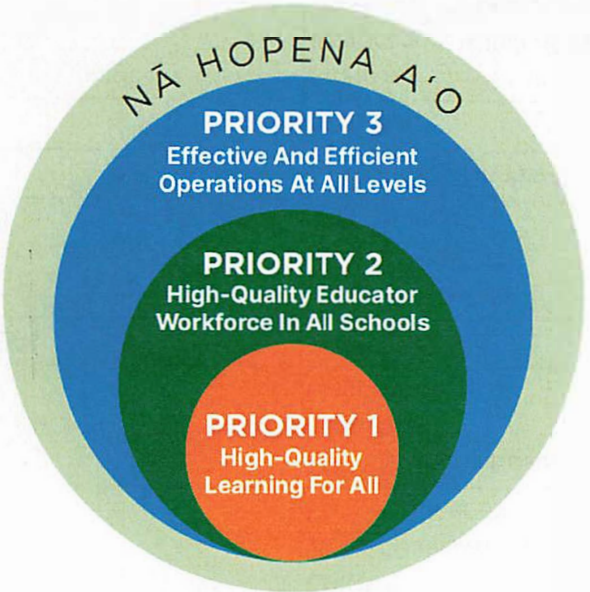


Lanakila Elementary School Academic Plan SY 2025-2026

717 N. Kuakini St. Honolulu, HI 97817
(808) 307-9200
www.lanakila.org

☐ Non-Title 1 School ☑ Title 1 School ☐ Kaiapuni School (Self Contained) ☐ Kaiapuni School (Shared School Site)

Submitted by Principal Kerry Higa	
	3/28/25

Approved by Complex Area Superintendent Linell Dilwith	
	4/8/25

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 comprehensive instructional programs and supplementary instructional materials used by each core subject area.

Please utilize the dropdown list to select the comprehensive instructional program(s) being used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the program. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
Pre-K	'17 Wonders	NA		
K-5	'23 Wonders	i-Ready Classroom Mathematics		

Please list all supplementary instructional materials used to enrich or extend the comprehensive instructional programs identified above, and specify the grade level(s) or course name. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
K-5	i-Ready EPIC! Writing Pathways (K-2) Up the Ladder (3-5)	-Ready Struggly TPT Standards Based Resources	Mystery Science Generation Genius Brain Pop (Online Programs) Standards Based Lessons Integration with Wonders	BrainPop Standards Based Lessons
5	TPT Standards Based Lessons Magnetic Reading	TPT Standards Based Resources	Teachers Pay Teachers (Science Bundle): Standards Based Lessons	Teachers Pay Teachers: Standards Based Lessons
K-5 (IDEA)	TeachTown			
K-5 (EL)	Imagine Learning Wonders ELD Team Toolkits			
K-3	OG (Orton Gillingham)			
K-1	Heggerty			
1	ECRI Instructional Routines for Phonological Awareness and Alphabetic Principle			

1-5	IXL	IXL	IXL (Gr. 4 & 5)	
2-5	PFR (Phonics for Reading)/REWARDS (Reading Excellence: Word Attack and Rate Development Strategies)			

HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

The Department is committed to ensuring that every student receives the support necessary for success. This commitment includes providing personalized support to meet individual student needs, documenting student interventions and monitoring progress.

How does your school document HMTSS student interventions? Please select all that apply. If "Other" is selected, please explain.

☐ Panorama ☑ School-created template ☐ Other:

UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

This section highlights school-administered screening, and/or other progress monitoring assessments designed to quickly identify the needs of students in **Kindergarten through Grade 9** who may require additional support.

Please utilize the dropdown list to identify the screening and/or progress monitoring assessments used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the assessment. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics
K-5	DIBELS	Other:
K-5	I-Ready	I-Ready
K-5 (Potential EL Students)	WAPT	NA
K-5	Other: CFAs/Standards Mastery (Gr. 2-5)	Other: CFAs/Standards Mastery (Gr. 2-5)
K	KEA	Other: KEA
K	Teacher Created Kinder Checklist	Teacher Created Kinder Checklist
3-5	IAB	IAB

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

WASC Growth Areas of Continuous School Improvement

Growth 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.

Growth 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.

Growth 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.

Growth 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.

Growth 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.

