# Samuel Enoka Kalama Intermediate School Academic Plan SY 2024-2025

## 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

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

**Directions for completing the School Academic Plan template can be found in the Academic Plan Template Guidance document.**

| Submitted by Principal: Tami Haili | |
|---|---|
| | ] |

| Approved by Complex Area Superintendent Desiree Sides | |
|---|---|
| | [ |

## VIABLE QUALITY CURRICULUM

This section highlights the school's comprehensive instructional programs used by each core subject area. *For SY 2024-2025, identifying Science and Social Studies instructional programs in the Academic Plan is optional.*

**Please identify the <u>comprehensive instructional program(s)</u> used by each core subject area. Schools may indicate specific demographic subgroup(s) as appropriate.**

*To add additional information, please insert a new row as needed.*

| Grade Level / Course Name | English Language Arts | Mathematics | Science | Social Studies |
|---|---|---|---|---|
| 6-8 and Kaiapuni | TBD | Illustrative Math: Imagine Learning | STEMscopes; Kahea Loko; Teacher created | Teacher Created |
| 7th Hawaiian Kingdom & Pacific Island Studies | | | | Teacher created |
| | | | | |
| | | | | |
| | | | | |

## SCREENING ASSESSMENTS

This section highlights school-administered universal screeners designed to quickly identify the needs of students in **Kindergarten through Grade 9** who may require additional academic support.

**Please utilize the dropdown list to identify the <u>universal screener(s)</u> used for English Language Arts and Mathematics and specify the grade**

**level or course name. If "Other" is selected, please manually identify the universal screener.**

*To add additional information, please insert a new row and/or duplicate the dropdown list as needed.*

| Grade Level / Course Name | English Language Arts | Mathematics |
|---|---|---|
| 6-8 and Kaiapuni | iReady ⌄ | iReady ⌄ |
| 6-8 | Achieve 3000 ⌄ | iReady ⌄ |
| Kaiapuni | Other: ⌄ Kaeo | Other: ⌄ Kaeo |
| | Select One ⌄ | Select One ⌄ |
| | Select One ⌄ | Select One ⌄ |
| | Select One ⌄ | Select One ⌄ |

## 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(s) for those needs and gaps, as identified in one or more of the following:

- ☑ Current Comprehensive Needs Assessment (CNA) 📄 CNA SY24-25_January_2024
- ☑ Current Western Association of Schools and Colleges (WASC) Schoolwide Growth Areas for Continuous Improvement
  Last Full Self-Study: 2020, Next Full Self-Study: 2026
- ☐ Other current accreditation self-study

**Please identify critical student learning needs and the root/contributing cause(s) 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?***"**

*To identify additional critical student needs, please insert a new row and duplicate the "Student Need" and "Root/Contributing cause(s)" text as needed. Please number the student need and root/contributing cause(s) for ease of cross-referencing.*

| | |
|---|---|
| **1** | **Student Need:** Increase in academic achievement in Math, ELA, and Science.<br><br>**Root/Contributing cause(s):** 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. |
| **2** | **Student Need:** Effective Multi-level Prevention System for academic, social, emotional, and behavioral support with progress monitoring and data-based decision-making.<br><br>**Root/Contributing cause(s):** Diverse student population, lack of specialized support, ineffective intervention strategies, need for data-driven decision-making. |
| **3** | **Student Need:** Effective teacher practices and strategies to foster and sustain student engagement.<br><br>**Root/Contributing cause(s):** Lack of relevance, limited opportunities for interaction and choice (passive learning environments), unmet learning needs, ineffective teaching practices. |

In order to address student equity, please list the <u>targeted subgroup(s)</u> and their <u>identified needs</u>. Enabling activities should address identified subgroup(s) and their needs.

