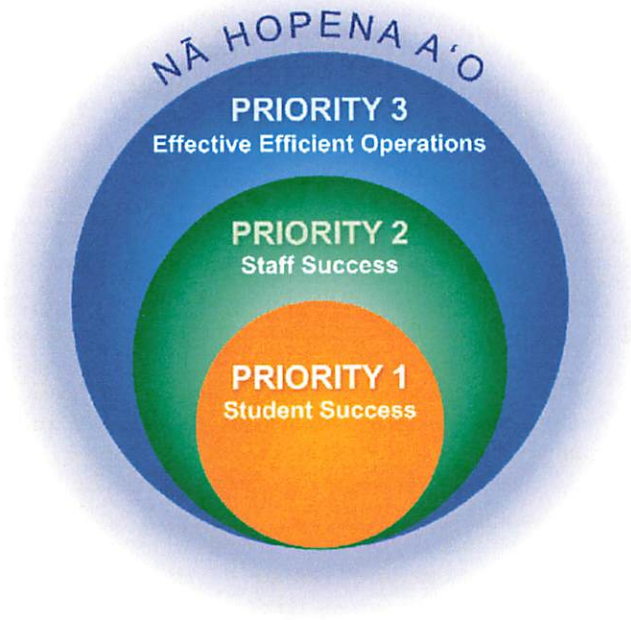




One-Year Academic Plan SY 2024-2025



# Lunalilo Elementary School Academic Plan SY 2024-2025

810 Pumehana Street  
Honolulu, HI 06826  
808-307-2800

<https://www.lunalilo.k12.hi.us/>

Submitted by Principal Wendy Kau	
	4/2/2024

Approved by Complex Area Superintendent [Insert name here]	
	4/9/24



# One-Year Academic Plan SY 2024-2025

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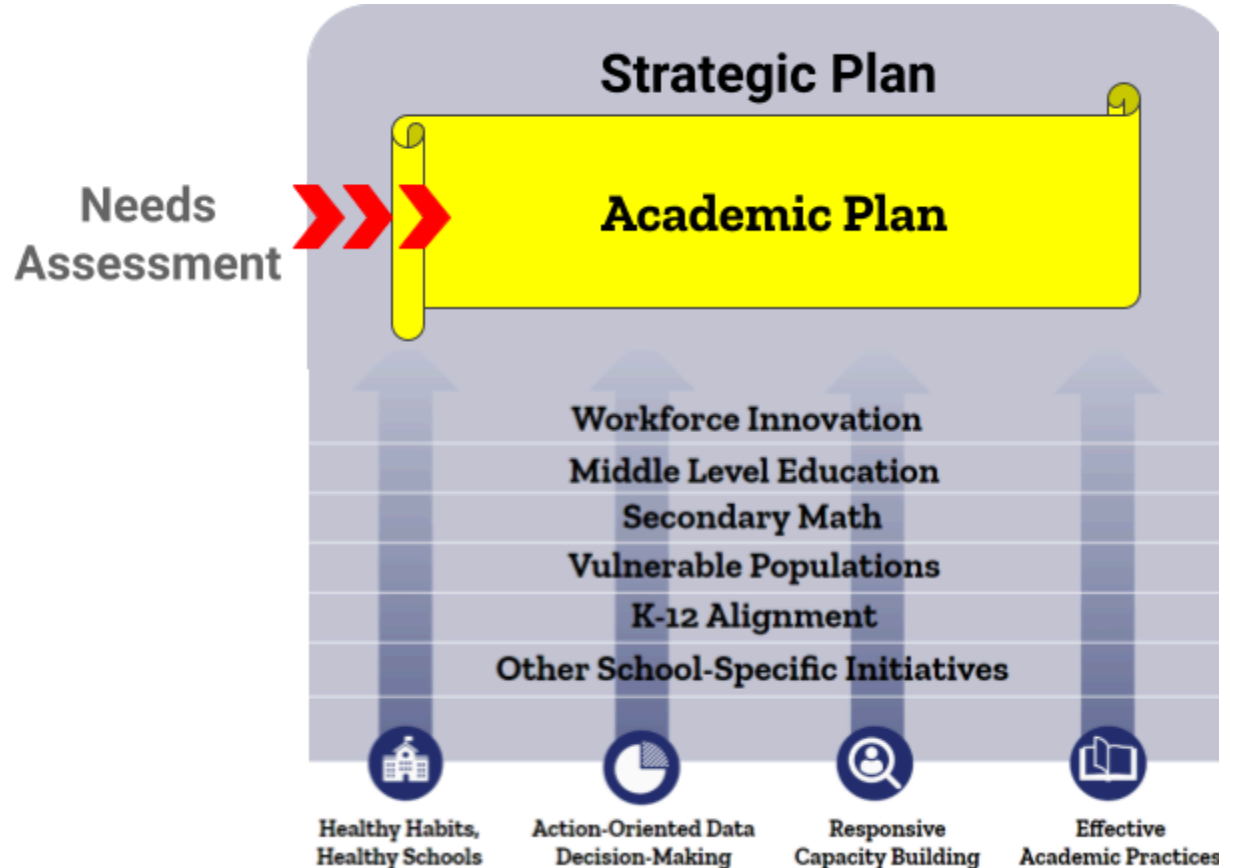
## PURPOSE

