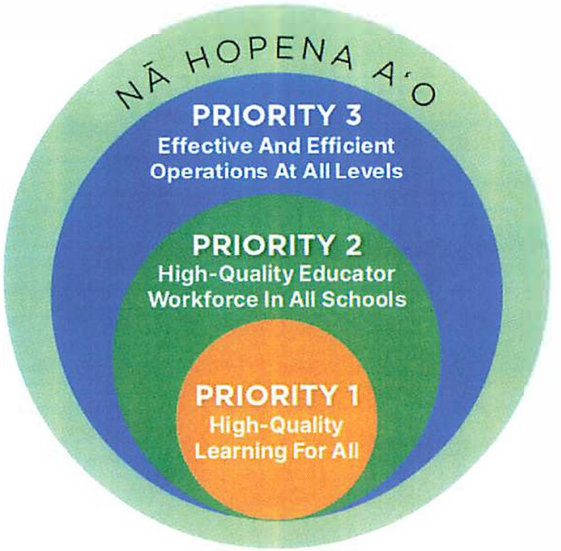


King William C. Lunalilo Elementary School Academic Plan SY 2025-2026

810 Pumehana Street
Honolulu, HI 96826
(808) 307-2800
https://www.lunalilo.k12.hi.us

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

Submitted by Principal Wendy Kau	
Wendy Kau	3/14/2025

Approved by Complex Area Superintendent Linell Dilwith	
L. Dilwith	5/8/25

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
K-5	'23 Wonders	i-Ready Classroom Mathematics	STEMscopes	
	Select One	Select One		
	Select One	Select One		

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
4				Hawaiians of Old (textbook) Hawaii the Pacific State (textbook)
K-3	Heggerty			
K-5		Building Thinking Classrooms	Science Spin	Scholastic News

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	I-Ready	I-Ready
K	KEA	Select One
K-5- EL	WIDA Screener	Select One

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:

- ☑ 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: Mid-Cycle Report & Visit

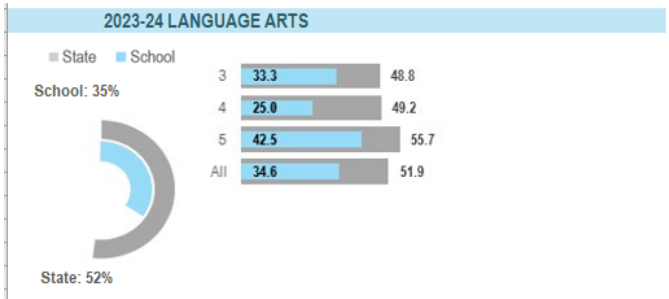
Year of Next Action: 2025
Type of Next Action: Full Self-Study

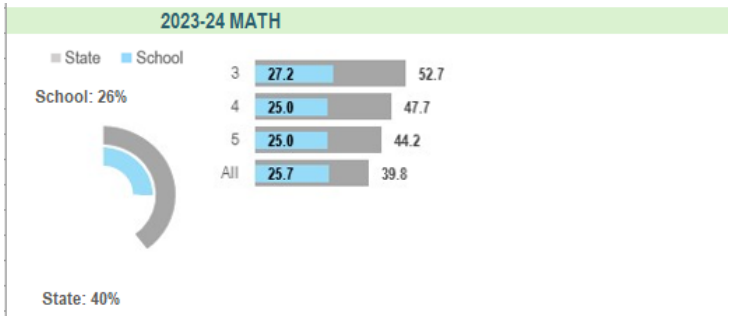
Year of Next Self-Study: 2025

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 in academic achievement in ELA, math and science.



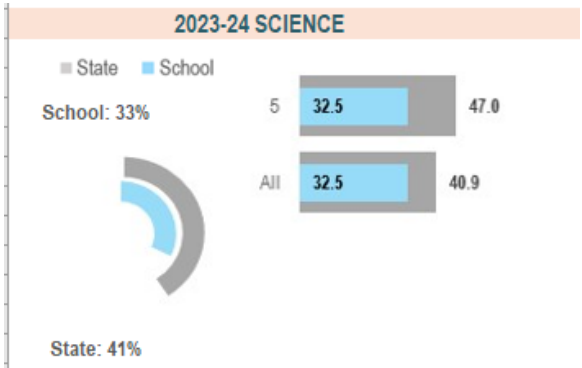


% PROFICIENT IN LANGUAGE ARTS BY GRADE

SCHOOL YEAR	3	4	5	ALL GRADES
2021-22	30.9%	44.1%	41.8%	38.9%
2022-23	27.2%	37.7%	47.5%	38.1%
2023-24	33.3%	25.0%	42.5%	34.6%

