

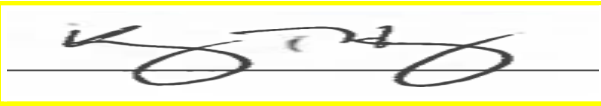
Lanakila Elementary School

Academic Plan

SY 2026-2027

717 N. Kuakini St. Honolulu, HI 96817
(808) 307-9200
lanakila.org

- ☒ Title I School
☐ Non-Title 1 School

Submitted by Principal Kerry Higa	
	Apr 2, 2026

Approved by Complex Area Superintendent Linell Dilwith	
	Date 4/16/26

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

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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
K-5	'23 Wonders ▾	i-Ready Classroom Mathematics ▾		

Please list all **supplementary instructional materials** used to 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) IXL	i-Ready Classroom Math Fluency Games Struggly Teachers PayTeachers Standards Based Resources IXL	Mystery Science Generation Genius Brain Pop Wonders Integration Standards Based Lessons IXL	Brain Pop Wonders Integration Standards Based Lessons
K-5 (Pull-Out Intervention)	Magnetic Reading (Gr 1-5) Instructional Routines for Phonological Awareness and Alphabetic Principle PFR (Phonics for Reading) REWARDS (Reading Excellence Word Attack and Rate Development Strategies)		TPT Science Bundle	TPT Standards Based Lessons
K-5 (IDEA/Inclusion)	TeachTown Language for Learning OG (Orton Gillingham)	TeachTown	TeachTown	TeachTown
K-5 (EL)	Imagine Learning Wonders ELD Team Toolkits OG Language for Learning			

	Finish Line PFR (Phonics for Learning)			
K-3	OG			
K-1	Heggerty			
1	ECRI Instructional Routines for Phonological Awareness and Alphabetic Principle			

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 ▾	NA
K-5	I-Ready ▾	I-Ready ▾
K-5	WIDA Screener ▾	NA
K-5	Other: ▾ CFAs/i-Ready Standards Mastery (Gr 2-5)	Other: ▾ CFAs/i-Ready Standards Mastery (Gr 2-5)
K	Other: ▾ KEA	Other: ▾ KEA
K	Other: ▾ Teacher Created Kinder Checklist	Other: ▾ Teacher Created Kinder Checklist
3-5	Other: ▾ IAB	Other: ▾ IAB
3,4	Other: ▾ ICA	Other: ▾ ICA
PreK	Other: KRA (TeachTown), TS Gold	Other: KRA (TeachTown), TS Gold

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:

IDENTIFIED SCHOOL NEEDS

Academic Plans require the identification of school needs based on data and other information analyzed as part of the school improvement process. The **Comprehensive Needs Assessment (CNA) Data Workbook** (linked [here](#)) and **Lei Kulia** (linked [here](#)) are data resources to help guide and support continuous school improvement.

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:

- ☒ Current 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: NA
Type of Next Action: NA

Year of Next Self-Study:
NA

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 | <p>Student Need: All Students need tiered level supports to Increase proficiency in Vocabulary: ELA</p> <p>Goal: 60.44% SBA Proficiency Target</p> <p>58.2% i-Ready Reading Proficiency Target</p> <p>5% i-Ready Reading: Vocabulary Proficiency Increase</p> <p>KPI (Key Performance Indicator) ELA Student SBA Proficiency Targets</p> <p>SY 24-25 Target: 56.27% → 59.1% MET</p> <p>SY 25-26 Target: 58.35%</p> <p>SY 26-27 Target: 60.44%</p> <p>SY 27-28 Target: 62.52%</p> <p>SY 28-29 Target: 64.61%</p> <p>Root/Contributing Cause:</p> <p>1A All students need to learn how to analyze and apply grade-level reading strategies to increase ELA Proficiency through:</p> <ul style="list-style-type: none">● Small Group Instruction● Immediate Feedback● Vertical Non-Permanent Surfaces● School Wide Vocabulary List for all Content Areas |
|----------|---|