*To add additional subgroups, please insert a new row and duplicate "Targeted Subgroup" and "Identified Student Need(s)" text as needed.*

| | |
|---|---|
| **1** | **Targeted Subgroup:**  Low Socioeconomic Students and IDEA Students<br><br>**Identified Student Need(s):**  Three times as many disciplinary incidents as compared to non-high-needs students. |
| **2** | **Targeted Subgroup:**  Special Education Students<br><br>**Identified Student Need(s):** Lower academic achievement in reading and math with less proficiency. |
| **3** | **Targeted Subgroup:**  English Learners<br><br>**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 Outcomes *"What do we plan to accomplish?"* | Root/ Contributing Cause *"Why are we doing this?"* | 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?"* *Please estimate the additional amount needed to execute the enabling activity.* |
|---|---|---|---|---|
| 1.1.1.  All students are assessed for their academic levels to provide a comprehensive understanding of their strengths, challenges, and support needs. | 2 | 1. Use a comprehensive assessment tool (Screener) and process that assess students' academic levels. <br> 2. Provide professional development for educators on administering and interpreting assessments related to academic development. <br> 3. Provide opportunities for teachers to assess data to inform instructional practices, develop intervention strategies, and provide targeted instruction based on student needs. <br><br> School Counselors, CC, Admin Team, Team Leads | School Wide Screener Data <br><br> HTMSS Meeting Minutes | ☑ WSF, $ <br> ☑ Title I, $ <br> ☐ Title II, $ <br> ☐ Title III, $ <br> ☐ Title IV-A, $ <br> ☐ Title IV-B, $ <br> ☐ IDEA, $ <br> ☐ SPPA, $ <br> ☐ Homeless, $ <br> ☐ Grant:__, $ <br> ☐ Other:__, $ |

| Reading Proficiency<br><br>1.1.2. All students will show growth or meet reading proficiency by the end of 8th grade ensuring that they have the foundational skills needed for academic success across all subjects. | 1, 3 | 1. Implement evidence-based reading instruction/curriculum that is aligned with state standards.<br>2. Utilize assessment data in collaboration to identify students who are below grade level in reading and provide targeted interventions.<br>3. Use a multi-tiered system of support (MTSS) framework to provide differentiated instruction and interventions based on students' individual needs.<br>4. Monitor student progress regularly with a school wide incentive system through ongoing assessments and progress monitoring to track growth and adjust instruction and interventions as needed to support students' reading development.<br>5. Provide access to high-quality instructional materials, resources and professional development to support literacy development across grade levels and content areas.<br>6. Engage with families in supporting their children's literacy development.<br><br>CC, Admin Team, Team Leads | LLT/Team Meeting Minutes<br><br>Assessment Data<br><br>HMTSS Minutes<br><br>Student Progress Reports | ☑ WSF, $<br>☑ Title I, $<br>☐ Title II, $<br>☐ Title III, $<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA, $<br>☐ SPPA, $<br>☐ Homeless, $<br>☐ Grant:__, $<br>☐ Other:__, $ |

| Mathematics Proficiency<br><br>1.1.3. All students will show growth or meet math proficiency by the end of 8th grade, ensuring that they have the foundational math skills needed for success in high school, college, and beyond. | 1, 3 | 1. Implement evidence-based math instruction/curriculum that is aligned with state standards and tailored to meet the diverse needs of students.<br>2. Utilize assessment data in collaboration to identify students who are below grade level in math and provide targeted interventions.<br>3. Use a multi-tiered system of support (MTSS) framework to provide differentiated instruction and interventions based on students' individual needs.<br>4. Monitor student progress regularly with a school wide incentive system through ongoing assessments and progress monitoring to track growth and adjust instruction and interventions as needed to support students' math development.<br>5. Provide access to high-quality instructional materials, resources, and professional development to support math across grade levels and content areas.<br>6. Engage with families in supporting their children's math development.<br><br>CC, Admin Team, Team Leads | LLT/Team Meeting Minutes<br><br>Assessment Data<br><br>HMTSS Minutes<br><br>Student Progress Reports | ☑ WSF, $<br>☑ Title I, $<br>☐ Title II, $<br>☐ Title III, $<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA, $<br>☐ SPPA, $<br>☐ Homeless, $<br>☐ Grant:__, $<br>☐ Other:__, $` |

