

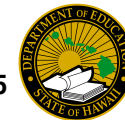
Kapunahala Elementary Academic Plan SY 2024-2025

45-828 Anoi Road Kāneʻohe, HI 96744
(808) 307-6400
<https://www.kapunahala.k12.hi.us/>

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

Submitted by Principal Sam Izumi	
	04/05/2024

Approved by Interim Complex Area Superintendent Matt Ho	



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 **comprehensive instructional program(s)** 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
Grades K-5	Wonders (2017)	ORIGO Stepping Stones 2.0		
Grade 6	Wonders (2017)	Go Math!*		

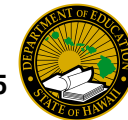
SCREENING ASSESSMENTS

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 **universal screener(s)** 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
Grades K-6 English	iReady ▾	iReady ▾



IDENTIFIED SCHOOL NEEDS

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

- Current Comprehensive Needs Assessment (CNA)

Please identify critical student learning needs and the 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 contributing cause(s) for ease of cross-referencing.

Problem-Solving Cycle Evidence: [Click HERE to view the school’s Problem Solving Cycle document identifying possible contributing causes.](#)

1 **Student Need: RTI - Academic and Behavior**

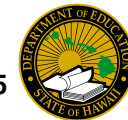
Contributing Cause(s):

- Need to identify and address students’ needs
- Need to provide targeted and intentional intervention for all students
- Need to provide targeted and intentional instruction for all students
- Need to address the learning needs (i.e.: Provide interventions) of students
- Need to ensure there is a system in-place that includes universal screening of students, multi-tiered system of supports, progress monitoring, and data-based decision making to address students’ needs

2 **Student Need: Teacher Collaboration**

Contributing Cause(s):

- Need to share teaching strategies and resources
- Need for vertical articulation to build consistency and a continuum amongst all grade levels
- Need for teachers to meet in small groups to discuss/share rather than only whole group (e.g. faculty meetings)
- Need to engage in professional dialogue and discussion
- Need to improve teaching practices
- Need to draft, revise, support, and strengthen systemic schoolwide agreements



3

Student Need: Tier 1 Instructional Strategies

Contributing Cause(s):

- Need to address the needs of all students within the Tier 1 setting
- Need to decrease the number of students needing Tier 2 and Tier 3
- Need for implementation of research-based strategies
- Need to close the gap between the Tier 1 population and other identified subgroups
- Need to increase the percentage of Grade 3 Literacy

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

1 Targeted Subgroup: Native Hawaiian Students
Identified Student Need(s): Improve student proficiency to close the achievement gap of Native Hawaiian students in the areas of Language Arts and Math.

Smarter Balanced Assessment (SBA) Scores		2020-2021	2021-2022	2022-2023
Language Arts	Native Hawaiian Students (Gr.3-6)	45.71%	48.06%	55.12%
	All Students (Gr. 3-6)	56.02%	60.88%	66.32%
Math	Native Hawaiian Students (Gr.3-6)	26.92%	43.41%	52.76%
	All Students (Gr. 3-6)	38.87%	52.88%	61.99%

2 Targeted Subgroup: Male Students
Identified Student Need(s): Improve student proficiency to close the achievement gap of Male students in the area of Language Arts.

Smarter Balanced Assessment (SBA) Scores		2020-2021	2021-2022	2022-2023
Language Arts	Male Students (Gr.3-6)	51.47%	53.25%	59.87%
	Female Students (Gr. 3-6)	60.77%	69.29%	73.88%

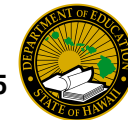
3 Targeted Subgroup: High-Needs Students
Identified Student Need(s): Improve student proficiency to close the achievement gap of High-Needs students in the areas of Language Arts and Math.

Smarter Balanced Assessment (SBA) Scores		2020-2021	2021-2022	2022-2023
Language Arts	High-Needs Students (Gr.3-6)	40.38%	43.23%	51.32%
	Non-High Needs Students (Gr. 3-6)	78.18%	80.58%	82.73%
Math	High-Needs Students (Gr.3-6)	23.87%	39.10%	44.81%
	Non- High Needs Students (Gr. 3-6)	60.00%	68.35%	81.16%