i-Ready ELA Universal Screener by Proficiency Level

UNIVERSAL SCREENERS - LANGUAGE ARTS		SCHOOL YEAR					
PROFICIENCY LEVEL		2022-23		2023-24		2024-25	
		FALL	SPRING	FALL	SPRING	FALL	SPRING
On or Above Grade Level		40.5%	60.4%	44.0%	58.0%	45.5%	56.2%
One Grade Level Below		25.8%	16.3%	28.8%	18.5%	22.6%	18.2%
Two or More Grade Levels Below		24.2%	13.9%	18.6%	14.5%	26.9%	17.3%
Not Specified		9.2%	9.2%	8.3%	8.8%	4.8%	8.1%

i-Ready ELA Vocabulary Proficiency by Grade Level

Vocabulary												
	22-23				23-24				24-25			
Grade	LES		McK		LES		McK		LES		McK	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
K	26%	71%	25%	57%	31%	76%	21%	54%	16%	66%	28%	58%
1	14%	69%	15%	54%	13%	70%	8%	52%	16%	52%	13%	48%
2	34%	67%	21%	46%	40%	61%	19%	52%	26%	66%	20%	49%
3	32%	49%	28%	44%	32%	70%	30%	49%	46%	64%	36%	49%
4	28%	38%	27%	44%	18%	40%	23%	38%	34%	42%	25%	37%
5	32%	47%	22%	35%	31%	45%	25%	31%	25%	28%	19%	34%

LES - Lanakila Elementary School; **McK** - McKinley Complex; **Red** - below McKinley Complex/**Green** - above McKinley Complex

SBA ELA Proficiency by Subgroup

SUBGROUP	LANGUAGE ARTS		
	2022-23	2023-24	2024-25
All Students	52.7%	54.2%	59.1%
Disadvantaged	46.2%	50.9%	53.0%
Special Education	0.0%	0.0%	0.0%
English Learner + Exits	30.0%	34.4%	46.8%
Male	44.5%	52.8%	61.6%
Female	65.6%	56.0%	56.2%
High Needs	45.9%	50.4%	54.1%
Non-High Needs	72.0%	68.7%	78.5%
Achievement Gap	26.1%	18.3%	24.4%

2

Student Need: All Students need tiered level supports to Increase proficiency in **Comprehension: Informational (ELA)**

Goal: 60.44% SBA Proficiency Target

58.2 % i-Ready Reading Proficiency Target

5% i-Reading: Comprehension: Informational Proficiency Increase

KPI (Key Performance Indicator) ELA Student SBA Proficiency Targets

SY 24-25 Target: 56.27% → 59.1% MET

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:

2A All students need to learn how to analyze and apply grade-level reading strategies to increase ELA Proficiency through:

- Small Group Instruction
- Immediate Feedback
- Vertical Non-Permanent Surfaces

2B All students need to learn how to use evidence to construct explanations and communicate understanding across content areas.

i-Ready ELA Informational Proficiency by Grade Level

Informational												
	22-23				23-24				24-25			
Grade	LES		McK		LES		McK		LES		McK	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
K	35%	74%	32%	57%	37%	73%	25%	59%	33%	69%	33%	62%
1	24%	71%	16%	53%	22%	63%	14%	48%	16%	53%	16%	47%
2	27%	67%	21%	43%	24%	69%	18%	45%	24%	62%	15%	49%
3	27%	45%	27%	42%	55%	55%	26%	43%	34%	66%	28%	48%
4	26%	38%	26%	38%	37%	32%	36%	33%	34%	42%	21%	33%
5	39%	50%	26%	31%	31%	47%	27%	40%	27%	29%	20%	34%

LES - Lanakila Elementary School; McK - McKinley Complex; Red - below McKinley Complex/Yellow-same as McKinley Complex/Green - above McKinley Complex