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	McGraw Hill Wonders 2023 Heggerty/Teach Well (supplemental) National Geographic (EL)	Ready Math	STEMscopes	
Grade 1	McGraw Hill Wonders 2023 Heggerty/Teach Well (supplemental) National Geographic (EL)	Ready Math	STEMscopes	
Grade 2	McGraw Hill Wonders 2023 Heggerty/Teach Well (supplemental) National Geographic (EL)	Ready Math	STEMscopes	
Grade 3	McGraw Hill Wonders 2023 National Geographic (EL)	Ready Math	STEMscopes	
Grade 4	McGraw Hill Wonders 2023	Ready Math	STEMscopes	



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	National Geographic (EL)			
Grade 5	McGraw Hill Wonders 2023 National Geographic (EL)	Ready Math	STEMscopes	

**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
Grade Level: Kindergarten KEA, iReady diagnostic	Grade Level: Kindergarten KEA, iReady diagnostic
Grade Level: 1st iReady diagnostic	Grade Level: 1st iReady diagnostic
Grade Level: 2nd iReady diagnostic	Grade Level: 2nd iReady diagnostic
Grade Level: 3rd iReady diagnostic	Grade Level: 3rd iReady diagnostic
Grade Level: 4th iReady diagnostic	Grade Level: 4th iReady diagnostic
Grade Level: 5th	Grade Level: 5th



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iReady diagnostic

iReady diagnostic

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

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: February 2019; Next Full Self-Study: April 2025
- Other

**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 English Language Arts (ELA), Math and Science

SUBGROUP	LANGUAGE ARTS			MATH			SCIENCE		
	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23
All Students	39.0%	38.9%	38.1%	28.3%	34.0%	29.1%	32.7%	38.1%	43.9%
Disadvantaged	34.2%	37.9%	33.3%	25.7%	30.7%	23.8%	29.4%	36.1%	38.7%
Special Education	5.8%	11.7%	8.3%	5.8%	11.7%	8.3%	0.0%	20.0%	25.0%
English Learner + Exits	28.7%	29.1%	30.3%	24.2%	26.0%	24.1%	16.6%	25.9%	28.5%
Male	34.5%	32.0%	32.8%	27.5%	30.7%	28.9%	36.0%	39.3%	50.0%
Female	44.2%	49.0%	45.0%	29.4%	38.8%	29.4%	30.3%	36.3%	33.3%
High Needs	34.8%	37.3%	32.6%	25.3%	31.4%	23.3%	25.0%	36.0%	40.5%
Non-High Needs	63.6%	62.5%	70.5%	45.4%	75.0%	64.7%	70.0%	60.0%	75.0%
Achievement Gap	28.8%	25.2%	37.9%	20.1%	43.6%	41.4%	45.0%	24.0%	34.5%

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

1A) Differing levels of knowledge regarding the identification and implementation of data-based intervention strategies for struggling learners.



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- 1B) Lack of consistency in the execution of implementation of data-based intervention strategies for struggling learners.
- 1C) Insufficient focused time to fully engage in the data team process with appropriate and timely feedback.