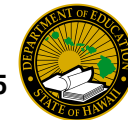


Priority 1 High-Quality Learning For All

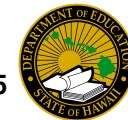
★ GOAL 1.1 All students experience rigorous, high-quality learning that results in equitable outcomes for all learners.				
Desired Outcomes <i>"What do we plan to accomplish?"</i>	Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities and Name of Accountable Lead(s) <i>"How will we achieve the desired outcome?"</i> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the amount needed to execute the enabling activity.</i>
1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and provided necessary and timely support to develop foundational skills for learning.	State of Hawai'i Act 210 (§302A-A)	All kindergarten students are administered the Kindergarten Entry Assessment (KEA/KRA) to assess their social, emotional, and academic readiness. <i>Accountable Lead(s):</i> <ul style="list-style-type: none"> ● <i>Robyn McIntosh (Academic Coach, Curriculum Coordinator)</i> ● <i>Amanda Affonso, Leilani Ikeda, Corinna Gray (Kindergarten Team)</i> ● <i>Sam Izumi (Principal)</i> 	KEA assessment data (LEI Kūlia)	No additional cost



<p>Reading Proficiency</p> <p>1.1.2. All students read proficiently by the end of <i>third grade</i>, and those who do not read proficiently receive necessary and timely support to become proficient.</p>	<ul style="list-style-type: none"> • Need for vertical articulation to build consistency and a continuum amongst all grade levels • Need to provide targeted and intentional intervention for all students • Need to provide targeted and intentional instruction for all students 	<p>Continue to Refine and Implement a complete Academic RTI Structure to ensure there is/are:</p> <ul style="list-style-type: none"> • Time and opportunities for participation of the entire grade level and related support personnel in Data Team Meetings; • Teacher Collaboration and/or Vertical alignment opportunities; • Instructional strategies to address the needs of Native Hawaiian students, Male students, and High-Needs students. <p><i>Accountable Lead(s):</i></p> <ul style="list-style-type: none"> • <i>Robyn McIntosh (Academic Coach, Curriculum Coordinator)</i> • <i>Sam Izumi (Principal)</i> 	<p>Academic Universal Screener Data:</p> <ul style="list-style-type: none"> • iReady Reading: <ul style="list-style-type: none"> ○ There will be an increase in the amount of students on grade-level or above in Reading (when compared to SY 2023-2024) as evidenced by iReady data. ○ There will be a decrease in the amount of students who are two grade levels below or more in Reading (when compared to SY 2023-2024) as evidenced by iReady data. <p>Academic Data Team Minutes (by Grade Levels)</p> <p>Meeting Agendas and Minutes</p>	<p>Academic Coach <input checked="" type="checkbox"/> WSF, \$79,174</p> <p>Reading Intervention Teacher <input checked="" type="checkbox"/> WSF, \$65,979</p> <p>Enrichment ELA Teacher <input checked="" type="checkbox"/> WSF, \$65,979</p> <p>PE Teacher <input checked="" type="checkbox"/> WSF, \$65,979</p> <p>STEM Teacher <input checked="" type="checkbox"/> WSF, \$65,979</p> <p>Librarian <input checked="" type="checkbox"/> WSF, \$65,979</p> <p>ELL Teacher & Title 1 Coordinator <input checked="" type="checkbox"/> WSF, \$65,979</p> <p>Literacy Lab PPEs (3) <input checked="" type="checkbox"/> Title 1, \$82,400</p> <p>Math Lab PTTs (2) <input checked="" type="checkbox"/> Title 1, \$50,000</p> <p>iReady Universal Screener <input checked="" type="checkbox"/> Title 1, \$12,400</p>
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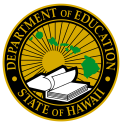