SBA Proficiency by Subgroup

See Above in 1A

3 **Student Need:** All Students need tiered level supports to Increase proficiency in **Math**

Goal: 67.53% SBA Proficiency Target

56.5% i-Ready Math Proficiency Target

KPI (Key Performance Indicator) Math Student SBA Proficiency Targets

SY 24-25 Target: 63.85% → **66.4% MET**

SY 25-26 Target: 65.08%

SY 26-27 Target: 66.30%

SY 27-28 Target: 67.53%

SY 28-29 Target: 68.76%

Root/Contributing Cause:

3A All students need to learn how to solve and explain mathematical problems using multiple strategies through:

- Number Sense
- Problem Solving
- Schoolwide Mathematical Vocabulary List (PreK-5)
- Small Group Instruction
- Immediate Feedback
- Vertical Non-Permanent Surfaces

i-Ready Math Universal Screener by Proficiency Level

UNIVERSAL SCREENERS - MATH	SCHOOL YEAR					
PROFICIENCY LEVEL	2022-23		2023-24		2024-25	
	FALL	SPRING	FALL	SPRING	FALL	SPRING
On or Above Grade Level	22.5%	55.9%	27.9%	57.0%	30.9%	54.5%
One Grade Level Below	40.9%	19.8%	45.8%	23.7%	42.1%	23.0%
Two or More Grade Levels Below	19.3%	7.1%	13.6%	6.0%	14.9%	10.2%
Not Specified	17.1%	17.0%	12.6%	13.1%	11.9%	12.0%

SBA Proficiency by Subgroup

SUBGROUP	MATH		
	2022-23	2023-24	2024-25
All Students	62.1%	55.8%	66.4%
Disadvantaged	55.8%	50.9%	59.4%
Special Education	0.0%	0.0%	0.0%
English Learner + Exits	53.1%	56.4%	59.7%
Male	62.5%	61.3%	69.3%
Female	61.5%	48.4%	63.0%
High Needs	57.9%	53.2%	60.7%
Non-High Needs	74.4%	65.6%	89.2%
Achievement Gap	16.5%	12.4%	28.5%

To address student subgroup(s) achievement gaps, please list the **targeted subgroup(s)** and their **identified need(s)**. 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 See above table
2	<u>Targeted Subgroup:</u> EL <u>Identified Student Need(s):</u> Increase student proficiency rates and exits See above table
3	<u>Targeted Subgroup:</u> IDEA <u>Identified Student Need(s):</u> Increase student proficiency rates See above table



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 <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
1.1.1.A All entering preschool students are assessed for progress against developmental objectives	TS Gold results show additional support needed in developmental objectives	EA 1.1.1.A (1) Administer TS Gold Initial Checkpoint and 3 Checkpoints in November, February, and May	TS Gold Checkpoints in: November February May Observations/Work Samples	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☒ Other: __, \$
1.1.1.B All entering kindergarten students are assessed for social, emotional, and academic readiness and <u>provided necessary and timely support</u> to develop foundational skills for learning.	1A, 2A, 2B, 3A KEA results show additional support needed in identified areas: -81% in language and literacy. -63% in social foundations	EA 1.1.1.B(1) Administer Lanakila Kinder Checklist (5x/year - pre-test, quarterly, post-test) EA 1.1.1.B (2) Early literacy instruction through consistent implementation of Heggerty/OG will be provided for all students. EA 1.1.1.B (3) Tier 2 instruction provided for students identified as needing support to develop foundational skills for learning. ○ Heggerty 5x/week	18% of Kindergarteners assessed for i-Ready Reading Diagnostic are proficient (as of Mar. 2027) 12% of Kindergarteners assessed for	☐ WSF, \$ ☒ Title I, \$17,400 (i-Ready Site License) ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$