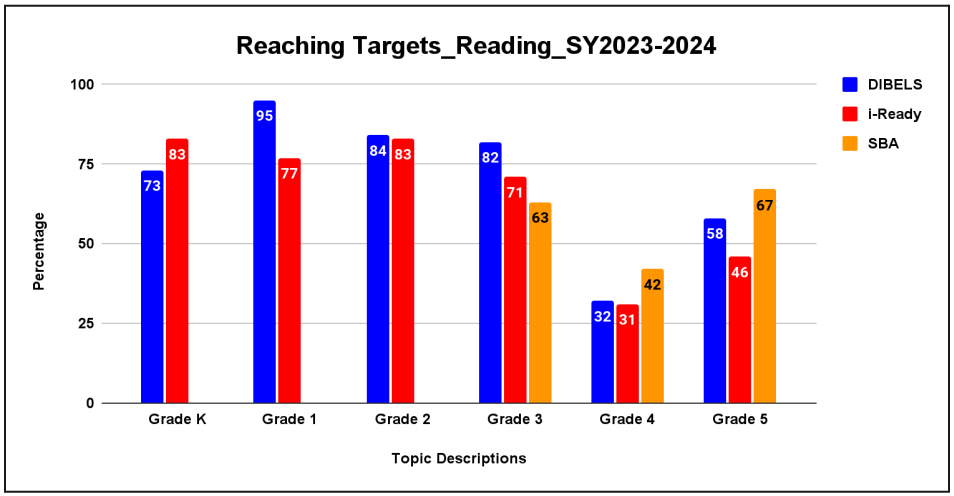
- ☑ Current Comprehensive Needs Assessment (CNA)
- ☐ Other current assessment/self-study report:
- ☑ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: 2022
Type of Last Visit: Full Self-Study

Year of Next Action: 2025
Type of Next Action: Mid-Cycle Report (No Visit)

Year of Next Self-Study: 2028

Please identify critical student learning needs and the root/contributing cause 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?*" Please number the student need and root/contributing cause for ease of cross-referencing.	
1	**Student Need:** Increase student achievement in ELA **KPI (Key Performance Indicator) ELA Student SBA Proficiency Targets** **SY 23-24 Target: 54.18% → 53.5% NOT MET** **SY 24-25 Target: 56.27%** **SY 25-26 Target: 58.35%** **SY 26-27 Target: 60.44%** **SY 27-28 Target: 62.52%** **SY 28-29 Target: 64.61%** **Root/Contributing Cause:** ● 1A Need for a consistent school wide system of monitoring the level of implementation of ELA standard based curriculum, instructional strategies, and assessments. ● 1B Need for designated, schoolwide ELA block (currently labeled as "Integrated Block")



