NĀ HOPENA AʻO

PRIORITY 3
Effective And Efficient
Operations At All Levels

PRIORITY 2
High-Quality Educator
Workforce In All Schools

PRIORITY 1
High-Quality
Learning For All

Princess Nahienaena Elementary School Academic Plan SY 2025-2026

**816 Niheu St., Lahaina HI 96761
(808)727-6200
https://www.nahienaena.k12.hi.us/**

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

Submitted by Ian Haskins	
	4/4/25

Approved by Complex Area Superintendent Dr. Rebecca Winkie	
	4/13/25

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 <u>comprehensive instructional program(s)</u> 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
Kindergarten - Grade 5	'23 Wonders ⌄	Eureka Math2 ⌄		
Grades 4-5	Select One ⌄	Select One ⌄	Amplify	
	Select One ⌄	Select One ⌄		

Please list all <u>supplementary instructional materials</u> 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
Pre-K	Creative Curriculum ZooPhonics Learning Without Tears	Creative Curriculum Learning Without Tears	Creative Curriculum	Creative Curriculum
K-2	ECRI			
FSC	Wonderworks	Supplemental Materials Modified Eureka		

HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

The Department is committed to ensuring that every student receives the support necessary for success. This commitment includes providing personalized support to meet individual student needs, documenting student interventions and monitoring progress.

How does your school document HMTSS student interventions? Please select all that apply. If "Other" is selected, please explain.
☑ Panorama　　　☑ School-created template　　　☐ Other:

UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

This section highlights school-administered screening, and/or other progress monitoring assessments designed to quickly identify the needs of students in **Kindergarten through Grade 9** who may require additional support.

Please utilize the dropdown list to identify the <u>screening and/or progress monitoring assessments</u> used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the assessment. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics
Kindergarten	Other: ˅ ESGI	
K-5	I-Ready ˅　DIBELS ˅	I-Ready ˅
Hawaiian Immersion	Teacher Created ˅　Other: ˅ AVANT Language	Teacher Created ˅

IDENTIFIED SCHOOL NEEDS

This section highlights the critical student learning needs that require immediate attention for improvement, student subgroup(s) achievement gaps, and root/contributing cause for those needs and gaps, as identified in one or more of the following:

☑ Current Comprehensive Needs Assessment (CNA)
☐ Other current assessment/self-study report: [Insert text]
☑ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: [2022]   Year of Next Action: [N/A]   Year of Next Self-Study:
Type of Last Visit: Mid-Cycle Report & Visit ▾   Type of Next Action: Full Self-Study ▾   *Not given yet due to*
                                                                                                Lahaina fire]

Please identify <u>critical student learning needs</u> and the <u>root/contributing cause</u> why these needs have been prioritized. **"***What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?***"** Please number the student need and root/contributing cause for ease of cross-referencing.	
1	**<u>Student Need:</u>** Students need a seamless educational journey with consistent practices and learning that builds upon itself year after year. **<u>Root/Contributing Cause:</u>** **1A** - Per WASC: Refine and strengthen the Data Team process to ensure collaborative conversations focused on analyzing student work, identifying effective instructional practices, and reflecting on its impact on student achievement **1B** - Per WASC: Establish a system for horizontal and vertical alignment to build school wide cohesiveness among and between grade levels **1C** - Per WASC: Work towards developing common practices across the grade levels for students to self-assess and set goals to encourage student voice and ownership of learning (from the school) **1D** - Per WASC: Explore the use of the school-wide NGSS Science program to be incorporated throughout the school.

2	**Student Need:** Students need school-wide systems of support in order to achieve measurable growth on targeted skills to reduce the achievement gap. **Root/Contributing Cause:** **2A** - Per WASC: Develop and implement clear-school wide Response to Intervention (RtI)/Multi-Tier Support Services (MTSS) protocols and procedures to support the academic needs of all students. **2B** - Per WASC: expand the schools RTI system to include Tier 1 and Tier 2 supports and Math RTI
3	**Student Need:** Increase proficiency levels on State assessments in the areas of ELA, Math, and Science **Root/Contributing Cause:**

	Language Arts			Math			Science		
Subgroup	**2021-22**	**2022-23**	**2023-24**	**2021-22**	**2022-23**	**2023-24**	**2021-22**	**2022-23**	**2023-24**
All Students	34%	35%	30%	27%	29%	23%	23%	32%	28%