**2** **Student Need:** Establish an academic intervention system that supports the needs of all students.

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

SUBGROUP	LANGUAGE ARTS			MATH			SCIENCE		
	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23
All Students	39.0%	38.9%	38.1%	28.3%	34.0%	29.1%	32.7%	38.1%	43.9%
Disadvantaged	34.2%	37.9%	33.3%	25.7%	30.7%	23.8%	29.4%	36.1%	38.7%
Special Education	5.8%	11.7%	8.3%	5.8%	11.7%	8.3%	0.0%	20.0%	25.0%
English Learner + Exits	28.7%	29.1%	30.3%	24.2%	26.0%	24.1%	16.6%	25.9%	28.5%
Male	34.5%	32.0%	32.8%	27.5%	30.7%	28.9%	36.0%	39.3%	50.0%
Female	44.2%	49.0%	45.0%	29.4%	38.8%	29.4%	30.3%	36.3%	33.3%
High Needs	34.8%	37.3%	32.6%	25.3%	31.4%	23.3%	25.0%	36.0%	40.5%
Non-High Needs	63.6%	62.5%	70.5%	45.4%	75.0%	64.7%	70.0%	60.0%	75.0%
Achievement Gap	28.8%	25.2%	37.9%	20.1%	43.6%	41.4%	45.0%	24.0%	34.5%

- 2A) There is a significant gap between our Special Education students and all other groups. How their needs are monitored and addressed needs to be examined to ensure that the level of rigor they receive is maintained. More students need to be included in the general education setting where practical for student success and achievement.
- 2B) High needs students versus non-high needs students show a large gap in achievement. While our EL population is large, the percentages cannot be attributed only to that and should not be placed on our EL population; there is much more that needs to be addressed and should be addressed with a stronger intervention system for all students.
- 2C) Insufficient data collection and aggregation of results based on diagnostic and summative data. Development of intervention groups that are developed from the end data of the previous year will allow a better starting point for the start of the school year.

**3** **Student Need:** Increase overall EL achievement

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

- 3A) Improve percentage of students achieving growth to target
- 3B) Improve number of students exiting EL status
- 3C) Lack of consistency with all teachers utilizing powerful practices that target the EL population needs while integrating all learner needs (collaborative classrooms).



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.

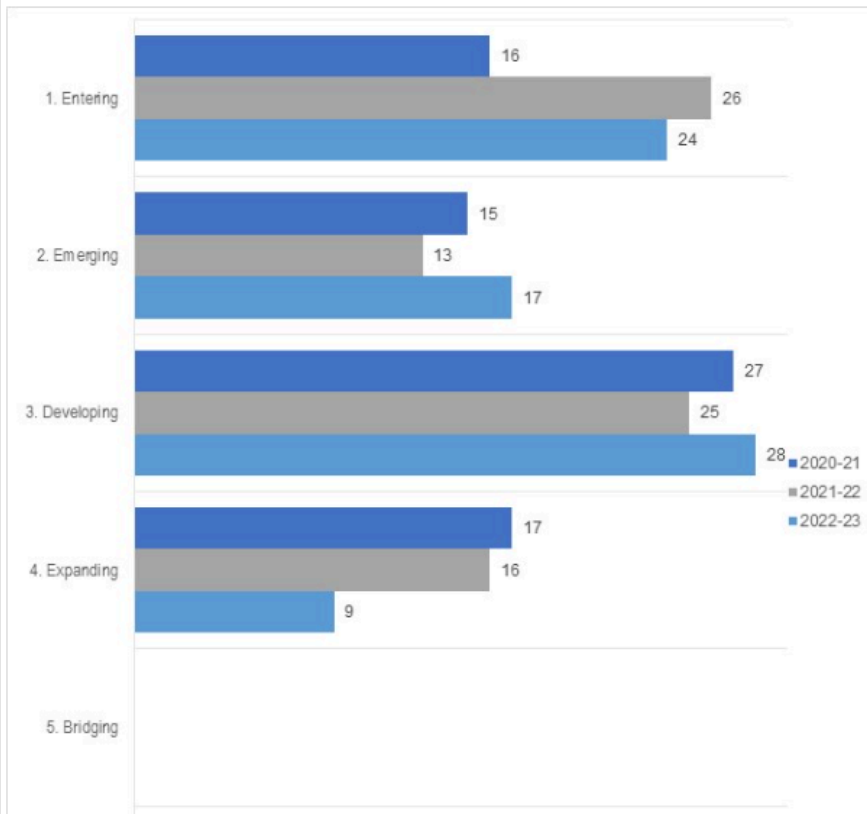
Duplicate "Targeted Subgroup" text, including "Identified Student Need(s)" as needed.