		○ Small group instruction ○ Differentiated materials EA 1.1.1.B (4) Provide in-school interventions and additional time for learning for students needing additional support: ○ Small group (In Class) ○ Pull-out (Need Base) ○ Afterschool ELO (Extended Learning Opportunity)(Need Based) EA 1.1.1.B (5) Teachers complete Panorama SEL Survey 2x/year (Fall, Winter) ● Kerry Higa - Principal ● Lisa Grinder - Curriculum Coordinator ● Stacy Miyashiro - Counselor ● Cassie Romero - Gr K Grade Level Chair SW1 SW6 - i, ii, iii	i-Ready Math Diagnostic are proficient (as of Mar. 2027) 49% of Kindergarteners assessed for DIBELS are proficient (as of Dec. 2026) 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	☐ Grant: __, \$ ☐ Other: __, \$
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			emotional needs on the school's MTSS will receive additional support	
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Reading Proficiency 1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently <u>receive necessary and timely support</u> to become proficient.	1A, 2A, 2B Gr 3 SBA ELA Proficiency results show 32% identified as needing additional support in ELA. Gr K-5 i-Ready ELA Diagnostic results show 44% identified as needing additional support in ELA 23% of EL students are proficient in SBA ELA.	EA 1.1.2 (1) Strengthen Tier 1 instruction in all ELA classrooms by following and using the approved viable curriculum (Wonders 2023). EA 1.1.2 (2) EL strategies will be implemented in all classrooms. EA 1.1.2 (3) Ensure regular usage of i-Ready online lessons (45 minutes weekly) - Assess K-5 students in i-Ready Diagnostic Reading Assessment 3-5x/year EA 1.1.2 (4) Assess K-5 students in DIBELS Assessment 3x/year to identify students needing additional support - Red/yellow students progress monitored 1-2x a month - Red/yellow students in Grades 3-5 tested for PFR and placed in an intervention pull-out group EA 1.1.2 (5) Provide targeted support on reading needs using: - Heggerty - PFR (Phonics for Reading) - 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 (6) Administer and analyze CFA (Common Formative Assessments) data to identify students needing additional support - Kerry Higa - Principal - Lisa Grinder - Curriculum Coordinator	All students will show 73% growth on i-Ready screeners and SBA proficiency rates will increase by 13%. There will be 10% increased proficiency levels on the ACCESS testing and 10% of EL students will exit.	☐ WSF, \$ ☒ Title I, \$17,400 (i-Ready Site License) ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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		SW1 SW6 - i, ii, iii		
Mathematics Proficiency 1.1.3. All students are proficient in mathematics by the end of fifth grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient.	1A, 2A, 2B, 3A SBA results show 34% of Grades 3-5 students need additional support in math. i-Ready Diagnostic shows 46% of Grades K-5 students are below grade level	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) ■ Math Vocabulary EA 1.1.3 (2) Ensure regular usage of i-Ready online lessons (45 min/week) ● Assess K-5 students in i-Ready Diagnostic Math Assessment 3-5x/year E.A. 1.1.3 (3) 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 SW1 SW6 - i, ii, iii	All students will show 78% growth on i-Ready screeners and SBA proficiency rates will increase by 7%.	☐ WSF, \$ ☒ Title I, \$17,400 (i-Ready Site Licence) ☒ Title 1, \$14,700 (i-Ready Classroom Math) ☐ 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.	1A, 2A, 2B HSA Science results show 45% of Grade 5 students need additional support in science. Gr K-5 i-Ready ELA Diagnostic results show 44% identified as needing additional support in ELA	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. • Wonders (Science-integrated stories) • Mystery Science • Generation Genius • Brain Pop • Go Guardian (across all content areas) • Teachers Paid Teachers Standard Based Lessons SW1 SW6 - i, ii, iii	All students will show 78% growth on i-Ready screeners and SBA proficiency rates will increase by 7%	☒ WSF, \$8,000 (Brain Pop) ☒ Title I, \$2,000 (Mystery Science); \$1,800 (Go Guardian); \$800 (Generation Genius) ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school. <i>Required for all schools.</i>	1A, 2A, 2B, 3A Ensuring a smooth middle school transition will improve academic and social-emotional outcomes for students 49% of 5th graders proficient in SBA ELA 50% of 5th graders proficient in SBA Math 50% of 5th Graders proficient in NGSS (Next Generation Science Standards)	EA 1.1.5 (1) Gr. 5 Departmentalization Model EA 1.1.5 (2) Gr. 5 Middle School Orientation Field Trip EA 1.1.5 (3) Gr. 5 Middle School Guidance Lesson EA 1.1.5 (4) Middle School Transition Meetings (IDEA, 504, EL, Gen Ed) EA 1.1.5 (5) Gr. 5 RAP (Real and Powerful) Program EA.1.1.5 (6) Promotion Day (Gr. Pre-K-5) EA.1.1.5 (7) Transition Meetings PreK- K, more restricted to less restricted environments • Stacy Miyashiro - Counselor • Nohelani Kobayashi - Gr. 5 Grade Level Chairperson • Kay Matsushige - Student Services Coordinator • Lisa Grinder - Curriculum Coordinator SW1 SW6 - i, ii, iii (I)	100% of 5th graders participating in Gr. 5 transition activities 60% of Lanakila Graduates meeting proficiency at the end of Quarter 1 at KMS 20% 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:__, \$
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1.1.6. All students will receive support through a multi-tiered system for academics, behavior, social emotional and physical health <i>Required for all schools.</i>	1A, 2A, 2B, 3A Awareness of identified flagged students ensures intervention strategies. Students will receive personalized supports for high-quality learning.	EA 1.1.6 (1) Regularly update MTSS data wall EA 1.1.6 (1) Discuss progress at MTSS cadre meetings 2x/month EA 1.1.6 (1) Discuss progress and and update data at grade level data teams (CC, SSC, Counselor and Grade Level Teachers) • Kay Matsushige - Student Services Coordinator • Stacy Miyashiro - Counselor • Lisa Grinder - Curriculum Coordinator SW1 SW6 - i, ii, iii	Completion of the school blueprint that defines the school's system of support. Completion of the HMTSS Assessment Tool that evaluates the implementation of the school system. Discussion minutes/data inputted at each grade level articulation	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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★ **GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.**

