student Need:</u> Increase in academic achievement in Math, ELA, and Science.</p> <p><u>Root/Contributing Cause:</u> Environmental factors, teaching and learning factors, personal factors, and emotional factors. A high number of Low SES students with learning disabilities. High number of absences.</p>
2	<p><u>Student Need:</u> Effective Multi-level Prevention System for academic, social, emotional, and behavioral support with progress monitoring and data-based decision-making.</p> <p><u>Root/Contributing Cause:</u> Diverse student population, lack of specialized support, ineffective intervention strategies, need for data-driven decision-making.</p>
3	<p><u>Student Need:</u> Effective teacher practices and strategies to foster and sustain student engagement.</p> <p><u>Root/Contributing Cause:</u> Lack of relevance, limited opportunities for interaction and choice (passive learning environments), unmet learning needs, ineffective teaching practices.</p>

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: Low Socioeconomic Students and IDEA Students

Identified Student Need(s): Three times as many disciplinary incidents as compared to non-high-needs students.

2 Targeted Subgroup: Special Education Students

Identified Student Need(s): Lower academic achievement in reading and math with less proficiency.

3 Targeted Subgroup: English Learners

Identified Student Need(s): Targeted intervention to improve literacy skills in the English Language.



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.
Reading Proficiency 1.1.2. All students will show growth or meet reading proficiency by the end of 8th grade and those who do not read proficiently <u>receive necessary and timely support</u> to become proficient.	1,3	1. Provide evidence-based reading instruction aligned to state standards. 2. Use assessment data in PLCs/Data Teams to identify below-grade-level readers and provide targeted support. 3. Apply an MTSS framework to deliver differentiated reading instruction and interventions. 4. Monitor reading progress through regular assessments and a schoolwide incentive system. 5. Provide high-quality materials and professional development to support literacy across grades.	LLT/Team Meeting Minutes Assessment Data HMTSS Minutes Student Progress Reports	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input checked="" type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$

		CC, Admin Team, Team Leads		
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.	1,3	<ol style="list-style-type: none"> 1. Provide evidence-based math instruction aligned to state standards and student needs. 2. Use assessment data in collaboration PLCs/Data Teams to identify below-grade-level students and provide targeted support. 3. Apply the MTSS framework to deliver differentiated math instruction and interventions. 4. Monitor math progress with regular assessments and a schoolwide incentive system. 5. Provide high-quality materials and professional development to strengthen math instruction. 	LLT/Team Meeting Minutes Assessment Data HMTSS Minutes Student Progress Reports	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input checked="" type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$

<p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p> <p><i>Required for all schools.</i></p>	<p>1, 3</p> <p>Non-discrimination policy of the DOE</p>	<ol style="list-style-type: none"> 1. Providing professional development on culturally responsive, inclusive, and equity-focused instructional practices. 2. Effectively using the MTSS framework to deliver tailored support for students with varying academic and social-emotional needs. 3. Utilizing data and collaboration through PLCs/Data Teams to identify and address disparities in student achievement. 4. Engaging families and the community as valued partners in promoting student success and well-being. <p>CC, Admin Team, Team Leads</p>	<p>LLT/Team Meeting Minutes</p> <p>HTMSS Meeting Minutes</p> <p>Student Data</p> <p>School Quality Survey</p> <p>SCC Minutes</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input checked="" type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: __, \$</p> <p><input type="checkbox"/> Other: __, \$</p>
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<p>1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.</p> <p><i>Required for all schools.</i></p>	2	<ol style="list-style-type: none"> 1. Implementing transition planning activities (6th Grade Transition Class, Parent Night, etc.) to prepare students for the academic, social, and organizational shifts of high school. 2. Provide orientation sessions, school visits, and summer transition programs for incoming 6th graders and 8th Grade students moving on to high school. 3. Facilitating communication and collaboration between feeder and receiving schools to ensure continuity of instruction and support for transitioning students. (Social Media, Webpage, Marquee, Parent Communication App, Student Planners, etc.) <p>School Counselors, Admin Team, Team Leads, PCNC</p>	<p>SCC/Parent Night Meeting Sign In</p> <p>Team PLCs</p> <p>Grade Level Meetings</p> <p>Meeting Minutes</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input checked="" type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>
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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> <i>Reference the Identified School Needs section.</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 (Initial & Intermediate Outcomes) <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 to execute the enabling activity.</i>
1.2.1. All students desire to and attend school regularly. <i>Required for all schools.</i>	1, 2, 3	<ol style="list-style-type: none"> 1. Create a welcoming environment that fosters belonging and active student engagement. 2. Encourage motivation through student-centered learning that reflects diverse interests and strengths. 3. Celebrate consistent attendance with positive recognition and incentive programs. 4. Communicate and engage with to support regular attendance. 	<p>Team/LLT/Staff Meeting Minutes</p> <p>Attendance Records</p> <p>Wayfinder</p> <p>School Quality Survey</p>	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input checked="" type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$

