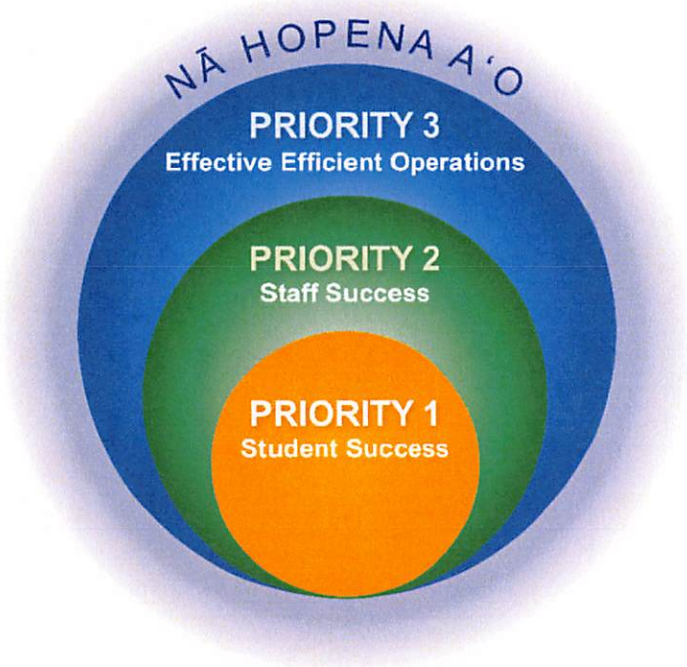




# Lanakila Elementary School Academic Plan SY 2024-2025



717 N. Kuakini St.  
 Honolulu, HI 96817  
 (808) 307-9200  
[www.lanakila.org](http://www.lanakila.org)

Submitted by Principal Kerry Higa	
	3/25/24

Approved by Complex Area Superintendent Linell Dilwith	
[Insert signature here]	[Insert date] 4/9/24



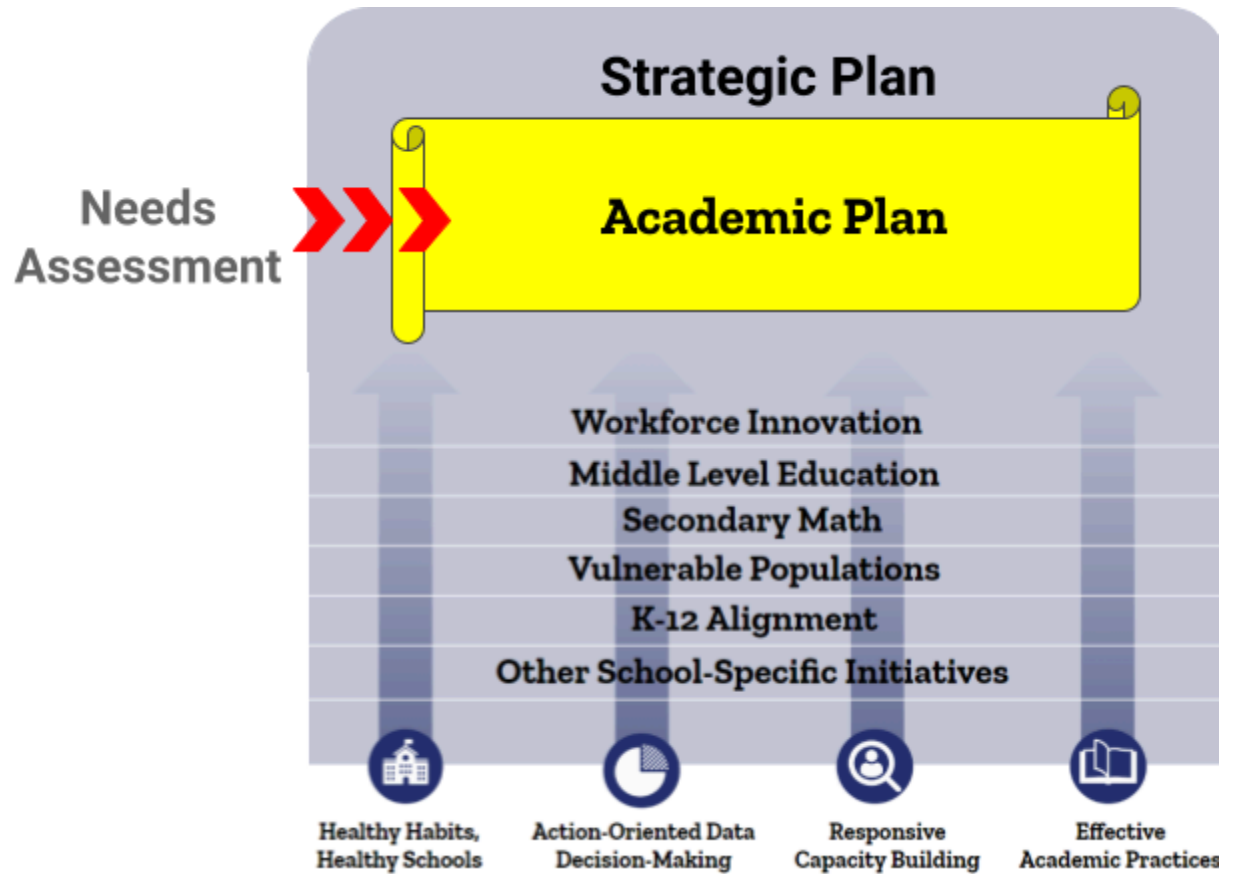
## PURPOSE

A well-developed Academic Plan lays out the changes a school needs to make to improve the level of student academic achievement, particularly for student subgroups needing the most support. The Academic Plan **prioritizes critical student learning needs**, and is meant to include innovative and/or enhanced activities that identifies what changes will be made, how the learning needs will be supported and what will be used to measure success.

Schools should align their prioritized student learning needs with the Priorities, Goals and Desired Outcomes within the Strategic Plan.

The Academic Plan template serves as the base document and is intended to be a one-year planning document. Schools have the flexibility to include additional rows and columns as needed to address the unique needs of their students and communities.

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 school’s comprehensive standards-based instructional program(s) used by each core subject area. **For SY 2024-2025, identifying Science and Social Studies instructional program(s) in the Academic Plan is optional.**

**Please identify the comprehensive standards-based 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 <i>Curriculum expected to use in SY 2024-2025 (may change SY 2025-26)</i>	Social Studies <i>Curriculum expected to use in SY 2024-2025 (may change SY 2025-26)</i>
Grade K	Wonders 2023	i-Ready Classroom Math		
Grade 1	Wonders 2023	i-Ready Classroom Math		
Grade 2	Wonders 2023	i-Ready Classroom Math		
Grade 3	Wonders 2023	i-Ready Classroom Math		
Grade 4	Wonders 2023	i-Ready Classroom Math		
Grade 5	Wonders 2023	i-Ready Classroom Math		



**SCREENING ASSESSMENTS**

This section highlights school-administered universal screener(s) designed to quickly identify the needs of **kindergarten through ninth grade** students who may require additional academic support.

**Please identify the universal screener(s) used to screen and progress monitor students, and indicate the grade level(s), where applicable. Use the dropdown list to select the universal screener for each applicable grade level and core content area. If "Other" is selected, please manually identify the universal screener. Duplicate the "Grade Level" text and/or dropdown list as needed.**

English Language Arts	Mathematics
<p><b>Grade Level:</b> Kindergarten  <b>Select One :</b> <i>i-Ready/DIBELS</i>; Kinder Checklist (Teacher Created)</p>	<p><b>Grade Level:</b> Kindergarten  <b>Select One :</b> <i>i-Ready</i>; Math Fact Fluency (School Created); Kinder Checklist (Teacher Created)</p>
<p><b>Grade Level:</b> Gr 1  <b>Select One:</b> <i>i-Ready/DIBELS</i></p>	<p><b>Grade Level:</b> Gr 1  <b>Select One :</b> <i>i-Ready</i>; Math Fact Fluency (School Created)</p>
<p><b>Grade Level:</b> Gr 2  <b>Select One:</b> <i>i-Ready/DIBELS</i></p>	<p><b>Grade Level:</b> Gr 2  <b>Select One :</b> <i>i-Ready</i>; Math Fact Fluency (School Created)</p>
<p><b>Grade Level:</b> Gr 3  <b>Select One :</b> <i>i-Ready/DIBELS</i></p>	<p><b>Grade Level:</b> Gr 3  <b>Select One :</b> <i>i-Ready</i>; Math Fact Fluency (School Created)</p>
<p><b>Grade Level:</b> Gr 4  <b>Select One :</b> <i>i-Ready/DIBELS</i></p>	<p><b>Grade Level:</b> Gr 4  <b>Select One :</b> <i>i-Ready</i>; Math Fact Fluency (School Created)</p>
<p><b>Grade Level:</b> Gr 5:  <b>Select One :</b> <i>i-Ready/DIBELS</i></p>	<p><b>Grade Level:</b> Gr 5:  <b>Select One :</b> <i>i-Ready</i>; Math Fact Fluency (School Created)</p>

**IDENTIFIED SCHOOL NEEDS (You will reference specific school needs throughout the plan)**



### One-Year Academic Plan SY 2024-2025

This section highlights the critical student learning needs that require immediate attention for improvement, student subgroup(s) achievement gaps, and rationale/root 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) Critical Areas

Last Full Self-Study: 2021; Next Full Self-Study: 2027

## WASC Critical Areas of Need

### Critical Area #1

- The administration, school leadership, and teachers continue to focus on the achievement gap for all students, that they identified throughout their self-studies.
- They will develop and implement school-created benchmark rubrics and a formal system of continuously reviewing student achievement data to drive instruction, which will have a direct effect on all student academic success.