1

**Targeted Subgroup:** English Learners

**Identified Student Need(s):** Increase student exits through ACCESS testing and increase student proficiency rates

**WIDA EL Counts By Status**





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2 **Targeted Subgroup:** Low SES

**Identified Student Need(s):** Increase academic performance on diagnostic tests (iReady) in lower grades (K-2) to have students at or near grade level; increase academic performance on SBA test in upper grades (3-5).

UNIVERSAL SCREENERS - MATH	SCHOOL YEAR					
	2021-22		2022-23		2023-24	
	FALL	SPRING	FALL	SPRING	FALL	SPRING
On or Above Grade Level	10.3%	31.7%	11.2%	35.9%	7.9%	
One Grade Level Below	36.2%	31.3%	32.2%	31.6%	38.0%	
Two or More Grade Levels Below	38.7%	19.5%	38.1%	16.2%	39.6%	
Not Specified	14.6%	17.4%	18.2%	16.2%	14.2%	

UNIVERSAL SCREENERS - LANGUAGE ARTS	SCHOOL YEAR					
	2021-22		2022-23		2023-24	
	FALL	SPRING	FALL	SPRING	FALL	SPRING
On or Above Grade Level	17.0%	40.1%	14.8%	35.2%	15.3%	
One Grade Level Below	31.1%	18.4%	33.2%	27.0%	33.8%	
Two or More Grade Levels Below	37.6%	25.0%	34.3%	20.1%	36.8%	
Not Specified	14.1%	16.3%	17.5%	17.6%	13.9%	





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SUBGROUP	LANGUAGE ARTS			MATH			SCIENCE		
	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23
All Students	39.0%	38.9%	38.1%	28.3%	34.0%	29.1%	32.7%	38.1%	43.9%
Disadvantaged	34.2%	37.9%	33.3%	25.7%	30.7%	23.8%	29.4%	36.1%	38.7%
Special Education	5.8%	11.7%	8.3%	5.8%	11.7%	8.3%	0.0%	20.0%	25.0%
English Learner + Exits	28.7%	29.1%	30.3%	24.2%	26.0%	24.1%	16.6%	25.9%	28.5%
Male	34.5%	32.0%	32.8%	27.5%	30.7%	28.9%	36.0%	39.3%	50.0%
Female	44.2%	49.0%	45.0%	29.4%	38.8%	29.4%	30.3%	36.3%	33.3%
High Needs	34.8%	37.3%	32.6%	25.3%	31.4%	23.3%	25.0%	36.0%	40.5%
Non-High Needs	63.6%	62.5%	70.5%	45.4%	75.0%	64.7%	70.0%	60.0%	75.0%
Achievement Gap	28.8%	25.2%	37.9%	20.1%	43.6%	41.4%	45.0%	24.0%	34.5%

**3 Targeted Subgroup:** SPED

**Identified Student Need(s):** Increase the percentage of students and/or minutes per day that SpEd students are included in the general education setting for “most of the day.”

DISAGGREGATED ENROLLMENT	SCHOOL YEAR					
	2020-21		2021-22		2022-23	
	#	%	#	%	#	%
Received special education services (SPED)	25	9.5%	18	7.6%	20	7.9%
Inclusion Rate - SPED students in general education classes most of the day	1	4.5%	1	5.5%	1	4.7%



# 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> Please estimate the additional amount needed to execute the enabling activity.</p>
<p>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.</p>	<p>100% of incoming Kindergarteners assessed using the KEA. 75% identified as needing additional support.  Based on iReady data, 84% of students tested below grade level at the start of the school year.</p>	<p>Early literacy instruction through consistent implementation of Heggerty and Teach Well strategies will be provided for all students. Students will also receive instruction with the use of Wonders 2023. (Kindergarten Teachers, Principal, CC) 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>(Kindergarten Teachers - General Education &amp; SpEd) (CC) (Intervention Specialist)</p>	<p>Heggerty screening &amp; on-going/periodic assessment  iReady Data  Teacher Feedback  Parent Feedback  <i>From the Strat plan:</i> <i>-Percent of kindergarteners who are assessed for kindergarten readiness.</i> <i>-Percent of kindergarten students assessed as not ready who receive</i></p>	<p>WSF, \$2,500 Title I, \$2,500 Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ Homeless, \$ Grant:____, \$ Other:____, \$</p>