2

Student Need: Increase student achievement in Math & Science

KPI (Key Performance Indicator) Math Student SBA Proficiency Targets

SY 23-24 Target: 62.62% → 55.1% NOT MET

SY 24-25 Target: 63.85%

SY 25-26 Target: 65.08%

SY 26-27 Target: 66.30%

SY 27-28 Target: 67.53%

SY 28-29 Target: 68.76%

KPI (Key Performance Indicator) Science Student NGSS Proficiency Targets

SY 23-24 Target: 61.30% → 58.2% NOT MET

SY 24-25 Target: 62.60%

SY 25-26 Target: 63.90%

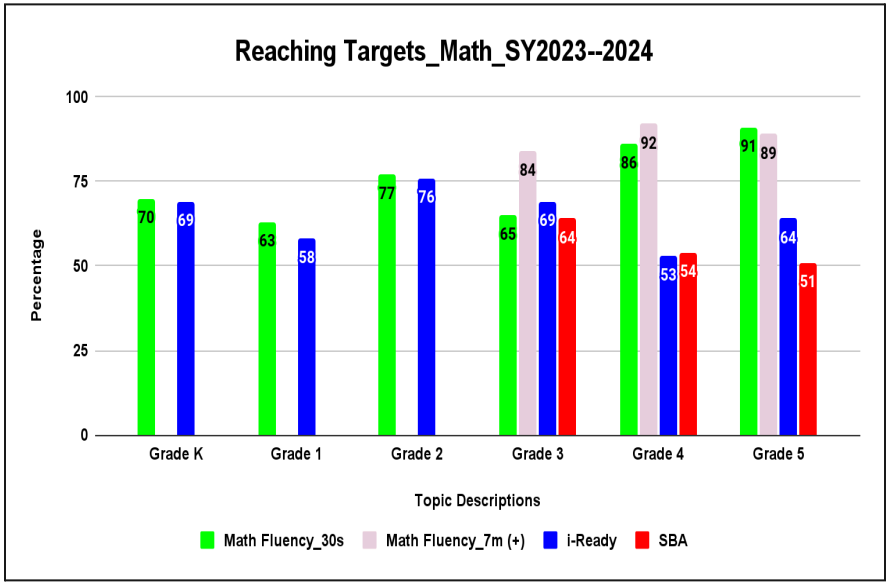
SY 26-27 Target: 65.20%

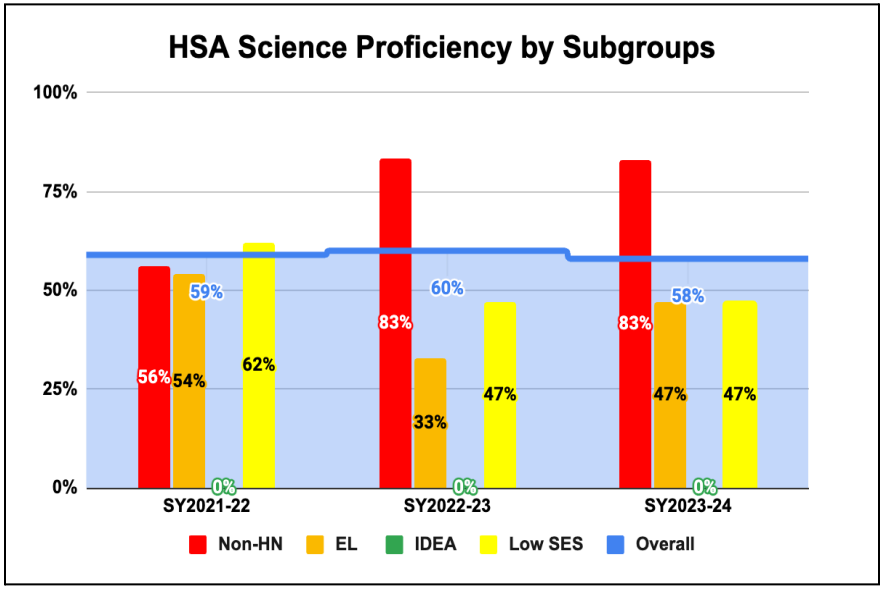
SY 27-28 Target: 66.50%

SY 28-29 Target: 67.80%

Root/Contributing Cause:

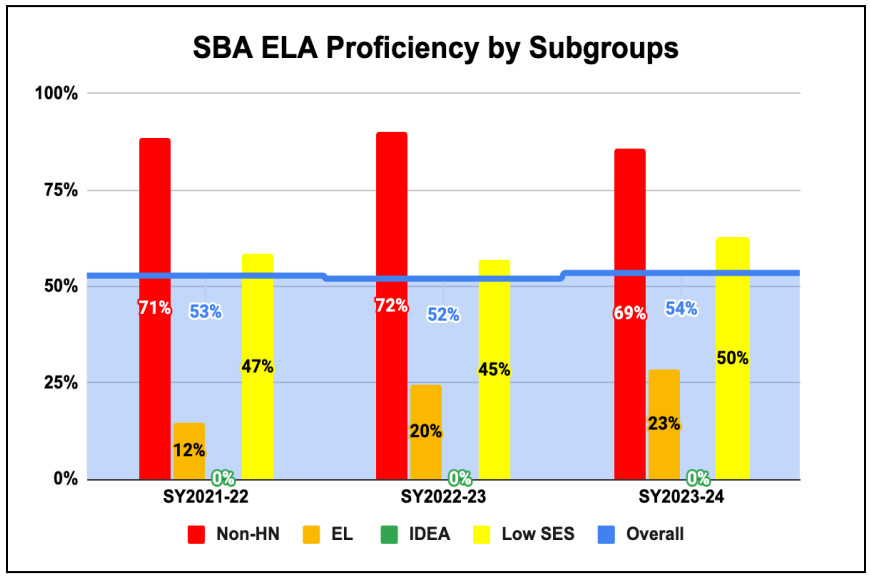
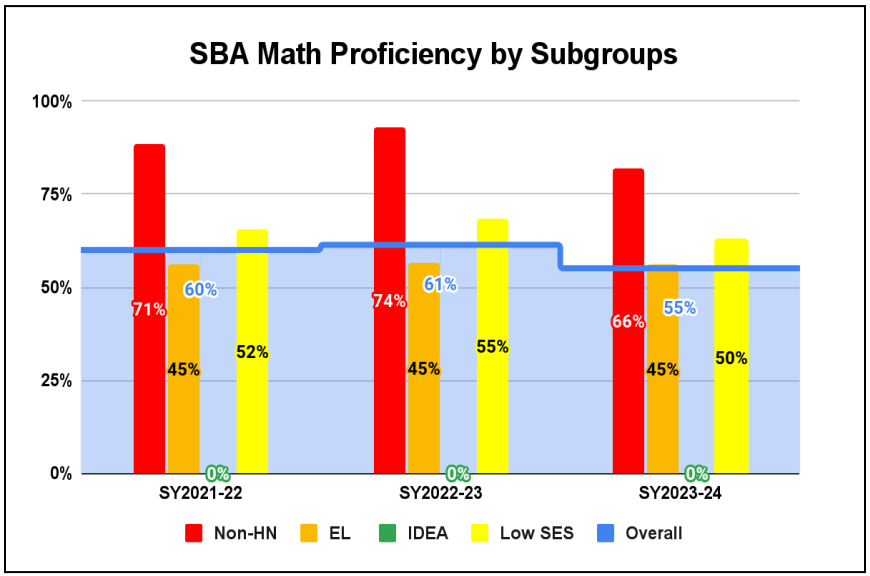
- 2A Need for a school wide system of monitoring the level of implementation of Math standard based curriculum, instructional strategies, and assessment.
  - Number Sense
  - Critical Thinking/Application of Knowledge
  - Mathematical Vocabulary
- 2B Need for a math intervention structure/curriculum/program
- 2C Need for a school wide system of monitoring the level of implementation of Science standard based instructional strategies..