### Critical Area #2

- The administration, school leadership, and teachers identify and implement a specific academic strategy to address each of the core academic areas, English Language Arts with an emphasis on Writing, Mathematics, Science, and Social Science (Studies).
- Once the appropriate strategy is selected, the administration works with teachers to develop a formal process for vertical articulation, curricular collaboration, and ongoing review and evaluation that measures the implementation and effectiveness of each strategy.

### Critical Area #3

- The administration, school leadership, counseling staff, teachers, and parents review and evaluate the school's current Social Emotional Learning Program to determine its effectiveness for this school's student population.
- The school during this process should review and update the School's Vision, Mission Statement and GLOs, which will assist all students in reaching their full potential.

### Critical Area #4

- The administration, school leadership, counseling staff, teachers, and parents formally review all data associated with student attendance to develop a true picture of all elements that are interfering with every student's ability to attend school on a regular basis.
- From this review the school implements a school attendance review committee that is composed of school staff, students, community partners, and parents, which can help the school develop and implement interventions that are embraced by school staff, parents, and community stakeholders.

### Critical Area #5

- The administration, school leadership, counseling staff, teachers, and parents review communication efforts between the school and parents to analyze the effectiveness of communication with all high-risk subgroups (EL ethnic groups, low SES, IDEA), to improve the inclusivity for all students at Lanakila Elementary School.



**Identify critical student learning needs and provide a rationale/root cause(s) why these needs have been prioritized.**

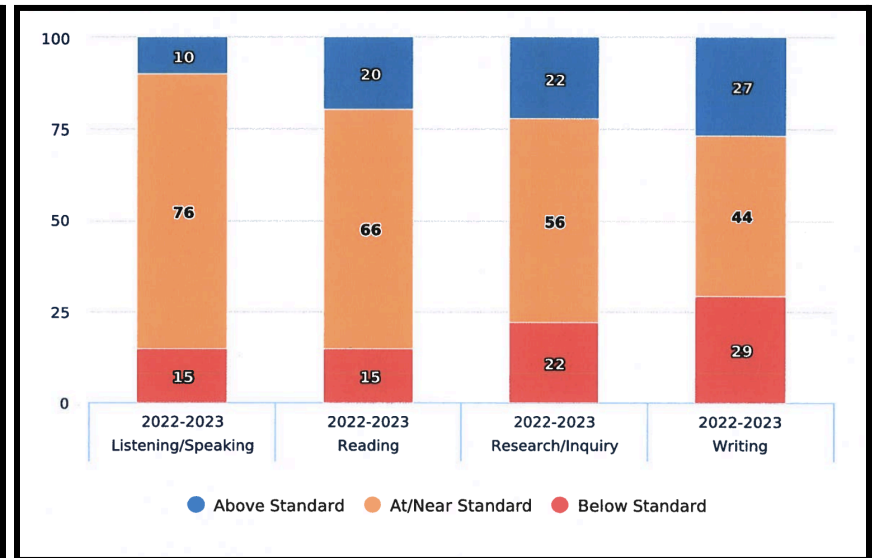
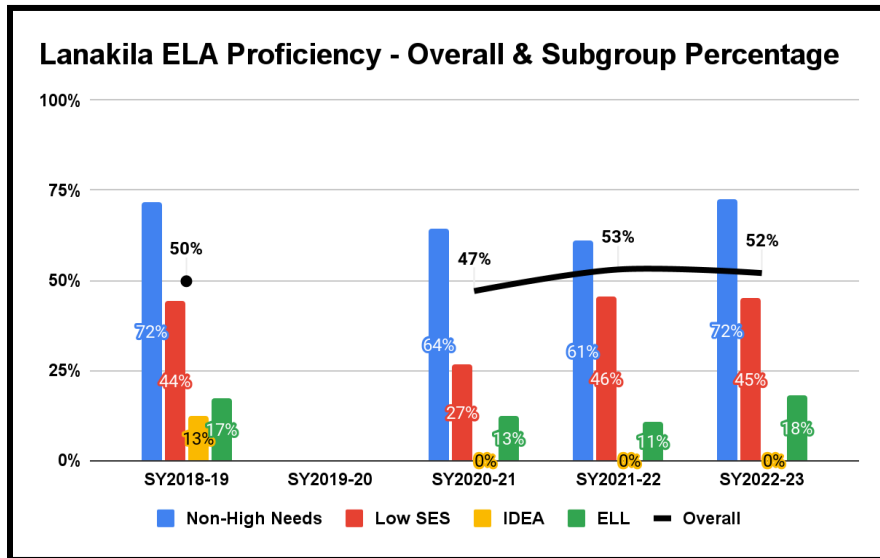
*“What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?”*

Duplicate “Student Need” text, including “Rationale/Root cause(s)” as needed. Number (#) Student Need and Rationale/Root cause(s) for ease of reference.

**Student Need:** Increase student achievement in ELA

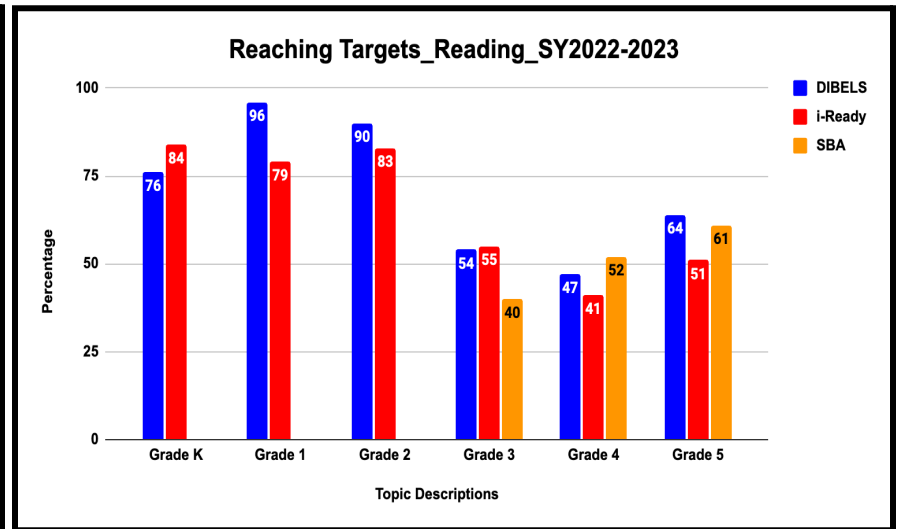
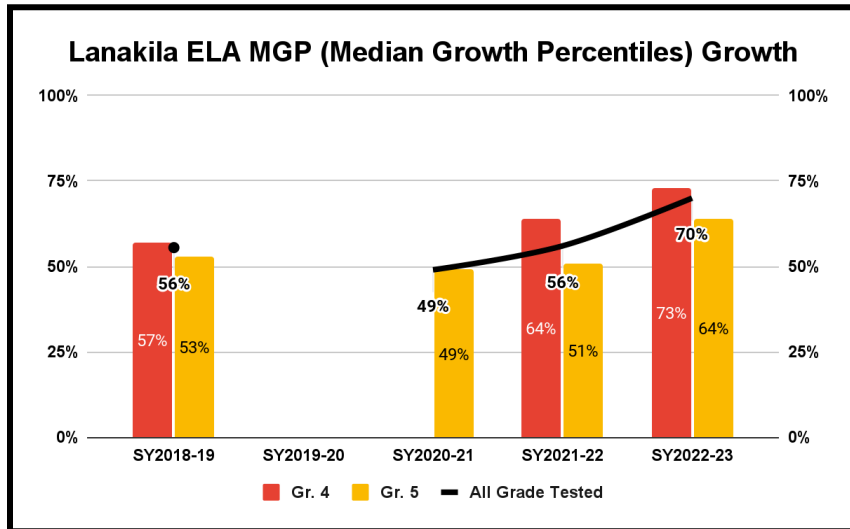
**1 Rationale/Root cause(s):**

- 1A Lack of intervention program for reading comprehension
- 1B Lack of vocabulary and morphology instruction
- 1C Lack of intervention for students approaching proficiency
- 1D Lack of designated, schoolwide ELA block (currently labeled as “Integrated Block”)
- 1E Lack of leisure reading opportunities in school
- 1F Lack of exposure to non-fiction text
- 1G Pull out intervention conflicts with core instructional time
- 1H Lack of exposure to informative writing