	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	**Targeted Subgroup:** Disadvantaged Students **Identified Student Need(s):** ● The percentage of chronically absent students who are disadvantaged is 14% compared to all students which is 10% ● The percentage of language arts proficiency of PNE disadvantaged students is 25% compared to all students which is 29% ● The percentage of math proficiency of PNE disadvantaged students is 22% compared to all students which is 29% ● The percentage of science proficiency of PNE disadvantaged students is N/A compared to all students which is 32%
2	**Targeted Subgroup:** Special Education Students **Identified Student Need(s):** ● The percentage of chronically absent students who are Special Education students is 19% compared to all students which is 10% ● The percentage of language arts proficiency of PNE Special Education students is 0% compared to all students which is 29% ● The percentage of math proficiency of PNE Special Education students is 7% compared to all students which is 29% ● The percentage of science proficiency of PNE Special Education students is N/A compared to all students which is 28%
3	**Targeted Subgroup:** Native Hawaiian Students **Identified Student Need(s):** ● The percentage of chronically absent students who are Native Hawaiian is 17% compared to all students which is 10% ● The percentage of language arts proficiency of PNE Native Hawaiian students is 32% compared to all students which is 29% ● The percentage of math proficiency of PNE Native Hawaiian students is 32% compared to all students which is 29% ● The percentage of science proficiency of PNE Native Hawaiian students is N/A compared to all students which is 28%

Priority 1
High-Quality Learning For All

★ GOAL 1.1 All students experience rigorous, high-quality learning that results in equitable outcomes for all learners.				
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?"* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* **and Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress (Initial & Intermediate Outcomes)** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and <u>provided necessary and timely support</u> to develop foundational skills for learning.	1A 1B 2A 2B	(1) All incoming Kindergarten students will be administered the Kindergarten Entry Assessment (KEA) within their first 30 days of school. (2) All incoming Kindergarten students will be given a Kindergarten Skills Assessment in addition to informal assessments for social emotional needs. [Kaleka Manoha, Julia Yamada, Ian Haskins]	KEA Kindergarten Skills (ESGI) Assessment i-Ready Data DIBELS	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

| Reading Proficiency 1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently <u>receive necessary and timely support</u> to become proficient. | 1A 2A 2B[| (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.

(2) All Tier 3 students will receive Response to Intervention (RTI) support in reading.

(3) All Tier 2 students will be offered tutoring opportunities in reading.

(4) AIL students will be provided equitable access to grade level standards (Tier 1 curriculum)

[Kaleka Manoha, Julia Yamada, Ian Haskins] | SBA Data

iReady Data

DIBELS

PLC Agendas / Minutes

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

Mathematics Proficiency	1A	(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.	SBA Data	☑ WSF, $
1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient.	2A 2B		iReady Data PLC Agendas / Minutes Student Work Samples	☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $
		(2) All Tier 3 students will receive Response to Intervention (RTI) support in mathematics. (3) All Tier 2 students will be offered tutoring opportunities in mathematics. (4) AlL students will be provided equitable access to grade level standards (Tier 1 curriculum) [Kaleka Manoha, Julia Yamada, Ian Haskins]		
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 1B 2A 2C	All students will be supported through equitable opportunities and interventions. All grade levels will: ● Adjust instructional strategies and / or materials based upon data and student needs ● 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 ● Use vertical alignment to ensure expectations and rigor are consistent for each grade level [Kaleka Manoha, Julia Yamada, Ian Haskins]	SBA Data iReady Data PLC Agendas / Minutes	☑ 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.*		**All Students** ● Meet and Greet ● Parent/Teacher Conferences to communicate with families about students' progress towards meeting grade level expectations **Kindergarten Students** ● Kindergarten Orientation ● Kindergarten half-day starting transition schedule **Grade 5 Students** ● Lahaina Intermediate School (LIS) tour ● Exposed to LIS expectations, roles, clubs, activities ● Invitation to LIS parent nights **Special Education** ● Preschool transition meetings ● Intermediate school transition meetings [Kaleka Manoha, Julia Yamada, Ian Haskins]	PLC Agendas / Minutes Parent Involvement Committee Agendas / Minutes Attendance Sheets	☑ 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.*	The school needs to decrease the chronic absenteeism rate (currently at 29%) School environment needs to be a positive and inviting space.	Administration - Support efforts to create a school climate that is welcoming and supportive of all students - Review established school wide attendance procedures with all staff and ensure a common understanding of the attendance procedures - Continue attendance initiatives (awards) - Continue to meet and incentivize students who are close to or at the chronic absenteeism threshold - Continue use of Attendance Team procedures. Teachers - Support efforts to create a school climate that is welcoming and supportive of all students - Communicate with the counselor after 5 absences. - Continue working with the counselor and admin on all students. Counselors: - Start tracking students who are absent more than 5 days. - Complete home visit when appropriate and applicable	- Start of School year activities and events. - Family engagement activities - Attendance Team - Attendance records/logs	☐ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☑ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