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			<p><i>additional personalized support.</i></p>	
<p><b>Reading Proficiency</b> 1.1.2. All students read proficiently by the <b><u>end of third grade</u></b>, and those who do not read proficiently receive necessary and timely support to become proficient.</p>	<p>1A, 1B, 1C 38% of students school wide are proficient in ELA. All students will show 7% growth on iready screeners and SBA proficiency rates will increase by 5%.</p> <p>3A, 3B, 3C 30% of EL students are proficient in ELA. There will be 5% increased proficiency levels on the Access testing and 10% of EL students will exit.</p>	<p>Strengthen Tier 1 instruction in all ELA classrooms by following and using the approved viable curriculum. (Grade level teachers) (CC) (Principal)</p> <p>Planning time will be provided through articulation cycles to refine the pacing guides and curriculum. (CC) (Principal)</p> <p>PD will be provided for our new curriculum components: Wonders 2023 and Heggerty (as needed); including components for special sub groups. (CC) (Principal)</p> <p>EL strategies will be shared at faculty meetings and implemented in all classrooms. (EL Design Team) (EL Coordinator) (CC) (Principal)</p>	<p>iReady SBA</p> <p><b><i>From the Strat plan:</i></b> <i>-Percent of third-graders demonstrating grade-level proficiency in reading.</i> <i>-Percent of students who are not proficient in reading by the end of third grade who receive additional personalized support.</i></p>	<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ Homeless, \$ Grant:___, \$ Other:___, \$</p>



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<p><b>Mathematics Proficiency</b></p> <p>1.1.3. All students are proficient in mathematics by the <b>end of fifth grade</b>, and those who are not proficient receive necessary and timely support to become proficient.</p>	<p>1A, 1B, 1C 29% of students school wide are proficient in math. All students will show 7% growth on iready screeners and SBA proficiency rates will increase by 5%.</p> <p>3A, 3B, 3C 24% of EL students are proficient in math. There will be 5% increased proficiency levels on the Access testing and 10% of EL students will exit.</p>	<p>Strengthen Tier 1 instruction in all math classrooms by following and using the approved viable curriculum. (Grade level teachers) (CC) (Principal)</p> <p>Planning time will be provided through articulation cycles to refine the pacing guides and curriculum. (CC) (Principal)</p> <p>PD will be provided for our new curriculum component: Ready Math; including components for special sub groups. (CC) (Principal)</p> <p>EL strategies will be shared at faculty meetings and implemented in all classrooms. (EL Design Team) (EL Coordinator) (CC) (Principal)</p>	<p>iReady SBA</p> <p><i><b>From the Strat plan:</b> Percent of eighth-graders demonstrating grade-level proficiency in mathematics. Percent of students who are not proficient in mathematics by the end of fifth grade who receive additional personalized support.</i></p>	<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ Homeless, \$ Grant:___, \$ Other:___, \$</p>
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<p><b>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</b></p>	<p>2A, 2B, 2C Our high needs students show a 38% achievement gap in ELA, 41% achievement gap in math, and 34% achievement gap in science.</p> <p>Our SpEd students show a 62.2% achievement gap in ELA, 56.4% achievement gap in math, and 50% achievement gap in science.</p> <p>Our EL students show a 40.2% achievement gap in ELA, 40.6% achievement gap in math, and 46.5% achievement gap in science.</p>	<p>Strengthen Tier 1 instruction in all subject area classrooms by following and using the approved viable curriculum. (Grade level teachers) (CC) (Principal)</p> <p>Planning time will be provided through articulation cycles to refine the pacing guides and curriculum. (CC) (Principal)</p> <p>PD will be provided for our new curriculum components: Ready Math, Wonders 2023 and Heggerty (as needed); including components for special sub groups. (CC) (Principal)</p> <p>EL strategies will be shared at faculty meetings and implemented in all classrooms. (EL Design Team) (EL Coordinator) (CC) (Principal)</p> <p>Class scheduling will reflect more inclusion opportunities for Special Education students to appropriately mix in academic subject areas to enhance learning experiences. (SSC) (Principal) (Appropriate grade level teachers)</p>	<p>iReady SBA WIDA</p> <p><i>From Strat Plan:</i> -Language arts proficiency -Mathematics proficiency -Science proficiency -Growth in academic proficiency -Regular attendance -On-time high school graduation -Extended high school completion -Percent of English Learners who are meeting or on track to meet English language proficiency.</p>	<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ Homeless, \$ Grant:___, \$ Other:___, \$</p>
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		<p>Newcomer program for EL students will be refined to allow for entry level language learners to be placed in a smaller, heterogeneous environment for a short period of time to learn the basic skills necessary for communication and academic readiness prior to entering into the regularly scheduled class.</p> <p>(EL Coordinator) (EL Teacher) (Appropriate grade level teachers) (CC) (Principal)</p>		
<p><b>1.1.5. All students transition successfully at critical points, from preK to elementary school; from elementary to middle school.</b></p>	<p>1A, 1B 2A, 2B 3A, 3B</p> <p>With better transitions in place at the critical points (PreK to Kinder, 2nd to 3rd, 5th to 6th; as well as any new student entering into our school), students will be able to enter with higher readiness skills and higher levels of confidence which will directly impact their levels of overall academic achievement and success.</p>	<p>Strengthen and broaden the PSAP program to be inclusive of all new incoming students regardless of grade level or subgroup.</p> <p>(PSAP EA) (SSC) (CC) (Counselor) (EL Coordinator) (Grade Level Teacher as Appropriate) (Principal)</p> <p>Newcomer program for EL students will be refined to allow for entry level language learners to be placed in a smaller, heterogeneous environment for a short period of time to learn the basic skills necessary for communication and academic readiness prior to entering into the regularly scheduled class.</p> <p>(EL Coordinator) (EL Teacher) (Appropriate grade level teachers) (CC) (Principal)</p>	<p>ARCH Lei Kulia Grade Level Data</p> <p><i>From the Strat plan:</i> -Percent of elementary schools with transition activities for newly entering students. -Percent of middle/intermediate schools with transition activities for students entering from elementary school and promoting to ninth grade.</p>	<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ Homeless, \$ Grant:___, \$ Other:___, \$</p>