One-Year Academic Plan SY 2024-2025



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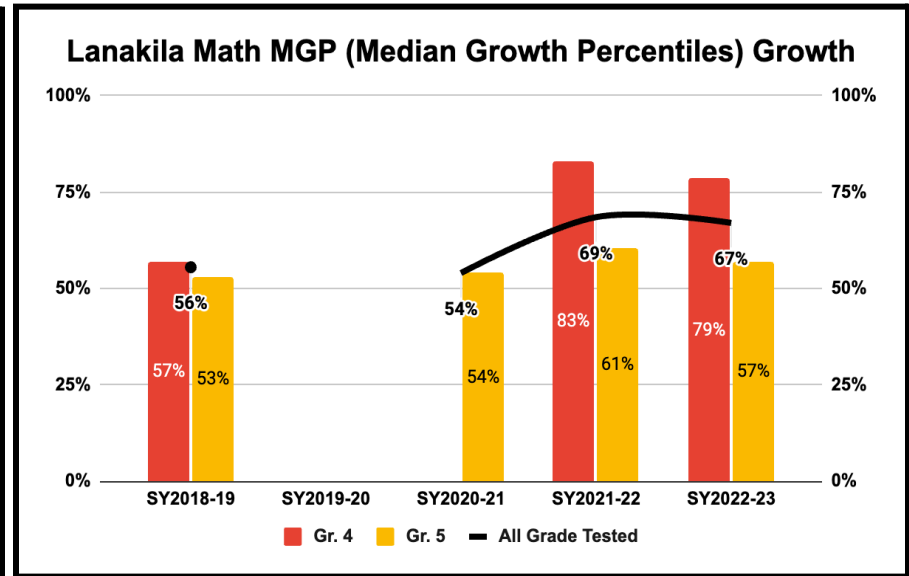
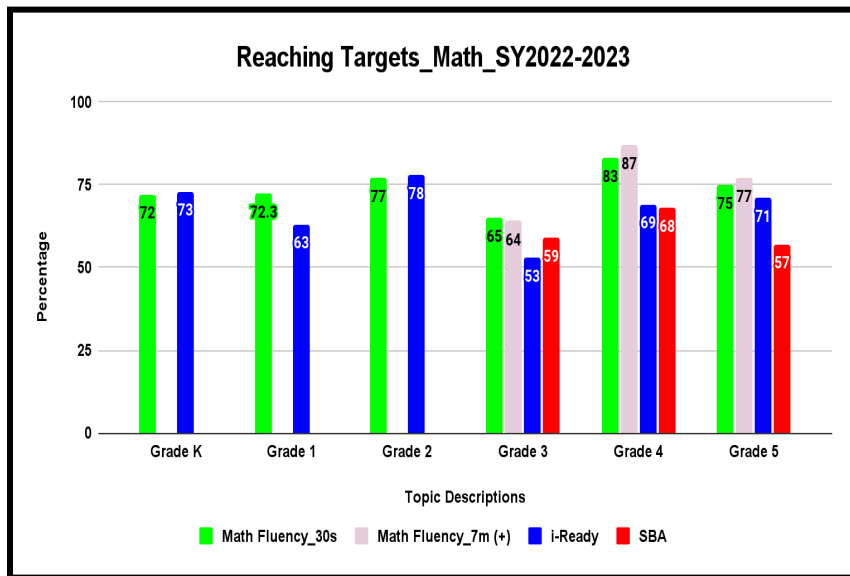
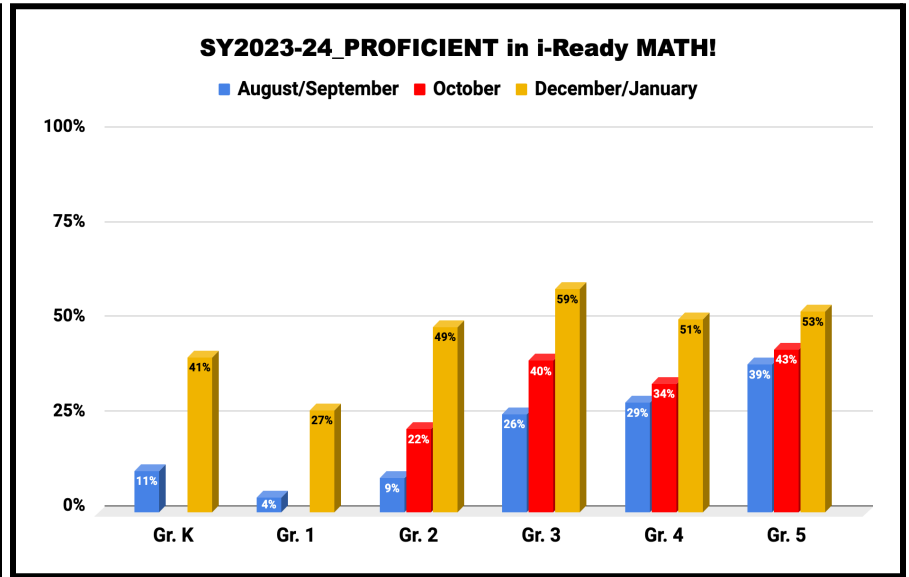
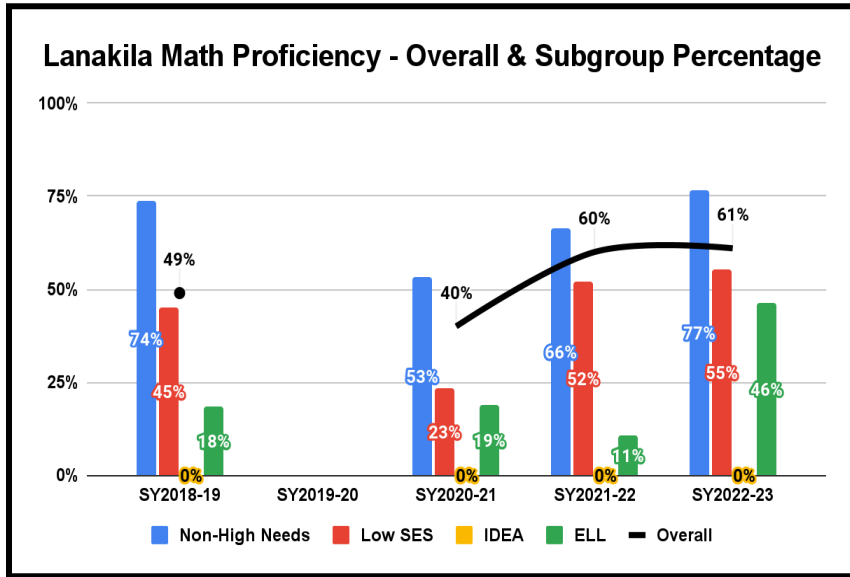
**Student Need:** Increase student achievement in Math

**Rationale/Root cause(s):**

- 2A Need for stronger number sense
- 2B Need for stronger critical thinking/ application of knowledge
- 2C Need for stronger mathematical vocabulary acquisition
- 2D Need for strategies to solve math word problems
- 2E Lack of math intervention program



One-Year Academic Plan SY 2024-2025



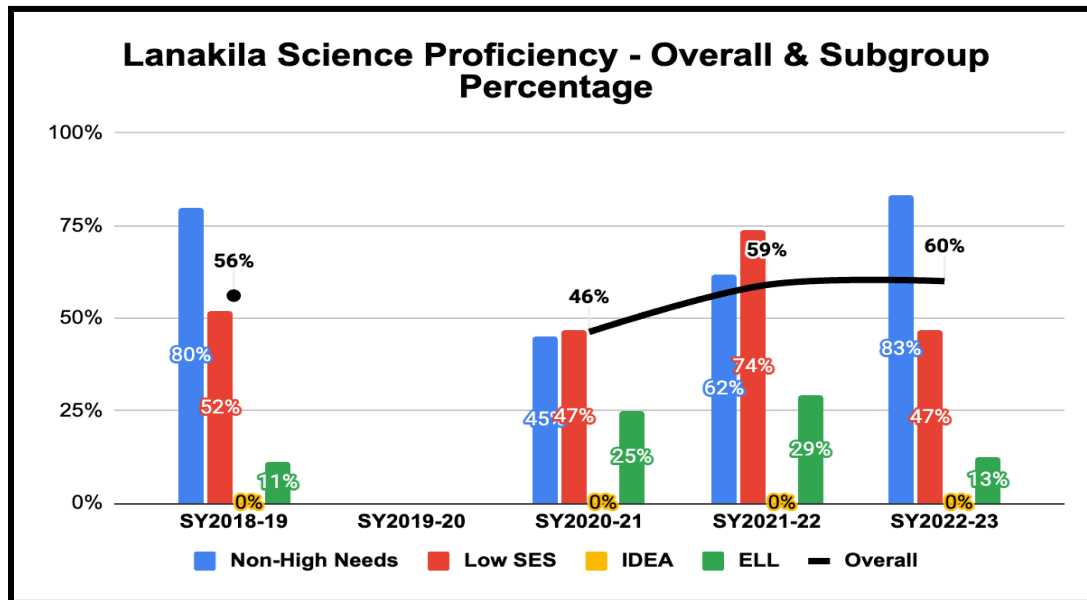




3 **Student Need:** Increase student achievement in Science

**Rationale/Root cause(s):**

- 3A Lack of schoolwide science curriculum
- 3B Need for more hands-on, real world science learning/experiments
- 3C Need for more exposure to academic vocabulary
- 3D Need for more phenomena lessons



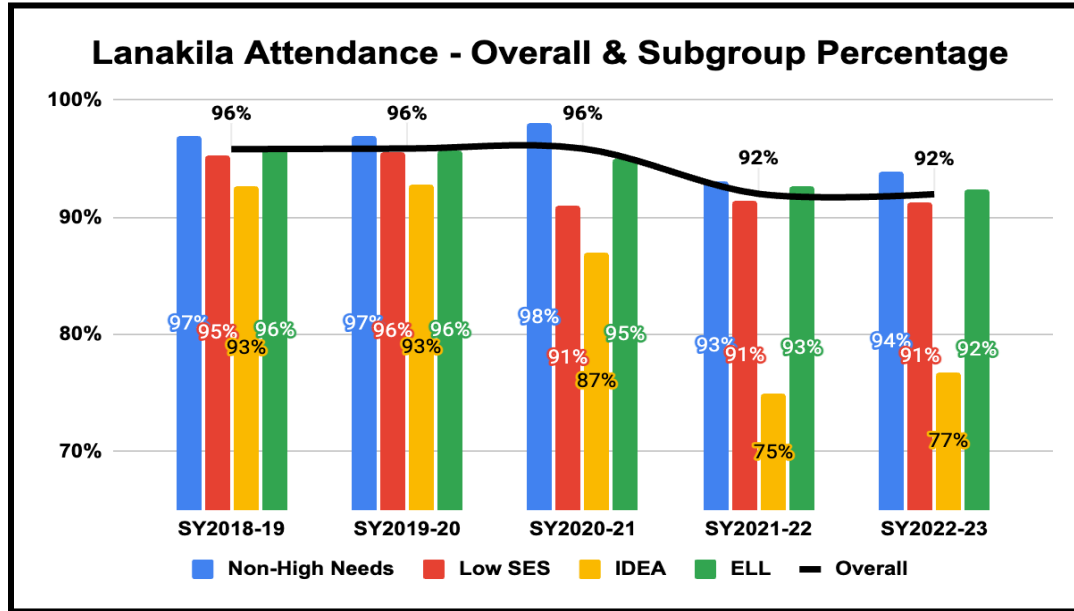
4 **Student Need:** Improve Attendance & Tardiness