		● Work with social worker (i.e. home visit, attendance meetings) ● Continue with student check-ins, mentoring, and counseling. ● Follow state rules and systems pertaining to attendance. [Kaleka Manoha, Kathryn Mouery, Suzanne Walters, Ian Haskins]		
1.2.2. All students demonstrate positive behaviors at school. *Required for all schools.*	Unclear and inconsistent grade level and school wide behavior expectations	Implement school-wide PBIS supports through: ● Utilization of second-step integrated in the classroom ● Support from counselors in PLCs ● Continued Star Student of the Month program ● Continued use of Gotcha Dollars/Store [Kathryn Mouery, Suzanne Walters, Ian Haskins, PBIS Committee members]	- PBIS Committee Minutes/Agenda - Attendance Team - Attendance records/logs	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $
1.2.3. All students experience a Nā Hopena Aʻo environment for learning. *Required for all schools.*	Enhances our already strong Hawaiian culture in Lahaina, Maui, to create a stronger sense of place	Implement school-wide Hā Framework through: ● Hawaiian Culture Committee ● Hawaiian Club (Afterschool Program) [Kaleka Manoha, Ian Haskins, Hawaiian Culture Committee]	- Hawaiian Culture Committee Minutes/Agenda	☑ 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.*	Students need to be exposed and engaged to career, community, and civic opportunities	Career Fair (new via Lahainaluna High School) Clubs Student Counsel Student voice opportunities [Ian Haskins, Julia Yamada, Student Leadership Committee]	- Student Leadership Committee Minutes/Agenda	☑ 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.*
All teachers are provided with Effective Professional Development (PD)	1A 1B 1C 2A 2B	Professional Development will focus on: ● Curriculum ● New teacher mentoring ● Technology ● Other (Suicide awareness, Trauma Informed, differentiation strategies) *Professional development local and/or out of state [Kaleka Monha, Julia Yamada ,Ian Haskins]	PD Agendas	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☑ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

Professional Learning Communities (PLCs) address the learning needs of the faculty and staff	1A 1B 1C 1D 2A 2B 3A 3B 3C	Grade level Articulation and PLCs will focus on: ● Curriculum ● Content Knowledge ● Alignment ● Common Instructional Practices ● Behavior concerns and counseling needs ● Horizontal/Vertical alignment ● RTI [Kaleka Manoha, Julia Yamada, Ian Haskins]	- PLC agendas/notes - data sheets	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $
Instructional / academic leaders are provided with PD to improve their capacity to lead others	Instructional/academic leaders need continuous skill development to assist others.	Professional Development for instructional leaders will focus on planning, implementing, and measuring high-quality professional coaching for staff success. *Professional development local and/or out-of-state	PD Agendas	☑ 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.
	Improve communication and collaboration from school stakeholders	PNE School Community Council will:
		● Have representation from all role groups (Admin, Certificated, Classified, Studnet, Parent, Community.
		● Meet no less than quarterly.
		● Be presented and provide feedback on:
		   ○ Financial Plan
		   ○ Academic Plan
		   ○ Waiver Request
		
		[Kaleka Manoha, Ian Haskins]
			- SCC Agendas
			- SCC Sign-ins
			- SCC Principal survey
				☐ 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.*
Increase parent/family engagement opportunities and participation	The school needs to continue to engage with and invite families and the community.	Families and community members participate in: ● Open House / Meet & Greet ● Parent-Teacher Conferences ● Family engagement nights/events ● Ho'olaule'a ● Koffee with Kanamori ● SCC Meetings ● PTA [Ian Haskins, PCNC, Parent Involvement Committee]	- Family Engagement Agendas - SCC Agendas - Attendee Event Sign-in - Parent surveys and results	☑ 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.	1A 2A 2B	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. [Academic Review Team, HMTSS Team, Teachers]	RTI Data Sheets PANORAMA Data Tracking PLC Agendas ART Agendas HMTSS Agendas	☑ 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 Princess Nāhiʻenaʻena 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)*	1415
Did your school submit a SCC Waiver Request Form? Please explain.	Yes, 4 days were requested in additon to the Complex Waiver days. They were requested to enhance professional development, articulation, and community engagement.
Bell Schedule: Master Schedule	