<p>Mathematics Proficiency</p> <p>1.1.3. All students are proficient in mathematics by the end of <u>5th grade</u>, and those who are not proficient receive necessary and timely support to become proficient.</p>	<ul style="list-style-type: none"> • Need for vertical articulation to build consistency and a continuum amongst all grade levels • Need to provide targeted and intentional intervention for all students • Need to provide targeted and intentional instruction for all students 	<p>Continue to Refine and Implement a complete Academic RTI Structure to ensure there is/are:</p> <ul style="list-style-type: none"> • Time and opportunities for participation of the entire grade level and related support personnel in Data Team Meetings; • Teacher Collaboration and/or Vertical alignment opportunities; • Instructional strategies to address the needs of Native Hawaiian students, Male students, and High-Needs students. <p><i>Accountable Lead(s):</i></p> <ul style="list-style-type: none"> • <i>Robyn McIntosh (Academic Coach, Curriculum Coordinator)</i> • <i>Sam Izumi (Principal)</i> 	<p>Academic Universal Screener Data:</p> <ul style="list-style-type: none"> • iReady Math: <ul style="list-style-type: none"> ○ There will be an increase in the amount of students on grade-level or above in Math (when compared to SY 2023-2024) as evidenced by iReady data. ○ There will be a decrease in the amount of students who are two grade levels below or more in Math (when compared to SY 2023-2024) as evidenced by iReady data. <p>Academic Data Team Minutes (by Grade Levels)</p> <p>Meeting Agendas and Minutes</p>	<p>Academic Coach <input checked="" type="checkbox"/> WSF, \$79,174 (repeat cost)</p> <p>Reading Intervention Teacher <input checked="" type="checkbox"/> WSF, \$65,979 (repeat cost)</p> <p>Enrichment ELA Teacher <input checked="" type="checkbox"/> WSF, \$65,979 (repeat cost)</p> <p>PE Teacher <input checked="" type="checkbox"/> WSF, \$65,979 (repeat cost)</p> <p>STEM Teacher <input checked="" type="checkbox"/> WSF, \$65,979 (repeat cost)</p> <p>Librarian <input checked="" type="checkbox"/> WSF, \$65,979 (repeat cost)</p> <p>ELL Teacher & Title 1 Coordinator <input checked="" type="checkbox"/> WSF, \$65,979 (repeat cost)</p> <p>Literacy Lab PPEs (3) <input checked="" type="checkbox"/> Title 1, \$82,400 (repeat cost)</p> <p>Math Lab PTTs (2) <input checked="" type="checkbox"/> Title 1, \$50,000 (repeat cost)</p> <p>iReady Universal Screener <input checked="" type="checkbox"/> Title 1, \$12,400 (repeat cost)</p>
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<p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p>	<ul style="list-style-type: none"> • Need to provide targeted and intentional intervention for all students • Need to provide targeted and intentional instruction for all students • Need to close the gap between the Tier 1 population and other identified subgroups 	<p>Continue to Refine and Implement a complete Academic RTI Structure to ensure there is/are:</p> <ul style="list-style-type: none"> • Time and opportunities for participation of the entire grade level and related support personnel in Data Team Meetings; • Teacher Collaboration and/or Vertical alignment opportunities; • Instructional strategies to address the needs of Native Hawaiian students, Male students, and High-Needs students. <p><i>Accountable Lead(s):</i></p> <ul style="list-style-type: none"> • <i>Robyn McIntosh (Academic Coach, Curriculum Coordinator)</i> • <i>Sam Izumi (Principal)</i> 	<p>Academic Universal Screener Data:</p> <ul style="list-style-type: none"> • iReady Reading: <ul style="list-style-type: none"> ○ There will be an increase in the amount of students on grade-level or above in Reading (when compared to SY 2023-2024) as evidenced by iReady data. ○ There will be a decrease in the amount of students who are two grade levels below or more in Reading (when compared to SY 2023-2024) as evidenced by iReady data. • iReady Math: <ul style="list-style-type: none"> ○ There will be an increase in the amount of students on grade-level or above in Math (when compared to SY 2023-2024) as evidenced by iReady data. ○ There will be a decrease in the amount of students who are two grade levels below or more in Math (when compared to SY 2023-2024) as evidenced by iReady data. <p>Academic Data Team Minutes (by Grade Levels)</p> <p>Meeting Agendas and Minutes</p>	<p>Academic Coach <input checked="" type="checkbox"/> WSF, \$79,174 (repeat cost)</p> <p>Reading Intervention Teacher <input checked="" type="checkbox"/> WSF, \$65,979 (repeat cost)</p> <p>Enrichment ELA Teacher <input checked="" type="checkbox"/> WSF, \$65,979 (repeat cost)</p> <p>PE Teacher <input checked="" type="checkbox"/> WSF, \$65,979 (repeat cost)</p> <p>STEM Teacher <input checked="" type="checkbox"/> WSF, \$65,979 (repeat cost)</p> <p>Librarian <input checked="" type="checkbox"/> WSF, \$65,979 (repeat cost)</p> <p>ELL Teacher & Title 1 Coordinator <input checked="" type="checkbox"/> WSF, \$65,979 (repeat cost)</p> <p>Literacy Lab PPEs (3) <input checked="" type="checkbox"/> Title 1, \$82,400 (repeat cost)</p> <p>Math Lab PTTs (2) <input checked="" type="checkbox"/> Title 1, \$50,000 (repeat cost)</p> <p>iReady Universal Screener <input checked="" type="checkbox"/> Title 1, \$12,400 (repeat cost)</p>
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★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment				
<u>Desired Outcomes</u> "What do we plan to accomplish?"	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?"	Source of Funds "What funding source(s) should be utilized?" Please estimate the amount needed to execute the enabling activity.
<p>1.2.1. All students desire to and attend school regularly.</p> <p>1.2.2. All students demonstrate positive behaviors at school.</p>	<ul style="list-style-type: none"> Need to ensure there is a system in-place that includes universal screening of students, multi-tiered system of supports, progress monitoring, and data-based decision making to address students' needs. 	<p>Continue to Revise and Implement a complete Behavioral RTI Structure to ensure there is:</p> <ul style="list-style-type: none"> Consistent implementation of a School-Wide SEL Program; Streamlined screening; Data-Based Decisions for related supports; and Progress Monitoring <p><i>Accountable Lead(s):</i></p> <ul style="list-style-type: none"> <i>Konnie McKeague (Lower Grade Counselor)</i> <i>Ramona Kahawaii (Upper Grade Counselor)</i> <i>Sam Izumi (Principal)</i> 	<p>SSIS-SEL Behavioral Universal Screener Data:</p> <ul style="list-style-type: none"> There will be an increase in the percent of students who are proficient in their Social-Emotional Competence (when compared to SOY data) as evidenced by SSIS SEL data. <p>Panorama SEL Survey Data:</p> <ul style="list-style-type: none"> There is an increase throughout the school year in all seven Panorama SEL Survey topics as evidenced by Panorama SEL Survey data. <p>Infinite Campus Data:</p> <ul style="list-style-type: none"> There will be a decrease in the amount of Class A and Class B student misconduct offenses (compared to SY 2023-2024) as evidenced by Infinite Campus data. 	<p>Counselors (2)</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$131,958 <p>ISLA Student Reflection Coach</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$65,979 <p>SSIS-SEL Universal Screener</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title 1, \$1,575