**Rationale/Root cause(s):**

- 4A Need for more training for parents (importance of attending school daily, return to school after doctor’s appointments)
- 4B Need for bigger incentives to reward students for attendance (i.e: field day)
- 4C Need for clarity on Attendance Protocols and Policies (communicate/translate/provide examples of attendance protocols and policies @ beginning of year, i.e, trips, appointments)
- 4D Need for more celebratory incentives

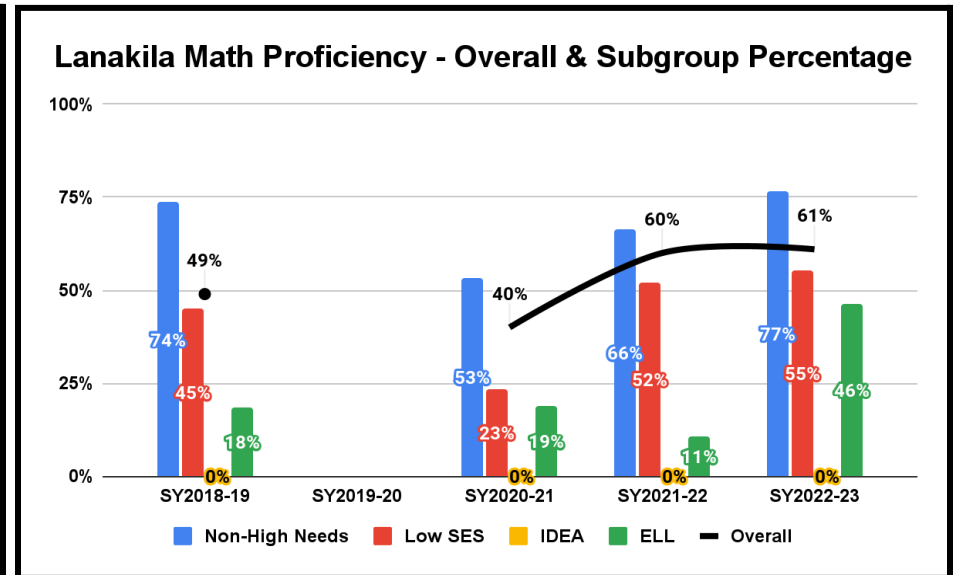
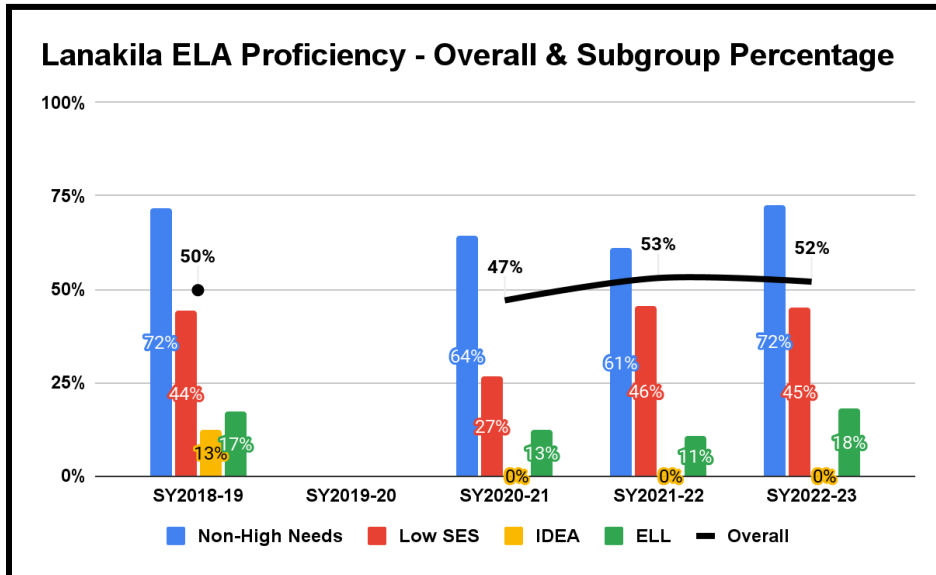
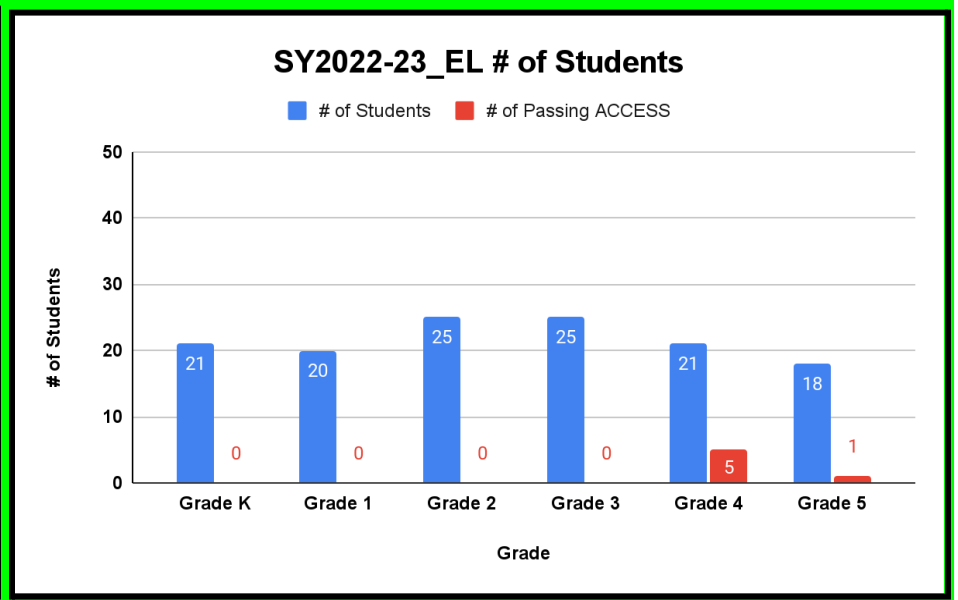
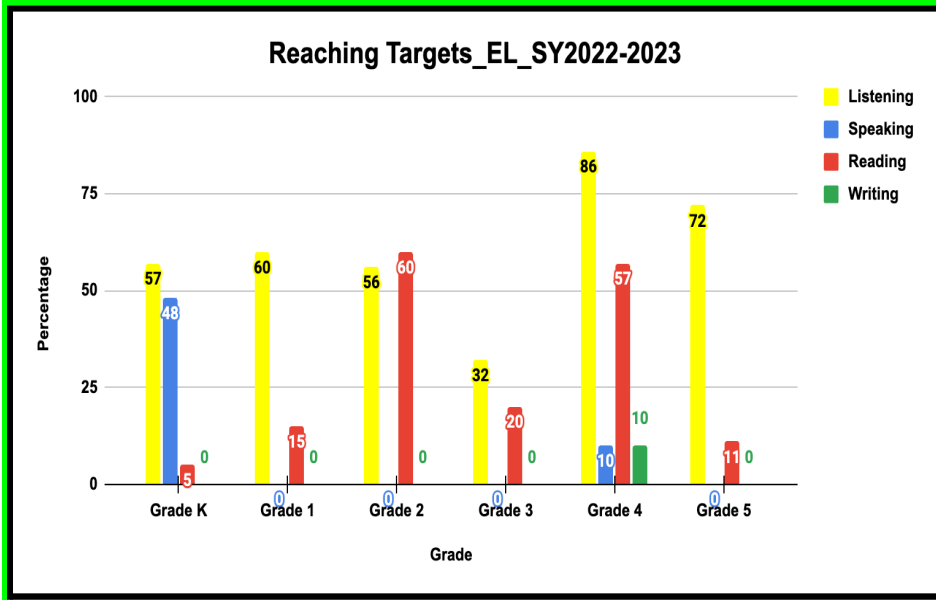


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In order to address student equity, list the targeted subgroup(s) and their identified needs. Enabling activities should address identified subgroup(s) and their needs.

*Duplicate "Targeted Subgroup" text, including "Identified Student Need(s)" as needed.*

1	<p><b><u>Targeted Subgroup:</u></b> English Learners</p> <p><b><u>Identified Student Need(s):</u></b> Increase student exits using ACCESS testing and increase student proficiency rates and improve absenteeism rate.</p>
2	<p><b><u>Targeted Subgroup:</u></b> Low SES</p> <p><b><u>Identified Student Need(s):</u></b> Increase student proficiency and improve absenteeism rate.</p>
3	<p><b><u>Targeted Subgroup:</u></b> SPED</p> <p><b><u>Identified Student Need(s):</u></b> Increase student proficiency and improve absenteeism rate.</p>



# 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.**

<p><b>Desired Outcomes</b> <i>"What do we plan to accomplish?"</i></p>	<p><b>Rationale/ Root Cause</b> <i>"Why are we doing this?"</i> Use current school data and set target</p>	<p><b>Enabling Activities and Name of Accountable Lead(s)</b> <i>"How will we achieve the desired outcome?"</i> <i>"Who is responsible to oversee and monitor implementation and progress?"</i></p>	<p><b>Monitoring of Progress (Initial &amp; Intermediate Outcomes)</b> <i>"How will we know progress is being made?"</i></p>	<p><b>Anticipated Source of Funds</b> <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i></p>
<p><b>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.</b></p> <p><b>WASC #1</b> <b>WASC #2</b></p>	<p><b>1B</b> <b>2A, C, D</b></p> <p>100% of incoming Kindergarteners assessed using the KEA.</p> <p>76% identified as needing additional support. (SY 23-24)</p> <p>100% of incoming Kindergarteners assessed in ELA &amp;</p>	<p><b>EA 1.1.1 (1)</b> Early literacy instruction through consistent implementation of Heggerty/OG will be provided for all students. (Principal Higa)</p> <p><b>EA 1.1.1 (2)</b> Tier 2 instruction provided for students identified as needing support to develop foundational skills for learning.</p> <ul style="list-style-type: none"> <li>○ Heggerty 3x/week</li> <li>○ Small group instruction</li> <li>○ Differentiated materials</li> </ul> <p><b>EA 1.1.1 (3)</b> Administer Kindergarten Readiness Assessment at the start of Kindergarten</p> <p><b>EA 1.1.1.(4)</b> Administer Lanakila Kinder Checklist (5x/year - pre-test quarterly, post test)</p> <p><b>EA 1.1.1 (5)</b> Provide in-school interventions and additional time for learning</p>	<p>71% of Kindergarteners assessed for i-Ready Reading Diagnostic are proficient (as of Mar. 2024)</p> <p>54% of Kindergarteners assessed for DIBELS are proficient (as of Dec. 2023)</p>	<ul style="list-style-type: none"> <li>● WSF, \$</li> <li>● Title I, \$</li> <li>● Title II, \$</li> <li>● Title III, \$</li> <li>● Title IV-A, \$</li> <li>● Title IV-B, \$</li> <li>● IDEA, \$</li> <li>● Homeless, \$</li> <li>● Grant:___, \$</li> <li>● Other:___, \$</li> </ul>