<p>1.2.2. All students demonstrate positive behaviors at school.</p> <p><i>Required for all schools.</i></p>	1,2,3	<ol style="list-style-type: none"> 1. Implement a school-wide positive behavior system with clear expectations, SEL skill-building, and incentives. 2. Deliver SEL instruction (Wayfinder) to support emotional regulation, relationships, and decision-making. 3. Use restorative practices and peer mediation to address conflicts and promote accountability over punishment. 4. Promote a culture of respect, kindness, and empathy. (Service Learning, Renaissance, Clubs) 5. Provide professional development on classroom management, positive discipline, and trauma-informed practices. 	<p>Data on referrals</p> <p>Pono Panther Data</p> <p>Wayfinder</p> <p>Meeting Minutes</p> <p>School Quality Survey</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input checked="" type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>
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<p>1.2.3. All students experience a Nā Hopena A'o environment for learning.</p> <p><i>Required for all schools.</i></p>	1,2,3	<ol style="list-style-type: none"> 1. Integrate/embed Hawaiian culture, language, history, and values throughout daily curriculum, instruction, and schoolwide practices. 2. Provide professional development on culturally responsive teaching. 3. Incorporate place-based learning to connect students with 'āina, kai, and community. 4. Encourage service learning opportunities that support environmental stewardship, cultural preservation, and social responsibility. <p>Team Leads, Admin Team, CC, SAC</p>	<p>Meeting Minutes</p> <p>21 hours</p> <p>Classroom Walkthroughs</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>
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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. <i>Required for all schools</i>	1, 2, 3	<ol style="list-style-type: none"> Promote leadership, collaboration, and social responsibility through student government, clubs, and after-school programs Engage students in service learning and community projects that foster civic awareness and contribution. (Renaissance) Providing career exploration through guest speakers, events, and activities that highlight diverse pathways and opportunities. (Career Day) SAC, Admin Team, , Team Leads	<p>Meeting minutes</p> <p>Renaissance Community Service Data</p>	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:___, \$ <input type="checkbox"/> Other:___, \$

K-12 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.	1, 2, 3	<ol style="list-style-type: none"> 1. Offer academic enrichment and after-school tutoring to strengthen core subject skills. 2. Provide CTE courses aligned to diverse career fields and workforce needs. 3. Integrate technology into instruction to build digital literacy and prepare students for a modern workforce. Admin Team, , Team Leads	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$
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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> <i>Reference the Identified School Needs section.</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 to execute the enabling activity.</i>
All students are taught by effective faculty and staff.	1, 2, 3	<ol style="list-style-type: none"> 1. Provide faculty and staff support for continuous improvement through data analysis (PLCs), teachers peer observations, coaching, and reflective feedback. 2. Implement collaborative structures such as PLCs, Focus Groups, etc. to align instruction, analyze student data, and share best practices. 3. Continue to implement BERC Model school wide. 4. Continue to develop a consistent grading system. 5. All faculty and staff will be provided with targeted professional development aligned to identified needs. 6. Administration will conduct regular walkthroughs to provide instructional feedback and coaching. 	Meeting Minutes	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:____, \$ <input type="checkbox"/> Other:____, \$

		Admin Team, CC, Team Leads		
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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> <i>Reference the Identified School Needs section.</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 to execute the enabling activity.</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>	1,2,3	<ol style="list-style-type: none"> Recruit and retain School Community Council members representing all stakeholder groups. Establish clear expectations for SCC operations to ensure transparency, consistency, and accountability. PCNC, teacher reps	SCC Minutes	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:____, \$ <input type="checkbox"/> 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 <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</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 to execute the enabling activity.</i>
3.3.2 Create a welcoming and supportive school environment where families and community members are actively involved partners in improving student academic achievement and school performance.		<ol style="list-style-type: none"> 1. Host family engagement events that provide opportunities for families with their children to connect with educators and community partners. 2. Facilitate regular communication and collaboration between parents and teachers through newsletters, email updates, and digital platforms that provide information on student progress, academics, and opportunities for involvement. 	<p>Increase Math, ELA, and Science SBAC scores</p> <p>Attendance</p>	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$

★ Other Systems of Support				
Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/Contributing Cause <i>"Why are we doing this?"</i> Reference the Identified School Needs section.	Enabling Activities and Name of Accountable Lead(s) <i>"How will we achieve the desired outcome?"</i> <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> Estimate the additional amount needed to execute the enabling activity.

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 Samuel Enoka Kalama Intermediate School 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 <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>	1,800
Did your school submit a SCC Waiver Request Form? Please explain.	No, we didn't need a waiver
Bell Schedule: Link SY25-26 Bell Schedule	