% PROFICIENT IN MATH BY GRADE

SCHOOL YEAR	3	4	5	ALL GRADES
2021-22	25.5%	47.0%	32.7%	34.0%
2022-23	29.4%	28.8%	29.2%	29.1%
2023-24	27.2%	25.0%	25.0%	25.7%



% PROFICIENT IN SCIENCE BY GRADE

SCHOOL YEAR	5	ALL GRADES
2021-22	38.1%	38.1%
2022-23	43.9%	43.9%
2023-24	32.5%	32.5%

Root/Contributing Cause:
1A. Lack of mechanisms that enhance the function of the Data Teams designed to provide appropriate data on student achievement.
1B. Lack of consistent and focused feedback loop.
1C. Lack of student involvement and participation that is encouraged by the adults involved in direct academic instruction.

2

Student Need: Rigorous and consistent curricular instruction in ELA and math to address the stagnant academic results that have been observed over the past four years.
Data:

	LANGUAGE ARTS			MATH		
SUBGROUP	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%

Root/Contributing Cause:
1A. Lack of consistent monitoring and support of all teachers in the consistent use of curriculum and specific teaching strategies.
1B. Lack of consistent and focused feedback loop.
1C. Lack of relevant and timely PD for teachers that connected with school curriculum and initiatives.

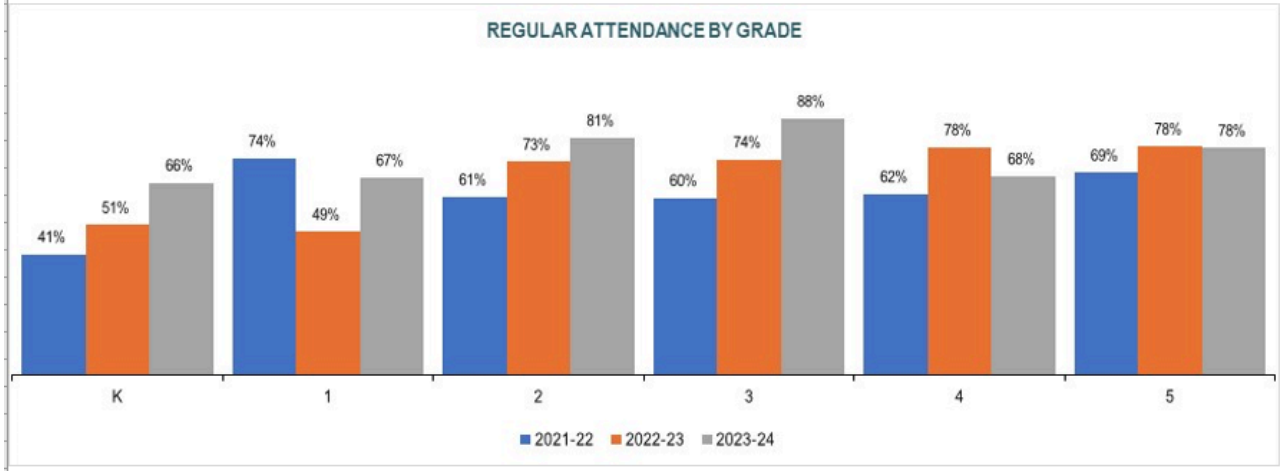
3

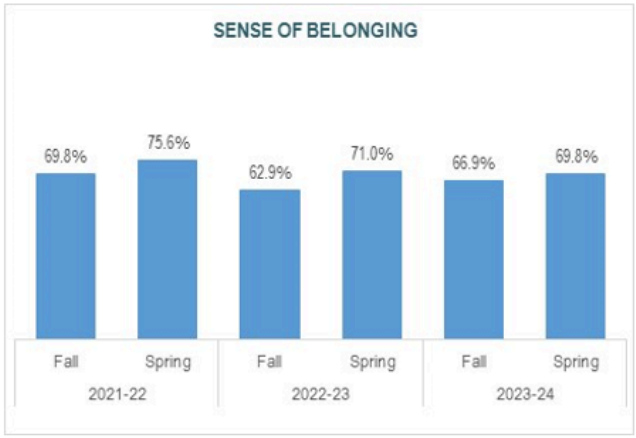
Student Need: Consistent and regular attendance that starts in the K-2 grade levels and maintains in 3-5 grade levels.