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
1.2.1. All students desire to and attend school regularly. <i>Required for all schools.</i>	82% of students attending school 90% of instructional days (SY 24-25)	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 • Spell LANAKILA for perfect attendance goals 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 EA 1.2.1 (5) Wednesday Sports Activities for select students	Percentage of instructional days attendance will increase to 85%	☐ WSF, \$ ☐ Title I, ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

		EA 1.2.1 (6) PLAY room incentive for chronically absent students EA 1.2.1 (7) Office staff personally call parents if an absence is reported, teachers send Remind messages • Kerry Higa, Principal • Stacy Miyashiro, Counselor • Travin Makinano, PLAY Coordinator SW6 - iii (I)		
1.2.2. All students demonstrate positive behaviors at school. <i>Required for all schools.</i>	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) Leader In Me: 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) PLAY Game Room (groups by grade levels) earned for positive behaviors in school. EA 1.2.2 (5) Sped PreK teachers utilize <i>Kimochis</i> SEL training EA 1.2.2 (6) Greeting at the Door • Gr. K-5 Grade Level Chairpersons • Stacy Mlyashiro, Counselor • Travin Makinano, PLAY Coordinator SW6 - iii (I)	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. <i>Required for all schools.</i>	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) <i>Leader in Me (LIM)</i> 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 - iii (I)	Hawaiian Studies Quarterly Report Morning Huddle Script	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☒ Other:__, \$
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★ **GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.**