★ **GOAL 1.1 All students experience rigorous, high-quality learning that results in equitable outcomes for all learners**
GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment
GOAL 1.3 All students' graduate high school prepared for college and career success and community and civic engagement

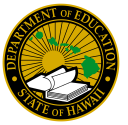
<p>1.1.5. All students transition successfully at critical points, from elementary to intermediate school and from intermediate to high school.</p> <p>1.2.3. All students experience a Nā Hopena A'o environment for learning.</p> <p>1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.</p> <p>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.</p>	<p>There is a need for clear transitions between and across schools.</p>	<p>A Graduate Profile will align and shape a common vision for graduates through a clearly articulated K-12 continuum. All grade levels have continuum plans to implement & address the Castle Graduate Profile:</p> <ul style="list-style-type: none"> ● Culturally & Community Minded ● College Ready ● Career Ready ● Life Ready <p><i>Accountable Lead(s):</i></p> <ul style="list-style-type: none"> ● <i>Robyn McIntosh (Academic Coach, Curriculum Coordinator)</i> ● <i>Sam Izumi (Principal)</i> 	<p>Kapunahala Elementary's Castle Complex Elementary Graduate Profile Continuum</p> <ul style="list-style-type: none"> ● All grade levels have continuum plans to support, implement, and address the Castle Complex Elementary Graduate Profile components. 	<p>No additional cost</p>
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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.