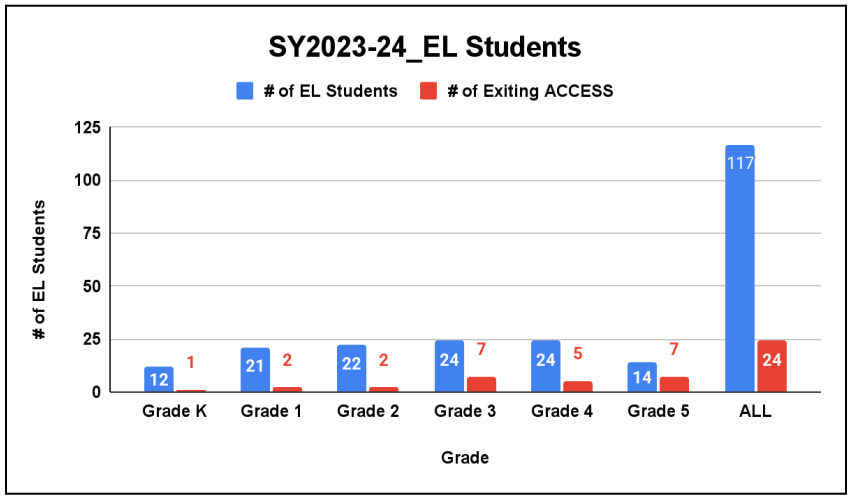


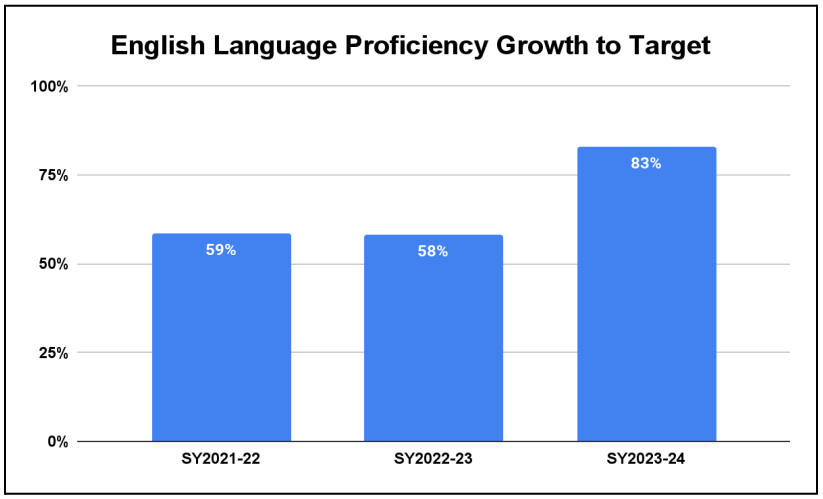


3 **Student Need:** Increase Family Engagement and Communication

- 3A Need for a higher level of parent engagement through two-way communication.
- 3B Need for quality collaborations, build more positive relationships between school and home.

In order to address student subgroup(s) achievement gaps, please list the <u>targeted subgroup(s)</u> and their <u>identified need(s)</u>. Enabling activities should address identified subgroup(s) and their needs.	
1	**<u>Targeted Subgroup:</u>** Low SES **<u>Identified Student Need(s):</u>** Increase student proficiency rates  
2	**<u>Targeted Subgroup:</u>** EL **<u>Identified Student Need(s):</u>** Increase student exits using ACCESS testing and increase student proficiency rates.





3	**Targeted Subgroup:** IDEA **Identified Student Need(s):** Increase student proficiency rates *See graphs above in Student Need #1

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 Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and* Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress (Initial & Intermediate Outcomes)** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
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. **WASC #1** **WASC #2**	**1A, B** 100% of incoming Kindergarteners assessed using the KEA (Kindergarten Entry Assessment). 81% identified as needing additional support. (as of Jan. 2025) 100% of incoming	**EA 1.1.1 (1)** Early literacy instruction through consistent implementation of Heggerty/OG will be provided for all students. **EA 1.1.1 (2)** Tier 2 instruction provided for students identified as needing support to develop foundational skills for learning. ○ Heggerty 5x/week ○ Small group instruction ○ DIfferentiated materials **EA 1.1.1.(3)** Administer KEA/Lanakila Kinder Checklist (5x/year - pre-test quarterly, post test) **EA 1.1.1 (4)** Provide in-school interventions and additional time for learning ○ Small group ○ Pull-out (Need Base)	18% of Kindergarteners assessed for i-Ready Reading Diagnostic are proficient (as of Mar. 2025) 12% of Kindergarteners assessed for i-Ready Math Diagnostic are proficient (as of Mar. 2025) 49% of Kindergarteners assessed for	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☑ Other:__, $