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. <i>Required for all schools.</i>	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 Service Projects • Field Trips • Gr. 5 Real and Powerful (RAP) Program (monthly) • K-5 Grade Level Chairpersons • Carol Kim, Tech Coordinator • Audrey Sugai, EL Coordinator • Stacy Miyashiro, Counselor • Kerry Higa, Principal SW6 - ii, iii (l)	100% of students participate in career exploration and development activities. 100% of students participate 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: __, \$

1.3.2 All students enter middle school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.	1A, 2A, 2B, 3A 49% of 5th graders proficient in SBA ELA 50% of 5th graders proficient in SBA Math 50% of 5th Graders proficient in NGSS (Next Generation Science Standards)	EA 1.1.5 (1) Gr. 5 Departmentalization Model EA 1.1.5 (2) Gr. 5 Middle School Orientation Field Trip EA 1.1.5 (3) Gr. 5 Middle School Guidance Lesson EA 1.1.5 (4) Middle School Transition Meetings (IDEA, 504, EL, Gen Ed) EA 1.1.5 (5) Gr. 5 RAP (Real and Powerful) Program • Lisa Grinder - Curriculum Coordinator • Nohelani Kobayashi - Gr. 5 Grade Level Chairperson • Kay Matsushige - Student Services Coordinator • Stacy Miyashiro - Counselor SW1 SW6 - i, ii, iii (I)	60% of Lanakila Graduates meeting proficiency for ELA, Math, and Science at the end of Quarter 4 at KMS	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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PRIORITY 2: High-Quality Educator Workforce In All Schools

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

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
2.1.1 All teacher positions are filled with qualified hires that include SIQ hours and/or TESOL certification by 26-27 SY.	96% of teachers have received SIQ hours and/or TESOL certification. By the end of the 25-26 SY, 100% 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, EL Coordinator SW6 - ii, iii (IV)	Percentage of teachers with all SIQ hours completed and/or TESOL certification. Plan for teachers without SIQ hours/TESOL certification.	☐ WSF, \$ ☒ Title I, \$1,000 (PD Subs) ☐ 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 school, a new grade level or on probationary status.	EA 2.1.2 (1) In order to be effective, all teachers will be provided supports including: - PD: ELA Strategies (Meghan Hargrave/District/State Support) - Plain Talk Conference - PD: Cox Literacy - PD: Math Strategies (District/State Support)	Walk-Through Forms -90% of teachers implement school wide strategies Sign-In Sheets	☐ WSF, \$ ☒ Title I, \$40,000 (PD Conferences) ☒ Title 1 \$20,000 (PD Subs) ☐ Title II ☐ Title III, \$



PRIORITY 2: High-Quality Educator Workforce In All Schools

	100% of teachers will implement all school wide instructional strategies.	○ NCTM Conference ● PD: Leader in Me ○ LIM Conference EA 2.1.2 (2) Feedback from regular walkthroughs (environmental, ILT visits, etc.) 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 -ii,iiil (IV)		☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
2.2.1 All schools' support staff are effective or receive the necessary support to become effective.	100% of support staff will implement all school wide instructional strategies	EA 2.2.1(1) Provide mentoring for support staff new to the school or grade level and as needed. ● Kerry Higa, Principal ● Lisa Grinder, Curriculum Coordinator ● Kay Matsushige, SSC ● Audrey Sugai, EL Coordinator SW6 - ii, iii (IV)	Data Team Grade Level Discussion Minutes	☐ WSF, \$ ☒ Title I, \$\$85,000 (PTTs) \$35, 000 PPEs ☐ 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 <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. <i>Required for all schools.</i>	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 2026 explaining roles/responsibilities. EA 3.3.1 (2) Principal will engage the SCC chairperson and ensure school level plans and issues are agendaized. 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 SW4	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: __, \$
3.3.2 ART (Academic Review Team) meets to monitor and revise as necessary the Academic Plan.	Enabling activities implementation might be a cause for a dip	EA 3.3.2 (1) Analyze data and monitor the implementation of the Academic Plan quarterly. Kerry Higa, Principal	Quarterly Art meeting minutes	☐ WSF, \$ ☒ Title I, \$2,000 (Subs) ☐ Title II, \$