**One-Year Academic Plan SY 2024-2025**

	<p>Math standards (Kinder Checklist)</p> <p>100% of Kindergarteners are assessed by their teachers in the SEL Panorama Survey</p>	<ul style="list-style-type: none"> <li>○ Small group</li> <li>○ Pull-out</li> <li>○ Afterschool ELO (Extended Learning Opportunity)</li> </ul> <p><b>EA 1.1.1 (6)</b> Teachers complete Panorama SEL Survey 2x/year (Fall, Winter)</p> <p><b>EA 1.1.1 (7)</b> Opening of 2 Preschool Classrooms</p> <ul style="list-style-type: none"> <li>● Lisa Grinder - Curriculum Coordinator</li> <li>● Nicole Higa - Gr. K, 1 Counselor</li> <li>● Cassie Romero - Gr K Grade Level Chair</li> </ul> <p><b>SW1</b></p> <p><b>SW6 - i, ii, iii (V)</b></p>	<p>__% of kindergarteners who are identified as not ready in KEA receive additional personalized support. <b>(work in progress)</b></p> <p>i-Ready Proficiency Rate of students receiving additional support <b>(work in progress)</b></p> <p>DIBELS Proficiency Rate of students receiving additional support <b>(work in progress)</b></p> <p>Percentage of students identified as "red" in Panorama SEL Survey</p>	
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One-Year Academic Plan SY 2024-2025

<p><b>Reading Proficiency</b>  <b>1.1.2 (A) 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.</b></p> <p><b>WASC #1</b>  <b>WASC #2</b></p> <p><b>1.1.2 (B) All students comprehend proficiently by the end of 5th grade, and those who do not comprehend proficiently receive necessary and timely support to become proficient.</b></p> <p><b>WASC #1</b>  <b>WASC #2</b></p>	<p><b>1A, B, C, E, F, G, H</b></p> <p>52% of students (all students tested in SBA during SY22-23) are proficient in ELA.</p> <p>All students will show 73% growth on i-Ready screeners and SBA proficiency rates will increase by 13%.</p> <p>20% of EL students are proficient in SBA ELA.</p> <p>There will be 10% increased proficiency levels on the ACCESS testing and 10% of EL students will exit.</p> <p>All intensive/strategic students will receive instructional support.</p>	<p><b>EA 1.1.2 (1)</b> Strengthen Tier 1 instruction in all ELA classrooms by following and using the approved viable curriculum.</p> <p><b>EA 1.1.2 (2)</b> Inservice will be provided by curriculum consultants on how to effectively use the pacing guides and curriculum including components for special sub groups.</p> <p><b>EA 1.1.2 (3)</b> EL strategies will be implemented in all classrooms.</p> <p><b>EA 1.1.2 (4)</b> Ensure the implementation of a quality K-5 research and/or evidence-based reading curriculum that is aligned with the state's reading standards, addresses the components of reading (phonemic awareness, alphabetic principle, fluency, vocabulary, comprehension), and demonstrates evidence of student achievement and growth.</p> <ul style="list-style-type: none"> <li>● Wonders 2023</li> </ul> <p><b>EA 1.1.2 (5)</b> Ensure regular usage of i-Ready online lessons</p> <p><b>EA 1.1.2 (6)</b> Assess K-5 students in i-Ready Diagnostic Reading Assessment 3-4x/year</p> <p><b>EA 1.1.2 (7)</b> Assess K-5 students in DIBELS Assessment 3x/year</p> <p><b>EA 1.1.2 (8)</b> Provide targeted support on reading needs</p> <ul style="list-style-type: none"> <li>○ Heggerty</li> <li>○ PFR (Phonics for Reading)</li> <li>○ ECRI (Enhanced Core Reading Instruction)</li> <li>○ OG (Orton-Gillingham)</li> </ul> <p><b>EA 1.1.2 (9)</b> Administer and analyze CFA (Common Formative Assessments) data to identify students needing additional support</p> <p><b>EA 1.1.2 (10)</b> Provide additional instructional support to students performing below grade level/or enrichment and additional learning opportunities for all students.</p> <ul style="list-style-type: none"> <li>● Lisa Grinder - Curriculum Coordinator</li> <li>● Audrey Sugai - EL Coordinator</li> <li>● K-3 Grade Level Chairpersons</li> </ul>	<p>41% of third-graders demonstrated grade-level proficiency in SBA reading (as of Oct. 2023).</p> <p>Grade Level Percentage of i-Ready Personalized Instruction Summary (Time on Task) <b>(work in progress)</b></p> <p>i-Ready Diagnostic Reports 3-4x/year</p> <p>DIBELS Reports 3-4x/year</p>	<ul style="list-style-type: none"> <li>● WSF, \$80,000</li> <li>● Title I,</li> <li>● Title II, \$</li> <li>● Title III, \$</li> <li>● Title IV-A, \$</li> <li>● Title IV-B, \$</li> <li>● IDEA, \$</li> <li>● Homeless, \$</li> <li>● Grant:___, \$</li> <li>● Other:___, \$</li> </ul>
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One-Year Academic Plan SY 2024-2025

		<p><b>SW1</b> <b>SW6 - i, ii, iii</b></p>		
<p><b>Mathematics Proficiency</b></p> <p><b>1.1.3. All students are proficient in mathematics by the end of fifth grade, and those who are not proficient receive necessary and timely support to become proficient.</b></p> <p><b>WASC #1</b> <b>WASC #2</b></p>	<p><b>2A, B, C, D, E</b></p> <p>61% of students (all students tested in SBA during SY22-23) are proficient in Math</p> <p>All students will show 78% growth on i-Ready screeners and SBA proficiency rates will increase by 7%.</p> <p>36% of students (Gr. K-5) are not proficient in math fact fluency (30 sec, 7 min =/-, and, 7 min x)</p> <p>20% of EL students are proficient in SBA ELA.</p> <p>There will be 10% increased proficiency levels on the ACCESS testing and 10% of EL students will exit.</p>	<p><b>EA 1.1.3 (1)</b> Ensure the implementation of a quality K-5 high quality mathematics curriculum that is aligned with the state’s mathematics standards</p> <ul style="list-style-type: none"> <li>○ iReady Classroom Mathematics</li> <li>○ Priority Strategies: <ul style="list-style-type: none"> <li>■ Number Talks</li> <li>■ Problem Solving Activities</li> </ul> </li> </ul> <p><b>EA 1.1.3 (2)</b> Assess K-5 students in i-Ready Diagnostic Math Assessment 3-4x/year</p> <p><b>EA 1.1.3 (3)</b> Ensure the implementation of Building Thinking Classrooms strategies (Vertical Non Permanent Surfaces)</p> <p><b>E.A. 1.1.3 (4)</b> Assess K-5 students in Math Fact Fluency 3x/year</p> <p><b>E.A. 1.1.3 (5)</b> Ensure regular usage of i-Ready online lessons (45 min/week)</p> <p><b>E.A. 1.1.3 (6)</b> Provide additional instructional support to students performing below grade level/or enrichment and additional learning opportunities for all students.</p> <ul style="list-style-type: none"> <li>● Lisa Grinder - Curriculum Coordinator</li> <li>● K-5 Grade Level Chairpersons</li> </ul> <p><b>SW1</b> <b>SW6 - i, ii, iii</b></p>	<p>58% of fifth-graders demonstrate grade-level proficiency in mathematics. (as of Oct. 2023)</p> <p>Frequency of students utilizing BTC strategies</p> <p>64% of students demonstrating proficiency in math fact fluency</p> <p>___% of students who are not proficient in mathematics receive additional personalized support (<b>work in progress</b>)</p> <p>___% of students who are not proficient in math fact fluency (30 sec, 7 min =/-, and, 7 min x) receive additional personalized support (<b>work in progress</b>)</p>	<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ Homeless, \$ Grant: __, \$ Other: __, \$</p>





One-Year Academic Plan SY 2024-2025

<p><b>Science Proficiency</b></p> <p><b>1.1.4. All students are proficient in science by the <u>end of fifth grade</u>, and those who are not proficient receive necessary and timely support to become proficient.</b></p> <p><b>WASC #1</b></p> <p><b>WASC #2</b></p>	<p><b>3A, B, C, D</b></p> <p>60% of students (all students tested in NGSS during SY22-23) are proficient in Science</p> <p>All students will show 10% growth on NGSS proficiency rates</p>	<p><b>EA 1.1.3 (1)</b> Ensure the implementation of a high-quality, viable curriculum that is aligned to NGSS.</p> <p><b>EA 1.1.3 (2)</b> Provide hands-on, real world science learning/experiments.</p> <p><b>EA 1.1.3 (3)</b> Expose students to academic vocabulary integrated throughout the day.</p> <ul style="list-style-type: none"> <li>● Kerry Higa, Principal</li> <li>● Lisa Grinder, CC</li> </ul> <p><b>SW1</b></p> <p><b>SW6 - i, ii, iii</b></p>	<p>Science proficiency</p> <ul style="list-style-type: none"> <li>● WSF, \$</li> <li>● Title I, \$</li> <li>● Title II, \$</li> <li>● Title III, \$</li> <li>● Title IV-A, \$</li> <li>● Title IV-B, \$</li> <li>● IDEA, \$</li> <li>● Homeless, \$</li> <li>● Grant:___, \$</li> <li>● Other:___, \$</li> </ul>
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One-Year Academic Plan SY 2024-2025