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<p><b>1.1.6. All students will receive support through a multi-tiered system for academics, behavior, social emotional and physical health.</b></p>		<p>Refinement and implementation of our school-wide HMTSS plan, which includes the tiers of intervention as well as our school-wide PBIS system. (HMTSS Core Team)</p> <p>Creation of an Intervention Class that will be run by an Intervention Specialist who will provide small (30-45 minute) blocks of intervention lessons with targeted student groups based on data collected through diagnostic tests, periodic intermediate data measures, and interim assessments. (CC) (Intervention Specialist) (Grade Level Teacher as Appropriate) (Principal)</p> <p>Strengthen and broaden the PSAP program to be inclusive of all new incoming students regardless of grade level or subgroup. (PSAP EA) (SSC) (CC) (Counselor) (EL Coordinator) (Grade Level Teacher as Appropriate) (Principal)</p> <p>Newcomer program for EL students will be refined to allow for entry level language learners to be placed in a smaller, heterogeneous environment for a short period of time to learn the basic skills necessary for communication and academic readiness prior to entering into the regularly scheduled class. (EL Coordinator) (EL Teacher) (Appropriate grade level teachers)</p>	<p>HMTSS Plan/Blueprint EL Comprehensive Plan</p> <p><i>-Completion of school blueprint that defines the schools system of support</i> <i>-Completion of the HMTSS Assessment Tool that evaluates the implementation of the school system.</i></p>	<p><b>WSF</b>, \$5,000 Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ Homeless, \$ Grant:___, \$ Other:___, \$</p>
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		(CC) (Principal)		
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★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment

<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 school data and set target</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>1.2.1. All students desire to and attend school regularly.</b></p>	<p><b>1A, 1B 2A, 2B, 2C</b>  Although our daily attendance rate is at 98.8%, 36.3% of students are chronically absent. This will decrease by 6.3% by the end of the 24-25 SY.</p>	<p>Outreach by school level counselors will be consistently used to bring students back to school.</p> <ul style="list-style-type: none"> <li>● Home visits</li> <li>● Parent meetings/coffee hours</li> <li>● After School clubs</li> </ul> <p>(Counselor, Principal)</p> <p>Recognition for attendance at quarterly student assemblies. (Counselor, Principal)</p> <p>Education about the importance and impact of attendance on academics targeted toward our parents. (Counselor, Principal)</p>	<p>ARCH Lei IC</p> <p><i>From the Strat plan: -Percent of students attending 90% or more days of instruction</i></p>	<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ Homeless, \$ Grant: __, \$ Other: __, \$</p>



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<p><b>1.2.2. All students demonstrate positive behaviors at school.</b></p>	<p>[Reference Rationale / Root cause # here]</p>	<p>Continue to message the school-wide behavioral expectations: Be Safe, Be Responsible, Be Respectful, Be Excellent.</p> <p>Continue to educate the students, parents and community about our behavior matrix.</p> <p>Continue to provide PBIS opportunities for our students through the rewards app, Hawk Points (paper and virtual), Hawk Store opportunities, quarterly assembly recognitions, and other rewards for positive behaviors. (All)</p>	<p>[List the measures and/or evidence that will be used to monitor progress here]</p> <p><i>From the Strat plan:</i> -Percent of students, parents/guardians and staff agreeing that the school encourages positive behaviors.</p>	<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ Homeless, \$ Grant: __, \$ Other: __, \$</p>
<p><b>1.2.3. All students experience a Nā Hopena A'o environment for learning.</b></p>	<p>[Reference Rationale / Root cause # here]</p>	<p>Each grade level identified Nā Hopena A'o activities that they do and which component it attaches to; the goal is to have all components addressed throughout the course of the school year. This is refined and adjusted in the articulation cycles. (CC, Grade Level Teachers, OHE, Principal)</p>	<p>[List the measures and/or evidence that will be used to monitor progress here]</p> <p>-Number of students that have completed HA orientation and/or training. -Embedded into school culture.</p>	<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ Homeless, \$ Grant: __, \$ Other: __, \$</p>



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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, all students participate in career exploration school-wide once during our Read Across America event. Other grade levels might bring in more activities which include community, and civic opportunities, but it is sporadic and uneven. Every grade level will have at least one event per quarter by the end of the 24-25 SY.</p>	<p>Opportunities in career, community, and civic engagement will be provided for students through:</p> <ul style="list-style-type: none"> <li>• Classes/visits exposing students to various careers</li> <li>• Visits to an elder care home to create partnerships</li> <li>• Community cleanup activities</li> </ul> <p>The above examples will be organized by grade levels as appropriate and could be part of a larger culminating activity or field trip.</p>	<p>[List the measures and/or evidence that will be used to monitor progress here]</p> <p>-Percent of students participating in career exploration and development activities. -Percent of students participating in civic learning and active civic engagement.</p>	<p>WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ Homeless, \$ Grant: __, \$ Other: __, \$</p>



## 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.

<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> BE SPECIFIC <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> Please estimate the additional amount needed to execute the enabling activity.
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.	50% of teachers have received SIQ hours and/or TESOL certification. By the end of the 24-25 SY, 75% of teachers will receive 72 SIQ hours or TESOL certification.	Opportunities are available for teachers to attend EL PD that supports SIQ hours. <ul style="list-style-type: none"> <li>● Building the Base (FALL 2023)</li> <li>● State/District EL course offerings</li> <li>● University courses</li> </ul>	[List the measures and/or evidence that will be used to monitor progress here] -Percentage of teachers with all SIQ hours completed and/or TESOL certification. -Plan for teachers without SIQ hours/TESOL certification.	WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ Homeless, \$ Grant:___, \$ Other:___, \$