PRIORITY 3: Effective and Efficient Operations At All Levels

	in SBA Proficiency scores.	Lisa Grinder, Curriculum Coordinator SW3		☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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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.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
3.3.3 All teachers will have regular two-way communication with families.	Need for a higher level of parent engagement through two-way communication.	EA 3.3.3 (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 - Class Dojo - IDEA Communication Log - Written Communication requiring parent signature - GLO Checklist	Parent Surveys Parent Survey Results Leader in Me MRA (Measurable Results Assessment) Parent Survey Results	☐ WSF, \$ ☒ Title I, \$2,300 (Planner) ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

		• IEP Meetings • Monthly Progress Monitoring Meetings for students with Adult Supports • Anonymous Parent Involvement Survey (IEP Process) EA 3.3.3 (2) Parent Teacher Conferences(1x/ year)/Optional Parent Teacher Conferences (1x/ year) SW6 -ii	SQS Parent Survey Results Parent Teacher Conference Attendance will increase 10% Parent Attendance Rate will increase 10%	
3.3.4 All families are engaged in school events/activities	Need for quality collaborations, build more positive relationships between school and home.	EA 3.3.4 (1) Grade Level Parent Activity (2 x/ year) EA 3.3.4 (2) Family Event (4x/ year) EA 3.3.4 (3) English Learner Parent Meeting (2x/ year) • Carol Kim, Technology Coordinator • Kay Matsushige, Student Services Coordinator • Grades K-5 Chairpersons SW6 -ii	Parent Activity Attendance Rate will increase 10%	☐ WSF, \$ ☒ Title I, \$2,500 (Quarterly/ Grade Level Family Events) ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

APPENDIX A: SCHOOL COMMUNITY COUNCIL ASSURANCES FORM

One of a School Community Council's (SCC) main functions is to review the school's Academic Plan and Financial Plan for the upcoming school year and either recommend revisions of the plans to the principal or recommend the plans for approval by completing the SCC Assurances Form.

The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name and signature of the SCC chairperson must be included on both pages of the form, regardless of revisions or comments added to the second page.

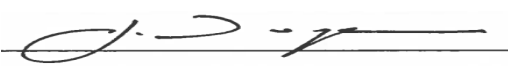
Hawaii State Department of Education School Academic Plan and Financial Plan Annual Assurances and Recommendation for Approval

The **Lanakila Elementary School** School Community Council (SCC) recommends the school plans to the Complex Area Superintendent for approval and assures the following:

1. The SCC is correctly constituted and was formed in accordance with the Board of Education policy, Department of Education procedures and state law.
2. The SCC reviewed its responsibilities under the Board of Education policy, Department of Education procedures and state law, including those related to the review of the Academic Plan and Financial Plan.
3. The SCC sought and considered all recommendations from the school community or committees before recommending the plans for approval. (Check all that apply)
 - ☒ A School Community Council Meeting was conducted on **Oct 28, 2025** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Feb 23, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☒ Other (list): Academic Review Team (ART)
 - ☒ The SCC reviewed the Academic Plan and Financial Plan and found that they are based upon a thorough analysis of student performance data, and use evidence-based interventions.
4. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
5. The principal has provided a clear explanation to the SCC about the status of each of the recommendations made by the SCC regarding the Academic Plan and Financial Plan.
6. This school plan was adopted through consensus or by vote by the School Community Council on: **Feb 23, 2026**

Attested:

Lanakila Elementary School Principal	Signature	Date
Kerry Higa		Feb 23, 2026
SCC Chairperson	Signature	Date

Mario Doropan		Feb 23, 2026
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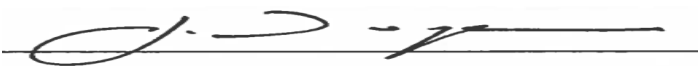
SCC Recommendations to the Academic Plan and Financial Plan:

The School Community Council, in review of the Academic and Financial Plans, has provided the principal with the following recommendations for consideration. These recommendations are included as a means to share these issues with the Complex Area Superintendent and to identify the action taken by the principal on the SCC recommendations. If no recommendations were made, please write "N/A." **SCC Chairperson signature is required on both pages.**

SCC Recommendation:	Rationale for the SCC Recommendation:	Principal's Response to SCC Recommendation:
N/A		
N/A		
N/A		

SCC Comments: Statement of Problem or Concerns regarding the Academic Plan and Financial Plan review process.
Very well written and explained. Thank you for going through the process with us.

Attested:

SCC Chairperson	Signature	Date
Mario Doropan		Apr 2, 2026

APPENDIX B: 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.**

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)	[Insert value; refer to cell D58 in the bell schedule tool]
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement

Lanakila Elementary School Bell Schedule:

Monday, Tuesday, Thursday, & Friday Bell Schedule 2026-2027 SY																
PK	HR 8:00-8:10	8:00-8:25 Breakfast	Block 1			Block 2		Lunch 10:45-11:15		Outdoor Play 11:20-11:50		Block 3 (Dismissal 30 min. before)		Dismissal 1:45		
K	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		LIM 11:45-12:00 (15 min.)	Integrated Block 12:00-2:15 (135 min.)		Dismissal 2:15	
1	HR 8:00-8:10	Integrated Block 8:10-9:15 (65 min.)		MTSS Block 9:15-9:45 (30 min.)		Recess 9:45-10:00	Integrated Block 10:00-11:15 (75 min.)			Lunch 11:15-11:45		LIM 11:45-12:00 (15 min.)	Integrated Block 12:00-2:15 (135 min.)		Dismissal 2:15	
2	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		LIM 11:45-12:00 (15 min.)	Integrated Block 12:00-12:50 (50 min.)		MTSS Block 12:50-1:30 (40 min.)	Integrated Block 1:30-2:15 (45 min.)	Dismissal 2:15
3	HR 8:00-8:10	Integrated Block 8:10-9:00 (50 min.)		MTSS Block 9:00-9:45 (45 min.)		Recess 9:45-10:00	Integrated Block 10:00-11:35 (95 min.)			Recess 11:35-11:50	Lunch 11:50-12:20		LIM 12:20-12:35 (15 min.)	Integrated Block 12:35-2:15 (100 min.)		Dismissal 2:15
4	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		LIM 12:20-12:35 (15 min.)	Integrated Block 12:35-1:25 (50 min.)		MTSS Block 1:25-2:15 (50 min.)	Dismissal 2:15
5	HR 8:00-8:10	LIM 8:10-8:25 (15 min.)	Integrated Block 8:25-9:45 (80 min.)			Recess 9:45-10:00	MTSS Block 10:05-10:55 (50 min.)		Integrated Block 10:55-11:50 (55 min.)		Lunch 11:50-12:20		Recess 12:20-12:30	Integrated Block 12:30-2:15 (105 min.)		Dismissal 2:15

Wednesday Bell Schedule 2026-2027 SY

PK	HR 8:00-8:10	Integrated Block 8:10-9:00 (50 min.)	Integrated Block/STS 9:00-9:45 (45 min.)	Recess 8:30-9:30	Integrated Block 10:00-10:45 (45 min.)	Lunch 10:45-11:15	Integrated Block 11:45-1:00 (75 min.)	Dismissal 1:00	
K	HR 8:00-8:10	Integrated Block 8:10-9:00 (50 min.)	Integrated Block/STS 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.)	Integrated Block/STS 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.)	Integrated Block/STS 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	
3	HR 8:00-8:10	Integrated Block 8:10-9:00 (50 min.)	Integrated Block/STS 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.)	Integrated Block/STS 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
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