<p><b>1.1.5. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</b></p> <p><b>WASC #1</b> <b>WASC #5</b></p>	<p><b>1A, B, C, D, E, F, G, H</b> <b>2A, B, C, D, E,</b> <b>3A, B, C, D</b></p> <p>44% of high need students are proficient in ELA</p> <p>57% of high need students are proficient in Math</p> <p>19% of EL students proficient in ELA</p> <p>45% of EL students proficient in Math</p>	<p><b>EA 1.1.4 (1)</b> Provide small group instruction</p> <ul style="list-style-type: none"> <li>○ Summer School</li> <li>○ After School Extended Learning Opportunity</li> </ul> <p><b>EA 1.1.4 (2)</b> Support staff in cultural awareness, competence and humility for diverse communities</p> <p><b>EA 1.1.4 (3)</b> Offer co-curricular and extracurricular activities that are inclusive of all students</p> <ul style="list-style-type: none"> <li>○ Sharpen the Saw activities</li> <li>○ After School P.L.A.Y program</li> </ul> <p><b>EA 1.1.4 (4)</b> Invite liaisons and translators to facilitate communication between Pacific Islander families to build a cultural understanding among school staff and students, and to assist in navigating resources and expectations of parents and students</p> <ul style="list-style-type: none"> <li>○ Request Language Link Interpretation Services</li> <li>○ Request District Translators for parent events</li> <li>○ Utilize Student Language Ambassador Team</li> </ul> <p><b>EA 1.1.4 (5)</b> Expand support for students who are new to a school</p> <ul style="list-style-type: none"> <li>○ Establish Student Welcoming Committee</li> </ul> <p><b>EA 1.1.5 (6)</b> Provide online supplemental programs to enhance instruction</p> <ul style="list-style-type: none"> <li>○ Go Guardian</li> <li>○ Pear Deck</li> <li>○ Brain Pop/Brain Pop Jr.</li> <li>○ IXL</li> <li>○ i-Ready</li> <li>○ Generation Genius</li> </ul> <ul style="list-style-type: none"> <li>● Lisa Grinder - Curriculum Coordinator</li> <li>● Audrey Sugai - EL Coordinator</li> <li>● Travin Makinano - P.L.A.Y Program Coordinator</li> <li>● Carol Kim - Tech Coordinator</li> </ul>	<p>Language Arts proficiency</p> <p>Mathematics proficiency</p> <p>Science proficiency</p> <p>Growth in academic proficiency</p> <p>Regular attendance</p> <p>Percent of English Learners who are meeting or on track to meet English language proficiency.</p> <p>Language Link Interpretation Services Log</p> <p>Percent of Student Language Ambassador Team participation</p> <p>WSF, \$8,149.05 (Brain Pop/Brain Pop Jr.) Title I, \$40,000 (PD Subs) \$5,156 (Go Guardian/Pear Deck \$22,425 (IXL) \$32, 063.23 (i-Ready) \$3,180.00 (Generation Genius) \$85, 000 (PTTs) \$33,900 (PPEs) \$15,000 (EA) Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ Homeless, \$ ● Grant:___, \$ ● Other:___, \$</p>
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One-Year Academic Plan SY 2024-2025

		<p><b>SW1</b> <b>SW6 - i, ii, iii (l)</b></p>		
<p><b>1.1.6. All students transition successfully at critical points, from preK to elementary school; from elementary to middle school.</b></p> <p><b>WASC #1</b></p>	<p>Ensuring a smooth middle school transition will improve academic and social-emotional outcomes for students</p>	<p><b>EA 1.1.5 (1)</b> Gr. 5 Departmentalization Model  <b>EA 1.1.5 (2)</b> Gr. 5 Middle School Orientation Field Trip  <b>EA 1.1.5 (3)</b> Gr. 5 RAP (Real and Powerful) Program  <b>EA 1.1.5 (4)</b> Vertical Articulation Meetings 2x/year with Kawanakoa Middle School 6th grade teachers  <b>EA.1.1.5 (5)</b> Research effective transition activities and practices from elementary to middle school  <b>EA.1.1.5 (6)</b> Research effective transition activities and practices from prekindergarten to kindergarten  <b>EA.1.1.5 (7)</b> Promotion Day (Gr. Pre-K-5)</p> <ul style="list-style-type: none"> <li>• Lisa Grinder - Curriculum Coordinator</li> <li>• Stacy Miyashiro - Gr. 2-5 Counselor</li> <li>• Nohelani Kobayashi - Gr. 5 Grade Level Chairperson</li> <li>• Kay Matsushige - Student Services Coordinator</li> </ul> <p><b>SW1</b> <b>SW6 - i, ii, iii</b></p>	<p>100% of 5th graders participating in Gr. 5 transition activities</p> <p>Percent of Lanakila Graduates meeting proficiency at the end of Quarter 1 at KMS</p> <p>Percent of Lanakila Graduates identified as "red" in SEL Panorama Survey</p>	<ul style="list-style-type: none"> <li>• WSF, \$</li> <li>• Title I, \$</li> <li>• Title II, \$</li> <li>• Title III, \$</li> <li>• Title IV-A, \$</li> <li>• Title IV-B, \$</li> <li>• IDEA, \$</li> <li>• Homeless, \$</li> <li>• Grant:___, \$</li> <li>• Other:___, \$</li> </ul>



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<p><b>1.1.7. All students will receive support through a multi-tiered system for academics, behavior, social emotional and physical health.</b></p> <p><b>WASC #1</b></p>	<p>Awareness of identified flagged students ensures intervention strategies</p> <p>Students will receive personalized supports for high-quality learning</p>	<p><b>EA 1.1.6 (1)</b> Regularly update MTSS data wall</p> <p><b>EA 1.1.6 (2)</b> Discuss progress at MTSS cadre meetings 1x/week</p> <p><b>EA 1.1.6 (3)</b> Discuss progress and update data at grade level data teams (CC, SSC, Counselor and Grade Level Teachers)</p> <ul style="list-style-type: none"> <li>● Kay Matsushige - Student Services Coordinator</li> <li>● Lisa Grinder - Curriculum Coordinator</li> <li>● Stacy Mlyashiro - Gr. 2-5 Counselor</li> <li>● Nicole Higa - Gr. K-1 Counselor &amp; Title 1 Coordinator</li> </ul> <p><b>SW1</b></p> <p><b>SW6 - i, ii, iii (I)</b></p>	<p>Completion of the school blueprint that defines the school's system of support</p> <p>Completion of the HMTSS Assessment Tool that evaluates the implementation of the school system.</p>	<ul style="list-style-type: none"> <li>● WSF, \$</li> <li>● Title I, \$</li> <li>● Title II, \$</li> <li>● Title III, \$</li> <li>● Title IV-A, \$</li> <li>● Title IV-B, \$</li> <li>● IDEA, \$</li> <li>● Homeless, \$</li> <li>● Grant:___, \$</li> <li>● Other:___, \$</li> </ul>
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**★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment**

<p><b>Desired Outcomes</b>  <i>"What do we plan to accomplish?"</i></p>	<p><b>Rationale/ Root Cause</b>  <i>"Why are we doing this?"</i>                      Use current school data and set target</p>	<p><b>Enabling Activities</b>  <i>"How will we achieve the desired outcome?"</i>   <b>and Name of Accountable Lead(s)</b>  <i>"Who is responsible to oversee and monitor implementation and progress?"</i></p>	<p><b>Monitoring of Progress (Initial &amp; Intermediate Outcomes)</b>  <i>"How will we know progress is being made?"</i></p>	<p><b>Anticipated Source of Funds</b>  <i>"What funding source(s) should be utilized?"</i>                      Please estimate the additional amount needed to execute the enabling activity.</p>
<p><b>1.2.1. All students desire to and attend school regularly.</b></p> <p><b>WASC #4</b></p>	<p><b>4A, B, C, D</b></p> <p>23% of students are chronically absent (SY22-23). This will decrease to 20%</p>	<p><b>EA 1.2.1 (1)</b> Increase school strategies to increase attendance and promote a sense of belonging.</p> <ul style="list-style-type: none"> <li>• Morning Huddle</li> <li>• Leadership Roles - increase early morning leadership roles for students with attendance issues.</li> <li>• Leader of the Month</li> </ul> <p><b>EA 1.2.1 (2)</b> Monitor the attendance of all students through:</p> <ul style="list-style-type: none"> <li>• Walking School Bus</li> <li>• Home Visits</li> <li>• Attendance Committee</li> </ul> <p><b>EA 1.2.1 (3)</b> PLAY (Proactive Leadership Amongst Youth)</p> <p><b>EA 1.2.1 (4)</b> PSAP</p> <ul style="list-style-type: none"> <li>• Stacy Miyashiro, Counselor</li> <li>• Nicole Higa, Counselor</li> <li>• Travin Makinano, PLAY</li> <li>• Lorraine Tatupu, PSAP</li> </ul> <p><b>SW6 - iii (I)</b></p>	<p>Percent of students attending 90% or more days of instruction</p>	<ul style="list-style-type: none"> <li>• WSF, \$</li> <li>• Title I, \$</li> <li>• Title II, \$</li> <li>• Title III, \$</li> <li>• Title IV-A, \$</li> <li>• Title IV-B, \$</li> <li>• IDEA, \$</li> <li>• Homeless, \$</li> <li>• Grant: __, \$</li> <li>• Other: __, \$</li> </ul>