	Kindergarteners assessed in ELA & Math standards (Kinder Checklist) 100% of Kindergarteners are assessed by their teachers in the classroom setting for behavior/or social emotional needs	○ Before School Morning Library ○ Afterschool ELO (Extended Learning Opportunity)(Need Base) **EA 1.1.1 (5)** Teachers complete Panorama SEL Survey 2x/year (Fall, Winter) **EA 1.1.1 (6)** Opening of 2 Preschool Classrooms ● Kerry Higa - Principal ● Lisa Grinder - Curriculum Coordinator ● Stacy Miyashiro - Counselor ● Cassie Romero - Gr K Grade Level Chair **SW6**	DIBELS are proficient (as of Dec. 2024) 100% of students who are not proficient in i-Ready are receiving additional support 100% of students who are not proficient in DIBELS receiving additional support 100% of students who are not proficient in Kinder Checklist receiving additional support Data Team Meetings 100% of students identified as red in behavior/or social emotional needs on the school's MTSS wall receive additional support	

Reading Proficiency 1.1.2 (A) All students read proficiently by the <u>end of third grade</u>, and those who do not read proficiently <u>receive necessary and timely support</u> to become proficient. **WASC #1** **WASC #2** 1.1.2 (B) All students comprehend proficiently by the <u>end of fifth grade</u>, and those who do not comprehend proficiently <u>receive necessary and timely support</u> to become proficient. **WASC #1** **WASC #2** **<u>KPI (Key Performance Indicator) ELA Student SBA Proficiency Targets</u>** **SY 23-24 Target: 54.18% → 53.5% NOT MET** **SY 24-25 Target: 56.27%** **SY 25-26 Target: 58.35%** **SY 26-27 Target: 60.44%**	**1A, B** 54% of students (all students tested in SBA during SY23-24) are proficient in ELA. All students will show 73% growth on i-Ready screeners and SBA proficiency rates will increase by 13%. 23% of EL students are proficient in SBA ELA. There will be 10% increased proficiency levels on the ACCESS testing and 10% of EL students will exit.	**EA 1.1.2 (1)** Strengthen Tier 1 instruction in all ELA classrooms by following and using the approved viable curriculum. **EA 1.1.2 (2)** Inservice will be provided by curriculum consultants on how to effectively use the pacing guides and curriculum including components for special sub groups. **EA 1.1.2 (3)** EL strategies will be implemented in all classrooms. **EA 1.1.2 (4)** 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. • Wonders 2023 • **EA 1.1.2 (5)** Ensure regular usage of i-Ready online lessons (45 min/week) **EA 1.1.2 (6)** Assess K-5 students in i-Ready Diagnostic Reading Assessment 3-5x/year **EA 1.1.2 (7)** Assess K-5 students in DIBELS Assessment 3x/year **EA 1.1.2 (8)** Provide targeted support on reading needs ○ Heggerty ○ PFR (Phonics for Reading)	62% of third-graders demonstrated grade-level proficiency in SBA reading (as of Oct. 2024). 55% of fifth-graders demonstrated grade-level proficiency in SBA reading (as of Oct. 2024). Grade Level Percentage of i-Ready Personalized Quarterly Instruction Summary (Time on Task) i-Ready Diagnostic Reports 3-5x/year DIBELS Reports 3x/year 100% of students who are not proficient in CFA/i-Ready Diagnostics/DIBELS receive additional personalized support	☑ WSF, $ ☑ Title I, $ ☑ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☑ Other:__, $

SY 27-28 Target: 62.52% **SY 28-29 Target: 64.61%**	100% of non proficient students in DIBELS & i-Ready will receive instructional support.	○ REWARDS (Reading Excellence: Word Attack and Rate Development Strategies) ○ ECRI (Enhanced Core Reading Instruction) ○ OG (Orton-Gillingham) ○ Instructional Routines for Phonological Awareness and Alphabetic Principle ○ **EA 1.1.2 (9)** Administer and analyze CFA (Common Formative Assessments) data to identify students needing additional support **EA 1.1.2 (10)** Provide additional instructional support to students performing below grade level/or enrichment and additional learning opportunities for all students.	Monthly Walkthrough Data Team Meetings	