| 1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.<br><br>*Required for all schools.* | 1, 3<br><br>Non-discrimination policy of the DOE | 1. Provide professional development for educators on culturally responsive teaching practices and inclusive instructional strategies that support the diverse needs of all students.<br>2. Effectively use a multi-tiered system of support (MTSS) framework to provide targeted interventions and support services for students who may be at risk of falling behind academically.<br>3. Utilize data to identify achievement gaps among student groups and develop targeted interventions and initiatives to address these gaps and promote academic growth for all students.<br>4. Use a system for ongoing assessment, progress monitoring, and data analysis to track student outcomes, measure progress, and make data-driven decisions to support continued academic growth for all student groups.<br>5. Create a positive and inclusive school culture and climate that celebrates diversity, promotes respect, and fosters a sense of belonging for all students.<br>6. Engaging families and communities in the educational process, fostering partnerships, and support to promote student success.<br><br>CC, Admin Team, Team Leads | LLT/Team Meeting Minutes<br><br>HTMSS Meeting Minutes<br><br>Student Data<br><br>School Quality Survey<br><br>SCC Minutes | ☑ WSF, $<br>☑ Title I, $<br>☐ Title II, $<br>☐ Title III, $<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA, $<br>☐ SPPA, $<br>☐ Homeless, $<br>☐ Grant:__, $<br>☐ Other:__, $ |

| 1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.<br><br>*Required for all schools.* | 2 | 1. Implement transition planning processes and activities to prepare students for the academic, social, and organizational changes associated with transitioning to high school.<br>2. Provide orientation sessions, school visit, and summer transition to familiarize students/families who are entering 6th grade and/or transitioning to high school.<br>3. Facilitate communication and collaboration between feeder and receiving schools to ensure continuity of instruction, support services, and interventions for transitioning students.<br><br>School Counselors, Admin Team, Team Leads, PCNC | SCC/Parent Night Meeting Sign In<br><br>Team PLCs<br><br>Grade Level Meetings<br><br>Meeting Minutes | ☑ WSF, $<br>☑ Title I, $<br>☐ Title II, $<br>☐ Title III, $<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA, $<br>☐ SPPA, $<br>☐ Homeless, $<br>☐ Grant:__, $<br>☐ Other:__, $ |
| | | | | ☐ |

| ★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment | | | | |
|---|---|---|---|---|
| **Desired Outcomes**<br>*"What do we plan to accomplish?"* | **Root/ Contributing Cause**<br>*"Why are we doing this?"* | **Enabling Activities**<br>*"How will we achieve the desired outcome?"*<br><br>*and* **Name of Accountable Lead(s)**<br>*"Who is responsible to oversee and monitor implementation and progress?"* | **Monitoring of Progress (Initial & Intermediate Outcomes)**<br>*"How will we know progress is being made?"* | **Anticipated Source of Funds**<br>*"What funding source(s) should be utilized?"*<br>*Please estimate the additional amount needed to execute the enabling activity.* |
| 1.2.1. All students desire to and attend school regularly.<br><br>*Required for all schools.* | 1, 2, 3 | 1. Create a positive and inclusive school environment that fosters a sense of belonging, acceptance, and support for all students, encouraging them to actively participate in school activities and engage with their peers and teachers.<br>2. Implement strategies to promote student motivation and interest in learning, including project-based learning, hands-on activities, and personalized learning experiences tailored to students' interests and strengths (student voice)<br>3. Provide incentives and recognition programs to celebrate and reward students who demonstrate consistent attendance.<br>4. Engage families and communities in supporting students' regular attendance, providing resources, information (newsletters, webpage, etc.), and opportunities for involvement to reinforce the importance of education and encourage family-school partnerships.<br><br><br>School Counselors, Admin Team, , Team Leads, PCNC, SAC | Team/LLT/Staff Meeting Minutes<br><br>Attendance Records<br><br>Wayfinder<br><br>School Quality Survey | ☑ WSF, $<br>☑ Title I, $<br>☐ Title II, $<br>☐ Title III, $<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA, $<br>☐ SPPA, $<br>☐ Homeless, $<br>☐ Grant:__, $<br>☐ Other:__, $ |