<p>Desired Outcomes</p> <p><i>"What do we plan to accomplish?"</i></p>	<p>Contributing Cause</p> <p><i>"Why are we doing this?"</i></p>	<p>Enabling Activities</p> <p><i>"How will we achieve the desired outcome?"</i></p> <p>and Name of Accountable Lead(s)</p> <p><i>"Who is responsible to oversee and monitor implementation and progress?"</i></p>	<p>Monitoring of Progress</p> <p><i>"How will we know progress is being made?"</i></p>	<p>Source of Funds</p> <p><i>"What funding source(s) should be utilized?"</i></p> <p><i>Please estimate the amount needed to execute the enabling activity.</i></p>
<p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p> <p>2.1.2 All teachers are effective or receive</p>	<ul style="list-style-type: none"> ● Need to share teaching strategies and resources ● Need to engage in professional dialogue and discussion ● Need to improve teaching practices 	<p>Provide opportunities for Teacher Collaboration and conduct Professional Development training sessions that support faculty and staff in meeting the learning needs of:</p> <ul style="list-style-type: none"> ● Native Hawaiian students; ● Male students; and ● High-Needs Students <p><i>Accountable Lead(s):</i></p>	<p>Academic Universal Screener Data:</p> <ul style="list-style-type: none"> ● iReady Reading: <ul style="list-style-type: none"> ○ There will be an increase in the amount of students on grade-level or above in Reading (when compared to SY 2023-2024) as evidenced by iReady data. ○ There will be a decrease in the amount of students who are two grade levels below or more in Reading (when compared to SY 2023-2024) as evidenced by iReady data. ● iReady Math: 	<p>No additional cost</p>



<p>the necessary support to become effective.</p>		<ul style="list-style-type: none"> ● <i>Robyn McIntosh (Academic Coach, Curriculum Coordinator)</i> ● <i>Sam Izumi (Principal)</i> 	<ul style="list-style-type: none"> ○ There will be an increase in the amount of students on grade-level or above in Math (when compared to SY 2023-2024) as evidenced by iReady data. ○ There will be a decrease in the amount of students who are two grade levels below or more in Math (when compared to SY 2023-2024) as evidenced by iReady data. <p>Academic Data Team Minutes (by Grade Levels)</p> <p>Meeting Agendas, Minutes, and Surveys</p>	
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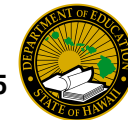


Priority 3

Effective and Efficient Operations At All Levels

★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.				
<u>Desired Outcomes</u> "What do we plan to accomplish?"	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?"	Source of Funds "What funding source(s) should be utilized?" Please estimate the 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.	Hawai'i Revised Statutes Section §302A-1124 Mandate to initiate school community councils	Our school has a full-membership SCC that meets at least quarterly. Accountable Lead(s): <ul style="list-style-type: none"> Sam Izumi (Principal) 	SCC Meeting Minutes <ul style="list-style-type: none"> All SCC Meeting Minutes will be posted to the school's website. SCC Self-Evaluation Survey	No additional cost

★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.				
<u>Desired Outcomes</u> "What do we plan to accomplish?"	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?"	Source of Funds "What funding source(s) should be utilized?" Please estimate the amount needed to execute the enabling activity.
1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.	<ul style="list-style-type: none"> • Need to draft, revise, support, and strengthen systemic schoolwide agreements • Need to close the gap between the Tier 1 population and other identified subgroups • Need to decrease the number of students needing Tier 2 and Tier 3 supports 	<p>Provide Parent Engagement Workshops and/or opportunities for parental support to increase parental participation in extending the education of their child(ren).</p> <p><i>Accountable Lead(s):</i></p> <ul style="list-style-type: none"> • <i>Lehua Markpol (EL Teacher & Title 1 Coordinator)</i> • <i>Sam Izumi (Principal)</i> 	<p>Parent Survey Data:</p> <ul style="list-style-type: none"> • At least eighty percent of parents indicate that the training session and/or opportunity provided was valuable and/or met their learning needs as evidenced by an attendee survey. • There is an increase in the positive ratings on the Education for the Future (Bernhardt) Questionnaire. <p>School Quality Survey (SQS) Data:</p> <ul style="list-style-type: none"> • At least eighty-five percent of parents indicate that the school provides parent activities for parent involvement as evidenced by SQS data. • At least seventy-five percent of parents indicate that in the past year, they have attended virtual or in-person activities provided by the school for parent involvement as evidenced by SQS data. 	<p>Parent engagement activities</p> <p><input checked="" type="checkbox"/> Title I, \$2,129</p>



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 Kapunahala Elementary'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 (<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>)	1054 total instructional hours <i>Pending...if SCC Waiver Requests for Waiver Days (24 hrs.) & Parent-Teacher Conferences (2 hrs.) are approved by the BOE at their April 2024 meeting.</i>
Did your school submit a SCC Waiver Request Form? Please explain.	YES - The school submitted the following two SCC Waiver Requests: <ul style="list-style-type: none"> • Waiver Days (4 total days) • Parent-Teacher Conferences (2-full days)
Bell Schedule: Click HERE to view the school's Bell Schedule for Gr.K-6	