Mathematics Proficiency 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. **WASC #1** **WASC #2** **KPI (Key Performance Indicator) Math Student SBA Proficiency Targets** **SY 23-24 Target: 62.62% → 55.1% NOT MET** **SY 24-25 Target: 63.85%** **SY 25-26 Target: 65.08%** **SY 26-27 Target: 66.30%** **SY 27-28 Target: 67.53%** **SY 28-29 Target: 68.76%**	**2A, B** 55% of students (all students tested in SBA during SY23-24) are proficient in Math All students will show 78% growth on i-Ready screeners and SBA proficiency rates will increase by 7%.	**EA 1.1.3 (1)** Ensure the implementation of a quality K-5 high quality mathematics curriculum that is aligned with the state's mathematics standards ○ i-Ready Classroom Mathematics ○ Priority Strategies: ■ Number Talks ■ Problem Solving Activities ■ Building Thinking Classrooms Strategies (Non-Permanent Vertical Board) **EA 1.1.3 (2)** Assess K-5 students in i-Ready Diagnostic Math Assessment 3-5x/year **E.A. 1.1.3 (3)** Ensure regular usage of i-Ready online lessons (45 min/week) **E.A. 1.1.3 (4)** Provide additional instructional support to students performing below grade level/or enrichment and additional learning opportunities for all students. ● Lisa Grinder - Curriculum Coordinator ● K-5 Grade Level Chairpersons **SW6**	58% of fifth-graders demonstrate grade-level proficiency in mathematics. (as of Oct. 2024) Monthly Walkthrough Data Team Meetings Frequency of students utilizing priority strategies Grade Level Percentage of i-Ready Personalized Quarterly Instruction Summary (Time on Task) 100% of students who are not proficient in CFA/i-Ready Diagnostics/i-Ready receive additional personalized support	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☑ Other:__, $

Science Proficiency 1.1.4. All students are proficient in science by the end of fifth grade, and those who are not proficient receive necessary and timely support to become proficient. **WASC #1** **WASC #2** **KPI (Key Performance Indicator) Science Student NGSS Proficiency Targets** **SY 23-24 Target: 61.30% → 58.2% NOT MET** **SY 24-25 Target: 62.60%** **SY 25-26 Target: 63.90%** **SY 26-27 Target: 65.20%** **SY 27-28 Target: 66.50%** **SY 28-29 Target: 67.80%**	**2C** 58% of students (all students tested in NGSS during SY23-24) are proficient in Science All students will show growth on the NGSS test	**EA 1.1.4 (1)** Ensure the implementation of a quality K-5 high quality science curriculum that is aligned with the state's science standards. **E.A. 1.1.4 (2)** Provide additional instructional support to students performing below grade level/or enrichment and additional learning opportunities for all students.	Monthly Walkthrough Data Team Meetings Frequency of students utilizing priority strategies	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

1.1.5. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. **WASC #1** **WASC #5** *Required for all schools.*	**1A, B,** **2A, B, C** 50% of low SES students are proficient in SBA ELA 50% of low SES students are proficient in SBA Math 0% of IDEA students are proficient in SBA ELA 0% of IDEA students are proficient in SBA Math 19% of EL students proficient in SBA ELA 45% of EL students proficient in SBA Math	**EA 1.1.5 (1)** Provide small group instruction ○ Push In/Pull out intervention ○ EL Push In/Pull Out ○ Homeroom Small Group Instruction ○ Summer School ○ After School Extended Learning Opportunity ○ Before School Morning Library **EA 1.1.5 (2)** Support staff in cultural awareness, competence and humility for diverse communities **EA 1.1.5 (3)** Offer co-curricular and extracurricular activities that are inclusive of all students ○ Specials Classes (STEAM: Computer Tech, Maker Space, Art) P.E., Hawaiian Studies ○ Sharpen the Saw activities **EA 1.1.5 (4)** 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 ○ Request Language Link Interpretation Services ○ Request District Translators for parent events ○ Utilize Student Language Ambassador Team **EA 1.1.5 (5)** Expand support for students who are new to school ● Establish Student Welcoming Committee	ELA proficiency Mathematics proficiency Science proficiency Growth in academic proficiency (STRIVE HI) Regular attendance Percent of English Learners who are meeting or on track to meet English language proficiency. Language Link Interpretation Services Log Percent of Student Language Ambassador Team participation	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☑ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☑ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☑ Other:__, $

	Grades K-2: See Reading/Math Targets Graph for i-Ready	**EA 1.1.5 (6)** Provide online supplemental programs to enhance instruction ○ Go Guardian ○ Brain Pop/Brain Pop Jr. ○ IXL ○ i-Ready ○ Generation Genius ○ Mystery Science ○ Struggly ● Lisa Grinder - Curriculum Coordinator ● Audrey Sugai - EL Coordinator ● Travin Makinano - P.L.A.Y (Proactive Leadership Amongst Youth) Program Coordinator ● Carol Kim - Tech Coordinator **SW6**		