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<p><b>1.2.2. All students demonstrate positive behaviors at school.</b></p> <p><b>WASC #3</b></p>	<p><b>4D</b></p>	<p><b>EA 1.2.2 (1)</b> Monitor behavior of all students through GLO checklist.</p> <p><b>EA 1.2.2 (2)</b> Morning Huddle themes and topics associated with needed areas will be implemented.</p> <ul style="list-style-type: none"> <li>● Gr. K-5 Grade Level Chairpersons</li> <li>● Stacy Mlyashiro, Counselor</li> <li>● Nicole Higa, Counselor</li> </ul> <p><b>SW6 - iii (I)</b></p>	<p>GLO Checklist</p>	<ul style="list-style-type: none"> <li>● WSF, \$</li> <li>● Title I, \$</li> <li>● Title II, \$</li> <li>● Title III, \$</li> <li>● Title IV-A, \$</li> <li>● Title IV-B, \$</li> <li>● IDEA, \$</li> <li>● Homeless, \$</li> <li>● Grant: __, \$</li> <li>● Other: __, \$</li> </ul>
<p><b>1.2.3. All students experience a Nā Hopena A’o environment for learning.</b></p>		<p><b>EA 1.2.3 (1)</b> Hawaiian Studies teacher will align lessons with HA</p> <p><b>EA 1.2.3 (2)</b> LIM Lessons (Total Well-Being, Sense of Belonging, Sense of Responsibility)</p> <ul style="list-style-type: none"> <li>● Lisa Grinder - Curriculum Coordinator</li> <li>● Kerry Higa - Principal</li> <li>● Gr K-5 Grade Level Chairpersons</li> </ul> <p><b>SW6 - iii (I)</b></p>	<p>Embedded into school culture.</p>	<ul style="list-style-type: none"> <li>● WSF, \$</li> <li>● Title I, \$</li> <li>● Title II, \$</li> <li>● Title III, \$</li> <li>● Title IV-A, \$</li> <li>● Title IV-B, \$</li> <li>● IDEA, \$</li> <li>● Homeless, \$</li> <li>● Grant: __, \$</li> <li>● Other: __, \$</li> </ul>



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<p>1.2.4 All students experience a <i>Leader in Me</i> environment for learning.</p> <p><b>WASC #3</b></p>		<p><b>EA 1.2.4 (1)</b> Bi-Monthly <i>Leader in Me</i> Lessons</p> <p><b>EA 1.2.4 (2)</b> Daily Morning Huddle/Announcements</p> <p><b>EA 1.2.4 (3)</b> Leader of the Month Selections</p> <p><b>EA 1.2.4 (4)</b> Leadership Roles (Classroom and Schoolwide)</p> <p><b>EA 1.2.4 (5)</b> Scheduled Sharpen the Saw Activities</p> <ul style="list-style-type: none"> <li>● Cassie Romero, Gr Kindergarten Grade Level Chair</li> <li>● Nicole Higa, Counselor &amp; Title 1</li> <li>● LIM Committee</li> </ul> <p><b>SW6 - iii (l)</b></p>	<p>TBD by LIM Committee</p>	<ul style="list-style-type: none"> <li>● WSF, \$</li> <li>● Title I, \$</li> <li>● Title II, \$</li> <li>● Title III, \$</li> <li>● Title IV-A, \$</li> <li>● Title IV-B, \$</li> <li>● IDEA, \$</li> <li>● Homeless, \$</li> <li>● Grant:____, \$</li> <li>● Other:____, \$</li> </ul>
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★ GOAL 1.3 All students' graduate high school prepared for college and career success and community and civic engagement

<p><b>Desired Outcomes</b> "What do we plan to accomplish?"</p>	<p><b>Rationale/ Root Cause</b> "Why are we doing this?" Use current proficiency rates and school targets.</p>	<p><b>Enabling Activities</b> "How will we achieve the desired outcome?"  <b>and Name of Accountable Lead(s)</b> "Who is responsible to oversee and monitor implementation and progress?"</p>	<p><b>Monitoring of Progress (Initial &amp; Intermediate Outcomes)</b> "How will we know progress is being made?"</p>	<p><b>Anticipated Source of Funds</b> "What funding source(s) should be utilized?" Please estimate the additional amount needed to execute the enabling activity.</p>
<p><b>1.3.1. All students, throughout their K-5 experience, engage in a variety of career, community, and civic opportunities.</b></p>	<p>Currently, 100% of students participate in career, community, and civic opportunities. This will increase to 100% of students by the end of the 24-25 SY.</p>	<p><b>EA 1.3.1 (1)</b> Opportunities in career, community, and civic engagement will be provided for students through:</p> <ul style="list-style-type: none"> <li>● Instructional blocks exposing students to various careers</li> <li>● Campus cleanup activities</li> <li>● Community service</li> <li>● Student Leadership Team</li>   <li>● K-5 Grade Level Chairpersons</li> </ul> <p><b>SW6 - ii, iii (I)</b></p>	<p>Percent of students participating in career exploration and development activities.</p> <p>Percent of students participating in civic learning and active civic engagement.</p>	<ul style="list-style-type: none"> <li>● WSF, \$</li> <li>● Title I, \$</li> <li>● Title II, \$</li> <li>● Title III, \$</li> <li>● Title IV-A, \$</li> <li>● Title IV-B, \$</li> <li>● IDEA, \$</li> <li>● Homeless, \$</li> <li>● Grant: __, \$</li> <li>● Other: __, \$</li> </ul>



**Priority 2  
High-Quality Educator Workforce In All Schools**





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★ All students are taught by effective teachers.  
 ★ All schools are staffed by effective support staff.  
 ★ All schools are led by effective school administrators.

<b>Desired Outcomes</b> <i>"What do we plan to accomplish?"</i>	<b>Rationale/ Root Cause</b> <i>"Why are we doing this?"</i>	<b>Enabling Activities</b> <i>"How will we achieve the desired outcome?"</i> <i>BE SPECIFIC</i> <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress</b> <i>"How will we know progress is being made?"</i>	<b>Anticipated Source of Funds</b> <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
2.1.1 All <b>teacher</b> positions are filled with qualified hires that include SIQ hours and/or TESOL certification by 26-27 SY.	80% of teachers have received SIQ hours and/or TESOL certification. By the end of the 24-25 SY, 90% of teachers will receive 72 SIQ hours or TESOL certification.	<b>EA 2.1.1.(1)</b> Opportunities are available for teachers to attend EL PD that supports SIQ hours. -State/District EL course offerings -University courses <ul style="list-style-type: none"> <li>● Kerry Higa, Principal</li> <li>● Lisa Grinder, Curriculum Coordinator</li> <li>● Audrey Sugai, English Learner Coordinator</li> </ul> <b>SW6 - ii, iii (IV)</b>	Percentage of teachers with all SIQ hours completed and/or TESOL certification.  Plan for teachers without SIQ hours/TESOL certification.	<ul style="list-style-type: none"> <li>● WSF, \$</li> <li>● Title I, \$</li> <li>● Title II, \$</li> <li>● Title III, \$</li> <li>● Title IV-A, \$</li> <li>● Title IV-B, \$</li> <li>● IDEA, \$</li> <li>● Homeless, \$</li> <li>● Grant:___, \$</li> <li>● Other:___, \$</li> </ul>
2.1.2 All <b>teachers</b> are effective or receive the necessary support to become effective.	100% of teachers on cycle received an effective or highly effective rating on EES. By the end of the 24-25 SY, all teachers on cycle will continue to receive an effective or highly	<b>EA 2.1.2 (1)</b> In order to be effective, all teachers will be provided supports including: <ul style="list-style-type: none"> <li>○ PRIME ( Math Professional Development)</li> <li>○ Graphic Organizers (Meghan Hargrave)</li> </ul> <b>EA 2.1.2 (2)</b> Feedback from regular walkthroughs <b>EA 2.1.2 (3)</b> Individual supports targeting individual needs	Number of teachers participating in professional development beyond the 21 hours	<ul style="list-style-type: none"> <li>● WSF, \$</li> <li>● Title I, \$38,000</li> <li>● Title II, \$10,000</li> <li>● Title III, \$</li> <li>● Title IV-A, \$</li> <li>● Title IV-B, \$</li> <li>● IDEA, \$</li> </ul>



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	effective rating.	<p><b>EA 2.1.2 (4)</b> Provide mentoring for teachers new to the school or grade level and as needed</p> <ul style="list-style-type: none"> <li>• Kerry Higa, Principal</li> <li>• Lisa Grinder, Curriculum Coordinator</li> </ul> <p><b>SW6 - ii, iii (IV)</b></p>		<ul style="list-style-type: none"> <li>• Homeless, \$</li> <li>• Grant: __, \$</li> <li>• Other: __, \$</li> </ul>
2.2.2 All schools' <b>support staff</b> are effective or receive the necessary support to become effective.		<p><b>EA 2.2.2 (1)</b> Provide training for:</p> <ul style="list-style-type: none"> <li>○ New Teacher Orientation (Specials Teachers /PTTs)</li> <li>○ GLC Orientation</li> <li>○ PFR (Phonics for Reading), REWARDS Program</li> <li>○ DIBELS Testing (3x/ year)</li> </ul> <p><b>EA 2.1.2 (2)</b> Specials Meeting (2-4x/ month)</p> <ul style="list-style-type: none"> <li>• Kerry Higa, Principal</li> <li>• Kay Matsushige, SSC (SPED Support Staff)</li> <li>• Lisa Grinder, CC (Instructional Support Staff)</li> </ul> <p><b>SW6 - ii, iii (IV)</b></p>	Number of professional development opportunities for classified school support staff.	WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ 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.**



