



Mokapu Elementary School Academic Plan SY 2024-2025

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

Submitted by Principal: Paloma Almanza		
Paloma Almanza		04/05/2024

Approved by Complex Area Superintendent: Lanelle Hibbs		
Lanelle Hibbs		04/12/2024



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
K-6	Wonders 2023	i-Ready Classroom Mathematics		

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
K-6	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 root/contributing cause(s) for those needs and gaps, as identified in one or more of the following:

- ☒ Current Comprehensive Needs Assessment (CNA)
- ☒ Current Western Association of Schools and Colleges (WASC) Schoolwide Growth Areas for Continuous Improvement
Last Full Self-Study: March 11-March 14, 2024 Next Full Self-Study: pending
- ☐ 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 student achievement in English Language Arts (ELA), Math, and Science

SBA Proficiency %	2018-2019	2019-2020 (COVID Year)	2020-2021	2021-2022	2022-2023
ELA	67%	-	58%	55%	63%
Math	61%	-	42%	54%	56%
HSA/NGSS	69%* (hybrid HCPS & NGSS)	-	31%	48%	48%

Root/Contributing cause(s):

1A. Learning loss due to COVID and transiency of students.

1B. Varying levels of implementation of ELA and Math standards-based curriculum, instruction, assessment, and grading practices. (WASC #3 & #4)



- 1C. Insufficient implementation of ELA and Math data teams to target specific content area strands (WASC #1)
1D. Inconsistent and varying use of curriculum maps and pacing guides (WASC #2)

2

Student Need: Increase sense of Belonging for all students

Student Mobility	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Outgoing Students	339	319	329	265	332

Data Source: Infinite Campus

Root/Contributing cause(s):

- 2A. Transiency of the overall school community (~30%).
2B. Students are new to Hawaii and Hawaiian culture.



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.

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

1 **Targeted Subgroup:** High-Needs students

Strive HI results-SY 2018-2019 (2019-2020 N/A) & 2020-2021* 2021-2022 2022-2023

	ELA				MATH			
Proficiency	2018-2019	2020-2021	2021-2022	2022-2023	2018-2019	2022021	2021-2022	2022-2023
NHN(non-high needs)	75%	61%	62%	72%	67%	48%	60%	67%
HN (high-needs: Low SES, SpEd, EL)	49%	45%	39%	50%	47%	31%	38%	41%
Gap	26	20	23	22	20	18	22	26

Identified Student Need(s): Decrease the student achievement gap in Math and English Language Arts (ELA)

2 **Targeted Subgroup:** All Students

Identified Student Need(s): To increase sense of belonging among all students and gain a better understanding of Hawaii culture.



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>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (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>Please estimate the additional 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 Initiative	<p>All entering Kindergarten students will participate in the KEA (Kindergarten Entry Assessment)</p> <p>Mokapu Summer A'eo Program for incoming Kindergarten students who did not attend preschool</p> <p>Accountable Leads: Kindergarten grade-level teachers</p>	<ul style="list-style-type: none"> Quarterly assessments Report cards 	<ul style="list-style-type: none"> WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant: __, \$ Other: __, \$



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<p>Reading Proficiency 1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently receive necessary and timely support to become proficient.</p>	<p>1A, 1B, 1C, and 1D</p>	<ul style="list-style-type: none"> Students will engage in differentiated lessons as a result of PD to teachers on differentiated instruction based on student's needs Provide time for grade level articulation to address students' common strengths and needs Students will engage in personalized lessons from i-Ready as a result of teachers PD on the implementation of i-Ready Students will engage in small-group instruction to increase their learning <p>Accountable Leads: Ashley Paul, General Education Teacher Kelly Perez, Academic Coachinotor</p>	<ul style="list-style-type: none"> i-Ready Diagnostic results Common Grade Level Formative Assessments done quarterly Data Teams data Student Work 	<ul style="list-style-type: none"> WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant: __, \$ Other: __, \$
<p>Mathematics Proficiency 1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient receive necessary and timely support to become proficient.</p>	<p>1A, 1B, 1C, and 1D</p>	<ul style="list-style-type: none"> Students will engage in differentiated lessons as a result of PD to teachers on differentiated instruction based on student's needs Provide time for grade level articulation to address students' common strengths and needs Students will engage in personalized lessons from i-Ready as a result of teachers PD on the implementation of i-Ready <p>Accountable Leads: Kelly Perez, Academic Coachinotor Ashley Paul, General Education Teacher</p>	<ul style="list-style-type: none"> i-Ready Diagnostic results Common Grade Level Formative Assessments done quarterly Student Work 	<ul style="list-style-type: none"> WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant: __, \$ Other: __, \$