1.1.6. All students transition successfully at critical points, from elementary to middle school and from middle to high school. **WASC #1** *Required for all schools.*	Ensuring a smooth middle school transition will improve academic and social-emotional outcomes for students 67% of 5th graders proficient in SBA ELA 51% of 5th graders proficient in SBA Math 58% of 5th Graders proficient in NGSS (Next Generation Science Standards)	**EA 1.1.6 (1)** Gr. 5 Departmenalization Model **EA 1.1.6 (2)** Gr. 5 Middle School Orientation Field Trip **EA 1.1.6 (3)** Gr. 5 Middle School Guidance Lesson **EA 1.1.6 (4)** Middle School Transition Meetings (IDEA, 504, EL, Gen Ed) **EA 1.1.6 (5)** Gr. 5 RAP (Real and Powerful) Program **EA 1.1.6 (6)** Vertical Articulation Meetings 2x/year with Kawananakoa Middle School 6th grade teachers **EA.1.1.6 (7)** Promotion Day (Gr. Pre-K-5) • Stacy Miyashiro - Counselor • Nohelani Kobayashi - Gr. 5 Grade Level Chairperson • Kay Matsushige - Student Services Coordinator • Lisa Grinder - Curriculum Coordinator **SW6**	100% of 5th graders participating in Gr. 5 transition activities Percent of Lanakila Graduates meeting proficiency at the end of Quarter 1 at KMS Percent of Lanakila Graduates identified as “red” in SEL Panorama Survey	☑ 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 Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and* Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress (Initial & Intermediate Outcomes)** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
1.2.1. All students desire to and attend school regularly. **WASC #4** *Required for all schools.*	78% of students attending school 90% of instructional days (SY 23-24) This will increase to 80%	**EA 1.2.1 (1)** Increase school strategies to increase attendance and promote a sense of belonging. • Morning Huddle • Leadership Roles - increase early morning leadership roles for students with attendance issues. • Leader of the Month • Sharpen the Saw Block • End of Quarter Celebrations **EA 1.2.1 (2)** Monitor the attendance of all students through: • Attendance Policy • Home Visits • Attendance Committee **EA 1.2.1 (3)** PLAY (Proactive Leadership Amongst Youth) After School Program **EA 1.2.1 (4)** PSAP Counseling • Stacy Miyashiro, Counselor • Travin Makinano, PLAY Coordinator	Percent of students attending 90% or more days of instruction Morning Huddle Script PLAY/PSAP Attendance	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☑ Other:__, $

		SW6		
1.2.2. All students demonstrate positive behaviors at school. **WASC #3** *Required for all schools.*	Behavior impacts all students' academic progress and school culture.	**EA 1.2.2 (1)** Monitor behavior of all students through GLO checklist and MTSS Wall. **EA 1.2.2 (2)** Morning Huddle themes and topics associated with needed areas will be implemented. **EA 1.2.2 (3)** Lunch Bunch (small group) as needed for counseling. **EA 1.2.2 (4)** Game Room (groups by grade levels) earned for positive behaviors in school. • Gr. K-5 Grade Level Chairpersons • Stacy MIyashiro, Counselor • Travin Makinano, PLAY Coordinator **SW6**	GLO Checklist MTSS Wall Morning Huddle Script Game Room Schedule	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☑ Other:__, $

1.2.3. All students experience a Nā Hopena A'o environment for learning. *Required for all schools.*	Total well-being, sense of belonging and sense of responsibility are essential to student success.	**EA 1.2.3 (1)** Hawaiian Studies teacher will align lessons with HA **EA 1.2.3 (2)** LIM Lessons (Total Well-Being, Sense of Belonging, Sense of Responsibility) ● Lisa Grinder - Curriculum Coordinator ● Cassie Romero - Gr K Chairperson ● Kerry Higa - Principal ● Gr K-5 Grade Level Chairpersons **SW6**	Hawaiian Studies Report Morning Huddle Script	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☑ Other:__, $

★ GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.				
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and* Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress (Initial & Intermediate Outcomes)** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. *Required for all schools.*	Currently, 100% of students participate in career, community, and civic opportunities. This will continue to be 100% of students by the end of the 25-26 SY.	**EA 1.3.1 (1)** Opportunities in career, community, and civic engagement will be provided for students through: • Instructional blocks exposing students to various careers • Campus cleanup activities • Community service • Student Leadership Team • K-5 Grade Level Chairpersons **SW6**	Percent of students participating in career exploration and development activities. Percent of students participating in civic learning and active civic engagement.	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☑ Other:__, $