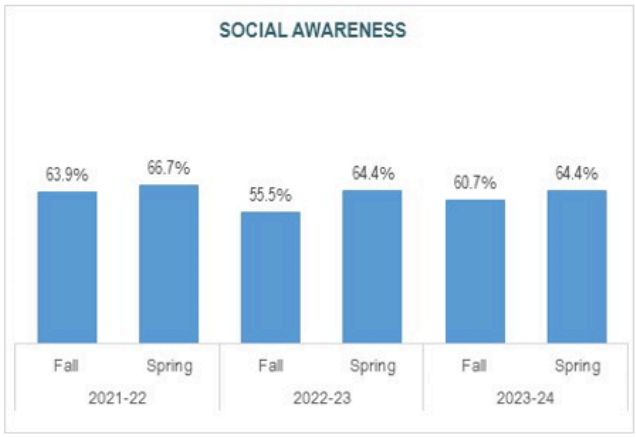
Data

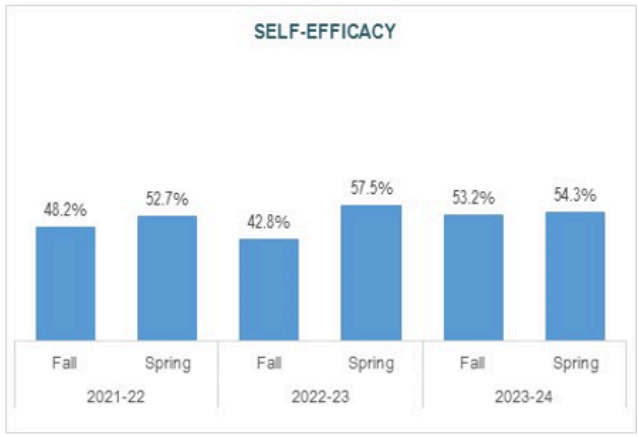
REGULAR ATTENDANCE BY GRADE

SCHOOL YEAR	K	1	2	3	4	5	TOTAL
2021-22	41.1%	73.9%	60.7%	60.4%	61.7%	69.0%	**61.2%**
2022-23	51.1%	48.8%	72.7%	73.5%	77.7%	78.0%	**66.3%**
2023-24	65.6%	67.3%	80.9%	87.5%	67.8%	77.5%	**74.5%**









Root/Contributing Cause:

1A. Lack of parental awareness and buy-in regarding the importance of education.
1B. Lack of communication between school and home to help parents understand what students miss when they are out of school.
1C. Lack of student engagement to the curriculum.
1D. Lack of student connection to the school (sense of belonging/sense of place).

In order 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	**Targeted Subgroup:** English Language Learners **Identified Student Need(s):** The EL Student Need is **oracy** - the use of verbal and written academic language in the classroom setting.
2	**Targeted Subgroup:** Special Education **Identified Student Need(s):** The SpEd Student Need is to decrease the achievement gap between disabled students and non-disabled peers by providing more authentic opportunities for SpEd students to participate in general education opportunities when possible and provide appropriately rigorous academic instruction for those subject areas that a student needs more intensive support..
3	**Targeted Subgroup:** SES **Identified Student Need(s):** The SES Student Need is to decrease the achievement gap between low SES students and average to high SES students in all academic areas through our HMTSS structures.

Proficiency by Subgroup

	LANGUAGE ARTS			MATH			SCIENCE		
SUBGROUP	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%

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.	SN 1A SN 3	KEA testing for all kindergarten students beginning in the summer of 2025 Alyssa Otsubo, Alyssa Yonamine (Kindergarten teachers), Cassandra Clemens (K-1 Sped teacher), Tiffany Sera (CC), Pamela Kanekoa (Literacy Coach), Angelina Kam (Kinder Camp teacher), Wendy Kau (Principal) 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. (SW6) Alyssa Otsubo, Alyssa Yonamine (Kindergarten teachers), Cassandra Clemens (K-1 Sped teacher), Pamela Kanekoa (Literacy Coach), Matthew Terukina (K-2 Intervention Teacher) Tier 2 instruction provided for students identified as needing support to develop foundational skills for learning. (SW6) ● Heggerty 3x/week	Heggerty screening & on-going/periodic assessment iReady Data Teacher Feedback Parent Feedback *KEA (23-24)* *31% Demonstrating Readiness* *55.17% Approaching Readiness* *13.79% Emerging Readiness* *KEA (24-25)* *22.22% Demonstrating Readiness*	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