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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> <p><i>Required for all schools.</i></p>	<p>1A, 1B, 1C, and 1D</p>	<p>KK HMTSS Enabling Activities: EA 1.1.4</p> <ul style="list-style-type: none"> Students will engage in differentiated lessons as a result of PD to teachers on differentiated instruction based on the student's needs. Provide time for grade level articulation to address students' common strengths and needs. Students will engage in personalized lessons from i-Ready as a result of teachers PD on the implementation of i-Ready. In order to reduce the achievement gap of our high and non-high needs students in ELA and Math, Mōkapu is engaging in professional development focused on inclusive practices. Continue to utilize the i-Ready diagnostic program and components for individualized instruction for students, then this will support our student's growth. This will include the grade level W.I.N.N (What I Need Now) time and the RTI program for Tier 2 and Tier 3 instruction for targeted students. Continue the grade level data teams process, student data will be used to inform teachers through formative assessments to modify instruction and address student needs to reduce the achievement gap. <p>Accountable Leads: Kelly Perez, Academic Coachinator Ashley Paul, General Education Teacher Joann Kubota-Phung, School Services Coordinator</p>	<ul style="list-style-type: none"> i-Ready reports Formative assessments Common grade level assessments W.I.N.N. grade level schedules Student work Walkthroughs Grade level unit plans Student work 	<ul style="list-style-type: none"> WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant:__, \$ Other:__, \$
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		Diana Masterson, RTI Coordinator		
1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school. <i>Required for all schools.</i>	State Initiative	<ul style="list-style-type: none">Students will be a part of a support system when transitioning upon entering, exiting, and between grade levels utilizing the Transition Center's Aloha Ambassadors (Hawai'i & Empowerment)Middle School Transition guest speakers and campus visit Accountable Leads: Hillary Pilialoha, Transition Center Coordinator Katie Aus, Counselor	<ul style="list-style-type: none">Participants in Transition Center sponsored activities	<ul style="list-style-type: none">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 Outcomes <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (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>Please estimate the additional amount needed to execute the enabling activity.</i>
<p>1.2.1. All students desire to attend school regularly.</p> <p>Reduce chronic absenteeism will be reduced by 5% from 4% to 3.5%. (Strive HI '19-'20)</p> <p>6% to 5% (Strive HI '20-'21)</p> <p>(ESSER-Student Attendance)</p> <p>16% to 15% ('21-'22)</p> <p>*COVID related</p> <p>12% to 10% ('22-'23)</p> <p><i>Required for all schools.</i></p>	<p>State Initiative</p>	<ul style="list-style-type: none"> Students have access to grade level counseling services that are appropriate to their needs Students have access to school programs based on their individual needs Students participate in Specials classes to address the Whole Child <p>Accountable Lead: Katie Aus, Counselor</p>	<ul style="list-style-type: none"> Attendance meetings Attendance letters Attendance rate 	<ul style="list-style-type: none"> WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant:__, \$ Other:__, \$



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<p>1.2.2. All students demonstrate positive behaviors at school.</p> <p>SD2.Students will report a positive school climate from 71% to 73% using the Panorama Survey. 73% Fall 2019 (average between 3-5 & 6th grade) 75% to 77% ('20-'21) 63% to 65% ('21-'22) 63% to 65% ('22-'23)</p> <p><i>Required for all schools.</i></p>	<p>State Initiative</p>	<ul style="list-style-type: none"> Students will be a part of a support system when transitioning upon entering, exiting, and between grade levels utilizing the Transition Center's Aloha Ambassadors (Hawai'i & Empowerment) Students participate in IMŪA values lessons Students have access to grade level counseling services that are appropriate to their needs Students have access to school programs based on their individual needs Students participate in Specials classes to address the Whole Child Students set quarterly goals and monitor progress in i-Ready Students connect our school's Vision and Mission through our IMŪA values and HĀ Framework lessons (Hāwai'i) <p>Accountable Lead: Katie Aus, counselor</p>	<ul style="list-style-type: none"> Student surveys Student work Recognition awards IMUA tickets Student discipline referrals Participants in Transition Center sponsored activities Mōkapu Broadcast: "Sunrise at Mōkapu" Student Council activity participation Counselor's reports 	<ul style="list-style-type: none"> WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant:__, \$ Other:__, \$
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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>	<p>State Initiative</p>	<ul style="list-style-type: none"> Students connect our school's Vision and Mission through our IMŪA values and HĀ Framework lessons (Hāwai'i) <p>Accountable Leads: Hilliary Pilialoha, Transition Coordinator Ashley Paul, General Education Teacher Kelly Perez, Academic Coachinator</p>	<ul style="list-style-type: none"> Imūa Guidance lessons Imūa Tickets Student Planner Student work May Day Ho'olaule'a Mōkapu Morning Broadcast 	<ul style="list-style-type: none"> WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant:__, \$ Other:__, \$
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★ **GOAL 1.3 All students' graduate high school prepared for college and career success and community and civic engagement**