| 1.2.2. All students demonstrate positive behaviors at school.<br><br>*Required for all schools.* | 1, 2, 3 | 1. Provide a school-wide positive behavior support system that establishes clear expectations for behavior, teaches social-emotional skills, and provides positive reinforcement/incentives for students who demonstrate desired behaviors.<br>2. Provide social-emotional learning (SEL) curriculum (Wayfinder) and instruction to teach students essential skills for managing emotions, building positive relationships, and making responsible decisions.<br>3. Afford a restorative justice approach/peer mediation to address conflicts and disciplinary issues, focusing on repairing harm, building relationships, and promoting accountability rather than punitive measures (ISS).<br>4. Establish a school-wide culture of respect, kindness, and empathy, with opportunities for students to participate in service learning, community service projects, and initiatives that promote social responsibility and civic engagement.<br>5. Provide professional development for educators on classroom management strategies, positive discipline techniques, and trauma-informed practices to create a supportive and inclusive learning environment.<br><br><br>School Counselors, Admin Team, , Team Leads, SAC | Data on referrals<br><br>Pono Panther Data<br><br>Wayfinder<br><br>Meeting Minutes<br><br>School Quality Survey | ☑ WSF, $<br>☑ Title I, $<br>☐ Title II, $<br>☐ Title III, $<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA, $<br>☐ SPPA, $<br>☐ Homeless, $<br>☐ Grant:__, $<br>☐ Other:__, $ |

| 1.2.3. All students experience a Nā Hopena Aʻo environment for learning.<br><br>*Required for all schools.* | 1, 2, 3 | 1. Incorporate Hawaiian culture, language, history, and values into the curriculum and instructional practices to provide students with opportunities to learn about and connect with the host culture.<br>2. Provide professional development for faculty and staff on culturally responsive teaching practices, indigenous pedagogies, and the integration of Hawaiian culture and values into the classroom.<br>3. Incorporate place-based learning experiences that connect students to the land, sea, and community, fostering a deeper understanding of their environment and relationship to nature.<br>4. Provide opportunities for students to engage in service learning, community service projects, and initiatives that promote environmental stewardship, cultural preservation, and social responsibility.<br><br>Team Leads, Admin Team, CC, SAC | Meeting Minutes<br><br>21 hours<br><br>Classroom Walkthroughs | ☑ WSF, $<br>☑ Title I, $<br>☐ Title II, $<br>☐ Title III, $<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA, $<br>☐ SPPA, $<br>☐ Homeless, $<br>☐ Grant:__, $<br>☐ Other:__, $ |
| | | | | ☐ |

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

| Desired Outcomes *"What do we plan to accomplish?"* | Root/ Contributing Cause *"Why are we doing this?"* | 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?"* *Please 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.* | 1, 2, 3 | 1. Establish school-wide initiatives and programs that promote leadership development, teamwork, problem-solving skills, and social responsibility, such as student government, clubs, and extracurricular activities. 2. Provide opportunities for students to participate in service learning projects, community service activities, and volunteer opportunities that address community needs and promote civic engagement. 3. Incorporate career education and exploration activities such as guest speakers and career day, to expose students to a variety of career pathways and opportunities.  SAC, Admin Team, , Team Leads | Meeting minutes  Renaissance Community Service Data | ☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $ |

| K-12 Alignment<br><br>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. Provide academic enrichment programs and after-school tutoring sessions to support students in strengthening their foundational academic skills in core subjects such as math, science, English/language arts, and social studies.<br>2. Offer CTE courses in various career fields and workforce needs to ensure that students are prepared for emerging career opportunities and trends.<br>3. Integrate technology tools and resources into instruction to enhance students' digital literacy skills and prepare them for the technology-driven workforce of the 21st century.<br><br><br>Admin Team, Team Leads | | ☑ WSF, $<br>☑ Title I, $<br>☐ Title II, $<br>☐ Title III, $<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA, $<br>☐ SPPA, $<br>☐ Homeless, $<br>☐ Grant:__, $<br>☐ 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 Outcomes *"What do we plan to accomplish?"* | Root/ Contributing Cause *"Why are we doing this?"* | 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?"* *Please estimate the additional amount needed to execute the enabling activity.* |
|---|---|---|---|---|
| All students are taught by effective faculty and staff. | 1, 2, 3 | 1. Teachers will engage in peer observation, mentoring and classroom management professional development.<br>2. Continue to implement BERC Model school wide.<br>3. Continue to develop a consistent grading system.<br>4. Classified Staff will be provided with professional development in the areas of need.<br>5. Administration will continue executive coaching through BERC.<br>6. Walkthroughs will be consistently done by Administration.<br><br>Admin Team,  CC, Team Leads | Meeting Minutes | ☑ WSF, $<br>☑ Title I, $<br>☐ Title II, $<br>☐ Title III, $<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA, $<br>☐ SPPA, $<br>☐ Homeless, $<br>☐ Grant:___, $<br>☐ 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 Outcomes<br>*"What do we plan to accomplish?"* | Root/ Contributing Cause<br>*"Why are we doing this?"* | Enabling Activities<br>*"How will we achieve the desired outcome?"*<br><br>*and* Name of Accountable Lead(s)<br>*"Who is responsible to oversee and monitor implementation and progress?"* | Monitoring of Progress<br>*"How will we know progress is being made?"* | Anticipated Source of Funds<br>*"What funding source(s) should be utilized?"*<br>*Please 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.<br><br>*Required for all schools.* | 1, 2, 3 | 1. Implement strategies to recruit and retain members on School Community Councils to reflect the diversity of the school community and representation of stakeholders.<br>2. Establish clear expectations for School Community Council operations, including meeting schedules, agendas, minutes, and communication to ensure transparency and accountability.<br><br>PCNC, teacher reps | SCC Minutes | ☑ WSF, $<br>☐ Title I, $<br>☐ Title II, $<br>☐ Title III, $<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA, $<br>☐ SPPA, $<br>☐ Homeless, $<br>☐ Grant:___, $<br>☐ Other:___, $ |

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

| Desired Outcomes<br>*"What do we plan to accomplish?"* | Root/ Contributing Cause<br>*"Why are we doing this?"* | Enabling Activities<br>*"How will we achieve the desired outcome?"*<br><br>***and* Name of Accountable Lead(s)**<br>*"Who is responsible to oversee and monitor implementation and progress?"* | Monitoring of Progress<br>*"How will we know progress is being made?"* | Anticipated Source of Funds<br>*"What funding source(s) should be utilized?"*<br>*Please estimate the additional amount needed to execute the enabling activity.* |
|---|---|---|---|---|
| 3.3.2 Create a welcoming, inclusive, and supportive school environment where families and community members are actively involved partners in improving student academic achievement and school performance. | | 1. Host family engagement events that provide opportunities for families with their children to connect with educators and community partners.<br>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.<br><br><br>PCNC, Team Leads, Admin Team | Increase Math, ELA, and Science SBAC scores | ☑ WSF, $<br>☑ Title I, $<br>☐ Title II, $<br>☐ Title III, $<br>☐ Title IV-A, $<br>☐ Title IV-B, $<br>☐ IDEA, $<br>☐ SPPA, $<br>☐ Homeless, $<br>☐ Grant:___, $<br>☐ Other:___, $ |

## ★ Other Systems of Support

| Desired Outcomes *"What do we plan to accomplish?"* | Root/ Contributing Cause *"Why are we doing this?"* | 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?"* *Please estimate the additional amount needed to execute the enabling activity.* |
|---|---|---|---|---|
| | | | | ☐ WSF, $ <br> ☐ Title I, $ <br> ☐ Title II, $ <br> ☐ Title III, $ <br> ☐ Title IV-A, $ <br> ☐ Title IV-B, $ <br> ☐ IDEA, $ <br> ☐ SPPA, $ <br> ☐ Homeless, $ <br> ☐ Grant:___, $ <br> ☐ Other:___, $ |

## APPENDIX: SCHOOL BELL SCHEDULE

Pursuant to [Hawaii Revised Statutes Section 302A-251](#), as well as the current Hawaii State Teachers Association (HSTA) 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'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)* | |
| **Did your school submit a SCC Waiver Request Form? Please explain.** | |
| **Bell Schedule:** | |