		● Small group instruction ● Differentiated materials Alyssa Otsubo, Alyssa Yonamine (Kindergarten teachers), Cassandra Clemens (K-1 Sped teacher), Tiffany Sera (CC), Pamela Kanekoa (Literacy Coach), Wendy Kau (Principal)	*30.56% Approaching Readiness* *47.23% Emerging Readiness* iReady ELA (December Diag.) 17% Green (mid or above grade level) 33% Green (early on grade level) 50% Yellow (approaching grade level) iReady Math (December Diag.) 14% Green (mid or above grade level) 19% Green (early on grade level) 67% Yellow (approaching grade level)	

Reading Proficiency 1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently receive necessary and timely support to become proficient.	SN - 1A, 1B, 1C SN - 2A, 2B SN - 3 35% of students school wide are proficient in ELA. **SBA proficiency rates will increase by 2.5%.** **The target percentage will be 36%.** SN - 3A, 3B, 3C **There will be 3-5% increased proficiency levels on the Access testing.** **% of EL students will exit.**	Strengthen Tier 1 instruction in all ELA classrooms by following and using the approved viable curriculum. (SW1, SW3) (All gen ed, Sped, EL teachers), Tiffany Sera (CC), Pamela Kanekoa (Literacy Coach), Matthew Terukina (K-2 Intervention Teacher), Mari Masuno (3-5 Intervention Teacher), Wendy Kau (Principal) Strengthen Tier 2 instruction. Matthew Terukina (K-2 Intervention Teacher), Mari Masuno (3-5 Intervention Teacher), Tiffany Luong (EL Coordinator), Marci Awaya (EL teacher) Planning time will be provided through articulation cycles to refine the pacing guides and curriculum. Tiffany Sera (CC), Wendy Kau (Principal) Coaching and co-teaching using the Science of Reading strategies.(SW6) Pamela Kanekoa (Literacy Coach) Continued PD will be provided for: Wonders 2023 and Heggerty (as needed); including components for special sub groups. (SW6) Tiffany Sera (CC), Wendy Kau (Principal) EL and Project GLAD strategies will be shared at faculty meetings and implemented in all classrooms. (SW6) Wendy Kau, Tiffany Luong, Tiffany Sera, Lori Towata, Emma Shigetani, Barbara Hara, Sarah Cappel, Liandra Bonifacio, Marci Awaya (EL Design Team), Tiffany Luong (EL Coordinator), Tiffany Sera (CC), Wendy Kau (Principal)	iReady SBA iReady ELA (gd. 3) (December Diag.) 13% (6 students) mid or above 39% (18) early on 15% (7) one grade below 17% (8) two grades below 15% (7) three or more below Intervention Data Sheet SBA Interim data not received yet.	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

Mathematics Proficiency 1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient receive necessary and timely support to become proficient.	1A, 1B, 1C 29% of students school wide are proficient in math. **SBA proficiency rates will increase by 1.7%.** **The target percentage will be 30%** **There will be 3-5% increased proficiency levels on the Access testing.** **% of EL students will exit.**	Strengthen Tier 1 instruction in all math classrooms by following and using the approved viable curriculum. (SW1, SW3) (All gen ed, Sped, EL teachers), Tiffany Sera (CC), Pamela Kanekoa (Literacy Coach), Matthew Terukina (K-2 Intervention Teacher), Mari Masuno (3-5 Intervention Teacher), Wendy Kau (Principal) Strengthen Tier 2 instruction. Matthew Terukina (K-2 Intervention Teacher), Mari Masuno (3-5 Intervention Teacher), Tiffany Luong (EL Coordinator), Marci Awaya (EL teacher) Planning time will be provided through articulation cycles to refine the pacing guides and curriculum. Tiffany Sera (CC), Wendy Kau (Principal) Continued PD will be provided for our curriculum component: Ready Math; including components for special sub groups.(SW6) Tiffany Sera (CC), Wendy Kau (Principal) EL and Project GLAD strategies will be shared at faculty meetings and implemented in all classrooms.(SW6) Wendy Kau, Tiffany Luong, Tiffany Sera, Lori Towata, Emma Shigetani, Barbara Hara, Sarah Cappel, Liandra Bonifacio, Marci Awaya (EL Design Team), Tiffany Luong (EL Coordinator), Tiffany Sera (CC), Wendy Kau (Principal)	iReady SBA *iReady Math* *GRADE 3* *9% above* *20% early on* *50% one below* *13% two below* *9% three or more below* *GRADE 4* *6% above* *11% early on* *49% one below* *20% two below* *14% three or more below* *GRADE 5* *9% above* *18% early on* *32% one below* *12% two below* *29% three or more below* *SBA Interim* *GRADE 3* *11% exceeds* *28% meets* *33% approaching* *28% does not meet* *GRADE 4* *6% exceeds*	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