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<p><b>Desired Outcomes</b>  <i>"What do we plan to accomplish?"</i></p>	<p><b>Rationale/            Root Cause</b>  <i>"Why are we doing this?"</i></p>	<p><b>Enabling Activities</b>  <i>"How will we achieve the desired outcome?"</i>   <b>and Name of Accountable Lead(s)</b>  <i>"Who is responsible to oversee and monitor implementation and progress?"</i></p>	<p><b>Monitoring of Progress</b>  <i>"How will we know progress is being made?"</i></p>	<p><b>Anticipated Source of Funds</b>  <i>"What funding source(s) should be utilized?"</i>  <i>Please estimate the additional amount needed to execute the enabling activity.</i></p>
<p><b>3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.</b></p>	<p>100% of SCC positions are currently filled.</p> <p>Collaborative meetings focused on school culture and school improvement will be held quarterly.</p>	<p><b>EA 3.3.1 (1)</b> Principal will message the importance of this advisory group to all stakeholders in August 2024 explaining roles/responsibilities..</p> <p><b>EA 3.3.1 (2)</b> Principal will engage the SCC chairperson and ensure school level plans and issues are agendaized.</p> <p><b>EA 3.3.1 (3)</b> School Community Council Meetings will be held 4x a year (quarterly)</p> <ul style="list-style-type: none"> <li>● Kerry Higa, Principal</li> </ul> <p><b>SW2</b></p> <p><b>SW4</b></p>	<p>-All required stakeholders represented in SCC membership.</p> <p>-Overall positive ratings on the SCC self-assessment survey.</p>	<ul style="list-style-type: none"> <li>● WSF, \$</li> <li>● Title I, \$</li> <li>● Title II, \$</li> <li>● Title III, \$</li> <li>● Title IV-A, \$</li> <li>● Title IV-B, \$</li> <li>● IDEA, \$</li> <li>● Homeless, \$</li> <li>● Grant: __, \$</li> <li>● Other: __, \$</li> </ul>



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

<p><b>Desired Outcomes</b> "What do we plan to accomplish?"</p>	<p><b>Rationale/ Root Cause</b> "Why are we doing this?"</p>	<p><b>Enabling Activities</b> "How will we achieve the desired outcome?"   <b>and Name of Accountable Lead(s)</b> "Who is responsible to oversee and monitor implementation and progress?"</p>	<p><b>Monitoring of Progress</b> "How will we know progress is being made?"</p>	<p><b>Anticipated Source of Funds</b> "What funding source(s) should be utilized?" Please estimate the additional amount needed to execute the enabling activity.</p>
<p>3.3.2 All families are engaged in school events/activities and have regular two way communication.</p> <p>WASC #5</p>	<p>4A, C</p>	<p><b>EA 3.3.2 (1)</b> Provide regular ways for two way communication:</p> <ul style="list-style-type: none"> <li>Planner (1x/ day)</li> <li>Thursday Green Folder (1x/ week)</li> <li>Monthly Parent Bulletin (1x/ month)</li> <li>School Messenger (whole school)</li> <li>Remind App (homerom)</li> </ul> <p><b>EA 3.3.2 (2)</b> Parent Teacher Conferences/Optional Parent Teacher Conferences (2x/ year)</p> <p><b>EA 3.3.2 (3)</b> Grade Level Parent Activity (1x/ year, 1 per grade level)</p> <p><b>EA 3.3.2 (4)</b> English Learner Parent Meeting (1x/ year)</p> <p><b>EA 3.3.2 (5)</b> Family Night (4x/ year)</p> <ul style="list-style-type: none"> <li>Carol Kim, Technology Coordinator</li> <li>Kay Matsushige, Student Services Coordinator</li> <li>Grades K-5 Chairpersons</li> </ul> <p>SW6 - ii</p>	<p>-Parent Sign-In Sheets -Parent Surveys</p>	<ul style="list-style-type: none"> <li>WSF, \$</li> <li>Title I, \$2,311</li> <li>Title II, \$</li> <li>Title III, \$</li> <li>Title IV-A, \$</li> <li>Title IV-B, \$</li> <li>IDEA, \$</li> <li>Homeless, \$</li> <li>Grant: __, \$</li> <li>Other: __, \$</li> </ul>
<p>3.3.3 ART (Academic Review Team) meets to monitor and revise</p>	<p>Collaborative meetings will be held quarterly.</p>	<p><b>EA 3.3.3 (1)</b> Analyze data and monitor the implementation of the Academic Plan quarterly.</p>		



**One-Year Academic Plan SY 2024-2025**

as necessary the Academic Plan.		<b>SW3</b>		
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★ **Optional - Other Systems of Support**

<b>Desired Outcomes</b> <i>"What do we plan to accomplish?"</i>	<b>Rationale/ Root Cause</b> <i>"Why are we doing this?"</i>	<b>Enabling Activities and Name of Accountable Lead(s)</b> <i>"How will we achieve the desired outcome?"</i> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress</b> <i>"How will we know progress is being made?"</i>	<b>Anticipated Source of Funds</b> <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
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*Notwithstanding any other law to the contrary, beginning with the 2016-2017 school year, all public schools, excluding charter schools and multi-track public schools, shall implement a school year of one hundred eighty days, excluding professional development days and other non-instructional days negotiated pursuant to chapter 89, that shall include **one thousand eighty student hours for both elementary and secondary school grades.***

**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 Lanakila Elementary 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](#).

<b>Total student instructional hours per year</b> (Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)	1,080
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Did your school submit a SCC Waiver Request Form? Please explain.

No

Bell Schedule:

## Monday, Tuesday, Thursday, & Friday Bell Schedule 2024-2025 SY

<b>K</b>	HR 8:00-8:10	Integrated Block 8:10-9:45 (95 min.)	Recess 9:45-10:00	MTSS Block 10:00-10:30 (30 min.)	Integrated Block 10:30-11:15 (45 min.)	Lunch 11:15-11:45	Integrated Block 11:45-2:15 (150 min.)		Dismissal 2:15			
<b>1</b>	HR 8:00-8:10	Integrated Block 8:10-9:45 (95 min.)	Recess 9:45-10:00	Integrated Block 10:00-11:15 (75 min.)		Lunch 11:15-11:45	Integrated Block 11:45-1:30 (105 min.)		MTSS Block 1:30-2:15 (45 min.)	Dismissal 2:15		
<b>2</b>	HR 8:00-8:10	Integrated Block 8:10-9:45 (95 min.)	Recess 9:45-10:00	Integrated Block 10:00-11:50 (110 min.)			Lunch 11:50-12:20	Integrated Block 12:20-1:00 (40 min.)	MTSS Block 1:00-1:40 (40 min.)	Integrated Block 1:40-2:15 (35 min.)	Dismissal 2:15	
<b>3</b>	HR 8:00-8:10	Integrated Block 8:10-9:45 (95 min.)	Recess 9:45-10:00	Integrated Block 10:00-11:35 (95 min.)			Recess 11:35-11:50	Lunch 11:50-12:20	Integrated Block 12:20-1:10 (50 min.)	MTSS Block 1:10-1:50 (40 min.)	Integrated Block 1:50-2:15 (25 min.)	Dismissal 2:15
<b>4</b>	HR 8:00-8:10	Integrated Block 8:10-9:45 (95 min.)	Recess 9:45-10:00	Integrated Block 10:00-11:15 (75 min.)		Lunch 11:15-11:45	Recess 11:45-11:55	Integrated Block 11:55-1:25 (80 min.)		MTSS Block 1:25-2:15 (50 min.)	Dismissal 2:15	
<b>5</b>	HR 8:00-8:10	Integrated Block 8:10-9:45 (95 min.)	Recess 9:45-10:00	Integrated Block 10:00-11:50 (110 min.)			Lunch 11:50-12:20	Recess 12:20-12:30	MTSS Block 12:30-1:15 (45 min.)	Integrated Block 1:15-2:15 (60 min.)		Dismissal 2:15



## Wednesday Bell Schedule 2024-2025 SY

K	HR 8:00-8:10	Integrated Block 8:10-9:00 (50 min.)	LIM / Sharpen the Saw 9:00-9:45 (45 min.)	Recess 9:45-10:00	Integrated Block 10:00-11:15 (75 min.)	Lunch 11:15-11:45	Integrated Block 11:45-1:00 (75 min.)	Dismissal 1:00	
1	HR 8:00-8:10	Integrated Block 8:10-9:00 (50 min.)	LIM / Sharpen the Saw 9:00-9:45 (45 min.)	Recess 9:45-10:00	Integrated Block 10:00-11:15 (75 min.)	Lunch 11:15-11:45	Integrated Block 11:45-1:00 (75 min.)	Dismissal 1:00	
2	HR 8:00-8:10	Integrated Block 8:10-9:00 (50 min.)	LIM / Sharpen the Saw 9:00-9:45 (45 min.)	Recess 9:45-10:00	Integrated Block 10:00-11:50 (110 min.)		Lunch 11:50-12:20	Integrated Block 12:20-1:00 (40 min.)	Dismissal 1:00
3	HR 8:00-8:10	Integrated Block 8:10-9:00 (50 min.)	LIM / Sharpen the Saw 9:00-9:45 (45 min.)	Recess 9:45-10:00	Integrated Block 10:00-11:50 (110 min.)		Lunch 11:50-12:20	Integrated Block 12:20-1:00 (40 min.)	Dismissal 1:00
4	HR 8:00-8:10	Integrated Block 8:10-9:00 (50 min.)	LIM / Sharpen the Saw 9:00-9:45 (45 min.)	Recess 9:45-10:00	Integrated Block 10:00-11:15 (75 min.)	Lunch 11:15-11:45	Integrated Block 11:45-1:00 (75 min.)	Dismissal 1:00	
5	HR 8:00-8:10	Integrated Block 8:10-9:00 (50 min.)	Writing/ Sharpen the Saw Block 9:00-9:45 (45 min.)	Recess 9:45-10:00	Integrated Block 10:00-11:50 (110 min.)		Lunch 11:50-12:20	Integrated Block 12:20-1:00 (40 min.)	Dismissal 1:00