Priority 2
High-Quality Educator Workforce In All Schools

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

Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this? Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and* Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?" Estimate the additional amount needed to execute the enabling activity.*
2.1.1 All **teacher** positions are filled with qualified hires that include SIQ hours and/or TESOL certification by 26-27 SY.	84% of teachers have received SIQ hours and/or TESOL certification. By the end of the 25-26 SY, 90% of teachers will receive 72 SIQ hours or TESOL certification.	**EA 2.1.1.(1)** Opportunities are available for teachers to attend EL PD that supports SIQ hours. -State/District EL course offerings -University courses • Kerry Higa, Principal • Lisa Grinder, Curriculum Coordinator • Audrey Sugai, English Learner Coordinator **SW6**	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, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $
2.1.2 All **teachers** are effective or receive the necessary support to become effective.	100% of teachers need support in being new to the	**EA 2.1.2 (1)** In order to be effective, all teachers will be provided supports including: • PD: ELA Strategies (Meghan Hargrave) • PD: Math Strategies (District/State Support)	Walk-Through Forms	☐ WSF, $ ☐ Title I, $ ☑ Title II, $ ☐ Title III, $

	school, a new grade level or on probationary status.	**EA 2.1.2 (2)** Feedback from regular walkthroughs **EA 2.1.2 (3)** Individual supports targeting individual needs **EA 2.1.2 (4)** Provide mentoring for teachers new to the school or grade level and as needed ● Kerry Higa, Principal ● Lisa Grinder, Curriculum Coordinator **SW6**		☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $
2.1.3 All schools' **support staff** are effective or receive the necessary support to become effective.	100% of support staff need support in being new to the school, grade level, a curricular program/or strategies.	**EA 2.2.2 (1)** Provide training for: ○ New Teacher Orientation (Specials Teachers /PTTs) ○ GLC Orientation ○ Supplemental Instructional Programs ○ DIBELS Testing (3x/year) ○ IDEA Strategies **EA 2.1.2 (2)** Specials (Support Staff for extended learning opportunities: Hawaiian Studies, STEAM, PE) Meeting (2-4x/month) ● Kerry Higa, Principal ● Kay Matsushige, SSC (SPED Support Staff) ● Lisa Grinder, CC (Instructional Support Staff) **SW6**	Number of professional development opportunities for classified school support staff.	☑ 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 Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and* Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.	Collaborative meetings focused on school culture and school improvement needed quarterly All council members approve the Academic Plan.	**EA 3.3.1 (1)** Principal will message the importance of this advisory group to all stakeholders in August 2024 explaining roles/responsibilities. **EA 3.3.1 (2)** Principal will engage the SCC chairperson and ensure school level plans and issues are agendized. **EA 3.3.1 (3)** School Community Council Meetings will be held 4x a year (quarterly) **EA 3.3.1 (4)** School Community Council members look over and approve the school's academic plan. • Kerry Higa, Principal **SW2**	-All required stakeholders represented in SCC membership. -Overall positive ratings on the SCC self-assessment survey.	☑ 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 Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and* Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
3.3.2 All families are engaged in school events/activities and have regular two way communication. **WASC #5**	**3A, B** Need for a higher level of parent engagement through two-way communication. Need for quality collaborations, build more positive relationships between school and home.	**EA 3.3.2 (1)** Provide regular ways for two way communication: • Planner (1x/ day) • Blue Folder (Kindergarten); Thursday Green Folder (Grades 1-5) (1x/ week) • Remind App (homeroom) • Email • Phone Call • **EA 3.3.2 (2)** Parent Teacher Conferences(1x/ year)/Optional Parent Teacher Conferences (1x/ year) **EA 3.3.2 (3)** Grade Level Parent Activity (1-2 x/ year, 1-2x per grade level) **EA 3.3.2 (4)** English Learner Parent Meeting (2x/ year) **EA 3.3.2 (5)** Family Event (4x/ year) **EA 3.3.2 (6)** Morning Huddle Inclusion of Parents	Parent Sign-In Sheets Parent Surveys Parent Attendance Rate MRA Parent Survey Results SQS Parent Survey Results	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

		EA 3.3.2 (7) GLO Checklist ● Carol Kim, Technology Coordinator ● Kay Matsushige, Student Services Coordinator ● Grades K-5 Chairpersons **SW6**		

★ **Other Systems of Support**				
Desired Outcome *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this?* *Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and* Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
3.3.3 ART (Academic Review Team) meets to monitor and revise as necessary the Academic Plan.	**1A,** **2A, C** Enabling activities implementation might be a cause for a dip in SBA Proficiency scores.	**EA 3.3.3 (1)** Analyze data and monitor the implementation of the Academic Plan quarterly. ● Kerry Higa, Principal ● Lisa Grinder, Curriculum Coordinator	Quarterly Art meeting minutes	☐ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

APPENDIX A: SCHOOL BELL SCHEDULE

Pursuant to Hawaii Revised Statutes Section (HRS) 302A-251, as well as the current Hawaii State Teachers Association 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.	
Total student instructional hours per year *(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)*	1,800
Did your school submit a SCC Waiver Request Form? Please explain.	NA
Bell Schedule: Lanakila Elementary School	