			24% meets *44% approaching* *26% does not meet* *GRADE 5* *6% exceeds* *15% meets* *24% approaching* *55% does not meet*	

1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. *Required for all schools.*	2A, 2B, 2C Our high needs students show a 36% achievement gap in ELA and 54% achievement gap in Math. **The gap for our high needs students will close by 3% in both ELA and math.**	Lunalilo ES HMTSS Tiers Strengthen Tier 1 instruction in all math classrooms by following and using the approved viable curriculum. (SW 1, SW3) (All gen ed, Sped, EL teachers), Tiffany Sera (CC), Pamela Kanekoa (Literacy Coach), Matthew Terukina (K-2 Intervention Teacher), Mari Masuno (3-5 Intervention Teacher), Wendy Kau (Principal) Strengthen Tier 2 instruction. Matthew Terukina (K-2 Intervention Teacher), Mari Masuno (3-5 Intervention Teacher), Tiffany Luong (EL Coordinator), Marci Awaya (EL teacher) Planning time will be provided through articulation cycles to refine the pacing guides and curriculum. Tiffany Sera (CC), Wendy Kau (Principal) Continued PD will be provided for our curriculum component: Wonders 2023, Ready Math, Heggerty; including components for special sub groups. (SW6) Tiffany Sera (CC), Wendy Kau (Principal) EL and Project GLAD strategies will be shared at faculty meetings and implemented in all classrooms. (SW6) Wendy Kau, Tiffany Luong, Tiffany Sera, Lori Towata, Emma Shigetani, Barbara Hara, Sarah Cappel, Liandra Bonifacio, Marci Awaya (EL Design Team), Tiffany Luong (EL Coordinator), Tiffany Sera (CC), Wendy Kau (Principal) Class scheduling will reflect more inclusion opportunities for Special Education students to appropriately mix in academic subject areas to enhance learning experiences. (SSC), Wendy Kau (Principal), (Appropriate grade level teachers)	iReady SBA WIDA	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school. *Required for all schools.*	1A, 1B 2A, 2B 3A, 3B 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.	Strengthen and broaden the PSAP program to be inclusive of all new incoming students regardless of grade level or subgroup. Phyllis Golding (PSAP EA), (SSC), Tiffany Sera (CC), Chad Mann, Jr. (Counselor, Tiffany Luong (EL Coordinator), (Grade Level Teacher as appropriate), Wendy Kau (Principal) 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. Tiffany Luong (EL Coordinator), Marci Awaya (EL Teacher), (Appropriate grade level teachers), Tiffany Sera (CC), Wendy Kau (Principal)	ARCH Lei Kulia Grade Level Data *From the Strat plan:* *-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.*	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