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<p>2.1.2 All <b>teachers</b> are effective or receive the necessary support to become effective.</p>	<p>4% of teachers on cycle received a marginal rating on EES. By the end of the 24-25 SY, all teachers on cycle will receive an effective or highly effective rating.</p>	<p>In order to be effective, all teachers will be provided supports including:</p> <ul style="list-style-type: none"> <li>● EL PD</li> <li>● Prime Math PD- collaborative coaching</li> <li>● iReady PD</li> <li>● Ready Math PD</li> <li>● Feedback from regular walkthroughs</li> <li>● Individual supports targeting individual needs</li> <li>● New teacher mentoring (if applicable)</li> </ul> <p>(Principal, District Teacher Mentor Program)</p>	<p>[List the measures and/or evidence that will be used to monitor progress here]</p> <p><b>From Strat Plan:</b>  <i>-Percent of first-year and second-year teachers participating in the state-approved induction and mentoring program.</i>  <i>-Number of teachers participating in professional development beyond the 21 hours</i></p>	<p>WSF, \$          Title I, \$          Title II, \$          Title III, \$          Title IV-A, \$          Title IV-B, \$          IDEA, \$          Homeless, \$          Grant:___, \$          Other:___, \$</p>
<p>2.2.2 All schools' <b>support staff</b> are effective or receive the necessary support to become effective.</p>	<p>Effective and efficient operations are impacted by staff members who know (or don't know) the expectations of their duties and responsibilities.          5% of support staff received a marginal rating on PAS. By the end of the 24-25 SY, all staff members will receive effective ratings.</p>	<p>In order to be effective, all staff members will be provided supports including:</p> <ul style="list-style-type: none"> <li>● Updated job descriptions and expectations</li> <li>● PD and/or training specific to their duties</li> <li>● Quarterly feedback (at minimum) with a focus on agreed upon goals as noted in the PAS</li> </ul>	<p>[List the measures and/or evidence that will be used to monitor progress here]</p> <p><b>From Strat Plan:</b>  <i>-Number of professional development opportunities for classified school support staff.</i>  <i>-Number of designated entry-level classes of work with available career ladders for advancement.</i></p>	<p>WSF, \$          Title I, \$          Title II, \$          Title III, \$          Title IV-A, \$          Title IV-B, \$          IDEA, \$          Homeless, \$          Grant:___, \$          Other:___, \$</p>



## 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.

<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>  <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>
<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>Technically, 100% of SCC positions are currently filled. We are searching for someone from our parent/community group to step into the chairperson role, but so far, no one has expressed interest. Collaborative meetings focused on school culture and school improvement will be held at minimum, every quarter as per the SCC guidelines. More</p>	<p>Principal will message the importance of this advisory group to all stakeholders in August/September 2024 explaining roles/responsibilities..</p> <p>Elections will be held on Nov 1, 2024.</p> <p>Principal will engage the SCC chairperson and ensure school level plans and issues are agendized.</p> <p>(SCC Committee) (Principal)</p>	<p>[List the measures and/or evidence that will be used to monitor progress here]</p> <p>SCC survey Parent surveys</p> <p><i><b>From Strat Plan:</b></i>                      -All required stakeholders represented in SCC membership.                      -Overall positive ratings on the SCC self-assessment survey.</p>	<p>WSF, \$                      Title I, \$                      Title II, \$                      Title III, \$                      Title IV-A, \$                      Title IV-B, \$                      IDEA, \$                      Homeless, \$                      Grant: __, \$                      Other: __, \$</p>



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	meetings will be called as needed.			
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★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.

<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>  <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>
3.3.2 All families are engaged in school events/activities and have regular two way communication.	Many of our teachers and staff members feel that students lack achievement due to a lack of home involvement. I believe our families may lack the knowledge of how to best support us in helping their child achieve.	Hold more frequent "coffee hour" sessions to allow parents to see the data that we are working with and what that data is used for (ie: how we group our intervention students and target groups).  Use the BSHAs to translate the notices and post them online, through ClassDojo, and send home paper copies to get more attendance. Make the agendas short but impactful - no longer than 1 to 1.5 hours.	[List the measures and/or evidence that will be used to monitor progress here] ClassDojo weekly usage reports Parent surveys SQS Lei Kulia	WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ Homeless, \$ Grant:___, \$ Other:___, \$





*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 Lunalilo 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](#).

<p><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)</p>	<p>[Insert value]</p>
<p><b>Did your school submit a SCC Waiver Request Form? Please explain.</b></p>	<p>Yes                  In order to allow for time for PD as well as for our WASC process as our full self study is due in the spring of 2025. That being said, we requested for 3 additional days to be added onto our waiver days - for a total of 5 days.</p>
<p><b>Bell Schedule:</b> <a href="#">[Please link, embed a table, or insert an image of your school bell schedule here]</a></p>	