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (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>Please estimate the additional amount needed to execute the enabling activity.</i>
<p>1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.</p> <p><i>Required for all schools.</i></p> <p><i>KK CCCR Expectations</i></p>	<p>State Initiative</p>	<p>EA 1.3.1</p> <ul style="list-style-type: none"> • Computer Science • Aloha Ambassadors • HĀ lessons • Imūa Values • Specials classes (exposure to various pathways) • PBL- Students will engage in NGSS science lessons that include project-based learning opportunities to address student voice (Empowerment & Innovation) • Career Week <p>Accountable Leads: Hillary Pilialoha, Transition Coordinator Adrienne Vincent, Technology Coordinator Paula Evans, STEM Teacher Kelly Pereza, Academic Coachinator Counselor: Katie Aus</p>	<ul style="list-style-type: none"> • Student lessons • Student participation • After School participation in enrichment clubs 	<ul style="list-style-type: none"> • WSF, \$ • Title I, \$ • Title II, \$ • Title III, \$ • Title IV-A, \$ • Title IV-B, \$ • IDEA, \$ • SPPA, \$ • Homeless, \$ • Grant:__, \$ • Other:__, \$



<p>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. KK PBL</p>	<p>State Initiative</p>	<p>KK PBL Agreed Upon Enabling Activity: EA 1.3.2 Schoolwide PBL implementation, every student will experience at least one high-quality project (Gold Standard Project Design)</p> <ul style="list-style-type: none"> • Computer Science • Aloha Ambassadors • HĀ lessons • Imua Values • Specials classes (exposure to various pathways) <ul style="list-style-type: none"> -Art -STEM -Computer Science -Music -Library -PE -Spanish • PBL- Students will engage in NGSS science lessons that include project-based learning opportunities to address student voice (Empowerment & Innovation) <p>Accountable leads: Paula Evans, STEM Teacher Hillary Pilialoha, Transition Coordinator Adrianne Vincent, Technology Coordinator Kelly Pereza, Academic Coachinator</p>	<ul style="list-style-type: none"> • Student lessons • Student participation • After School participation in enrichment clubs 	<ul style="list-style-type: none"> • WSF, \$ • Title I, \$ • Title II, \$ • Title III, \$ • Title IV-A, \$ • Title IV-B, \$ • IDEA, \$ • SPPA, \$ • Homeless, \$ • Grant:__, \$ • 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 Outcomes <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
All teachers will have the opportunity to further their professional learning	Based on our school goals and professional goals, teachers are life-long learners to effectively affect their student's learning	<ul style="list-style-type: none"> Teachers follow the EES requirements Teachers are offered PD opportunities that are aligned with the school goals and/or professional growth goals School invites all staff to participate in PD opportunities Principal completes CESSA requirements Teachers participate in the Data Team process that include the cycle of professional learning (KK ILT) Accountable Lead: Paloma Almanza, Principal	<ul style="list-style-type: none"> EES PD attendance 21 hours of required PD Data Team minutes 	<ul style="list-style-type: none"> 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 Outcomes <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
<p>3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.</p> <p><i>Required for all schools.</i></p>	State Initiative	<p>EA 3.3.1</p> <ul style="list-style-type: none"> Monthly meetings Academic Plan reviewed for the current and next school year <p>Accountable Lead: Paloma Almanza, Principal</p>	<ul style="list-style-type: none"> Monthly meeting minutes 	<ul style="list-style-type: none"> 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 Outcomes <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
3.3.2 Increase Family Engagement	2A and 2B	EA 3.3.2 <ul style="list-style-type: none"> Family Nights: Literacy Night, STEM Nights HĀ Community Days: Beach Cleanups, Campus Beautification Days, Healthy Heart Challenge School-wide events: May Day, Makahiki (Ho'olaule'a) Turkey Trot, Winter Program, Read Across America Partnerships: PTA, 3D Marine Littoral Regiment, School Community Council (SCC) PTA & PCNC sponsored events: Purple Up (April), Monthly Volunteer Training, Family Game Nights Other: Learn & Lead with Principal Almanza, Coffee Talk with the Counselors <p>Accountable Leads: 'Ohana Engagement Team: Transition Center Coordinator, PCNCs, PTA, EL Coordinator,</p>	<ul style="list-style-type: none"> Attendance records Exit surveys 	<ul style="list-style-type: none"> WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant:____, \$ Other:____, \$



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		Academic Coachinator		
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★ Other Systems of Support

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
[Insert school specific desired outcome] <i>(To add additional desired outcomes, duplicate this row, including source of funds checkboxes, as needed)</i>	[If applicable, reference the root / contributing cause here]	[Include specific enabling activities or strategic actions being taken to achieve your desired outcome]; [Reference name of accountable lead(s) here]	[List the measures and/or evidence that will be used to monitor progress here]	<ul style="list-style-type: none"> • WSF, \$ • Title I, \$ • Title II, \$ • Title III, \$ • Title IV-A, \$ • Title IV-B, \$ • IDEA, \$ • SPPA, \$ • Homeless, \$ • Grant:____, \$ • 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 Mokapu 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 <u>hours per year</u> <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>	1,335 hours
Did your school submit a SCC Waiver Request Form? Please explain.	Yes, we submitted a request for four Waiver Days for SY '24-'25
Bell Schedule: Link , https://mokapu.k12.hi.us/pages_inc/bell_schedules.jsp , Specials Schedule-'23-'24	