1.1.6. All students will receive support through a multi-tiered system for academics, behavior, social emotional and physical health.	[If applicable, reference the root/contributing cause from the Identified School Needs section]	Refinement and implementation of our school-wide HMTSS plan, which includes the tiers of intervention as well as our school-wide PBIS system. Wendy Kau, Tiffany Sera, Chad Mann, Jr. (HMTSS Core Team) Creation of an Intervention Class that will be run by an Intervention Teacher 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. - Monitoring will occur via the HMTSS tool provided via J. Mulroy and H. Suzuki which is used as a walkthrough protocol to target specific look fors which are discussed in a feedback session/sessions through the articulation block. Tiffany Sera (CC), Matthew Terukina (K-2 Intervention Teacher), Mari Masuno (3-5 Intervention Teacher), (Grade Level Teacher as Appropriate), Wendy Kau(Principal) Strengthen and broaden the PSAP program to be inclusive of all new incoming students regardless of grade level or subgroup. Phyllis Golding (PSAP EA), (SSC), Tiffany Sera (CC), Chad Mann, Jr. (Counselor), Tiffany Luong (EL Coordinator), (Grade Level Teacher as appropriate), Wendy Kau (Principal) 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. Tiffany Luong (EL Coordinator), Marci Awaya (EL Teacher), (Appropriate grade level teachers), Tiffany Sera (CC), Wendy Kau (Principal)	HMTSS Plan/Blueprint EL Comprehensive Plan -Completion of school blueprint that defines the schools system of support -Completion of the HMTSS Assessment Tool that evaluates the implementation of the school system.	☑ 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. *Required for all schools.*	1A, 1B 2A, 2B, 2C Although our daily attendance rate is at 91%, 22.18% of students are chronically absent. **Decrease our chronic absenteeism rate by 3% by the end of the 25-26 SY.**	Outreach by school level counselors will be consistently used to bring students back to school.(SW2) ● Home visits ● Parent meetings/coffee hours ● After School clubs Chad Mann, Jr. (Counselor), Wendy Kau (Principal) Recognition for attendance at quarterly/semester student assemblies. Chad Mann, Jr. (Counselor), Wendy Kau (Principal) Education about the importance and impact of attendance on academics targeted toward our parents. Chad Mann, Jr. (Counselor), Wendy Kau (Principal) Class Dojo posts regarding attendance (praise, reminders, etc).(SW4) Chad Mann, Jr. (Counselor), Wendy Kau (Principal)	ARCH Lei IC *From the Strat plan:* *-Percent of students attending 90% or more days of instruction*	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

1.2.2. All students demonstrate positive behaviors at school. *Required for all schools.*	1C 3 Increase SQS responses by 10%	Continue to message the school-wide behavioral expectations: Be Safe, Be Responsible, Be Respectful, Be Excellent. (All teachers and staff) Continue to educate the students, parents and community about our behavior matrix.(SW2, SW4) (All teachers and staff) 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 teachers and staff)	Hawk Store Data *From the Strat plan: -Percent of students, parents/guardians and staff agreeing that the school encourages positive behaviors.*	☑ 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.*	1B, 1C 2A, 2B 3	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. (All teachers), Tiffany Sera (CC), Wendy Kau (Principal)	-Number of students that have completed HA orientation and/or training. -Embedded into school culture.	☑ 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.*	Students will have various opportunities to engage in school and community events, roles and activities.	Opportunities in career, community, and civic engagement will be provided for students through: (SW2) • Junior Police Officers (JPO) • Campus Patrol Officers (CPO) • Student Council • Morning announcers Tiffany Sera (CC/JPO Coordinator), Matthew Terukina (Student Council Advisor), Bryson Napaepae (JPO Advisor) Grade level community service projects (SY 24-25) (SW2) • Grade K- toiletries drive for IHS • Grade 1- Lunalilo Home holiday cards • Grade 2- Salvation Army Thanksgiving placemats • Grade 3- Food to Grow (with UH Manoa) • Grade 4- Genki Balls • Grade 5- Genki Balls (All teachers), Tiffany Sera (CC)	-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:__, $

K-12 Alignment 1.3.2. All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.	[If applicable, reference the root/contributing cause from the Identified School Needs section]	[Include specific enabling activities or strategic actions being taken to achieve your desired outcome]; [Reference name of accountable lead(s) here] All students participate in the specials rotation, which includes computer science at the appropriate grade level (K-5); exposure to Japanese language; a life skills class that emphasizes knowledge and understanding of important information that all people should know in different stages of their lives. Upper grade students (3-5) participate in pushing out our Morning Message via google classroom. This allows them to practice their verbal delivery of written information as well as interact with technology and navigate typical and atypical tech problems on a daily basis. Additionally, each grade level participates with a community partner to build a sense of place as well as expose students to the variety of careers and opportunities that are available in our area and nearby while giving back to the community in which they live. (SW2) During Read Across America week, we conduct a career day that further exposes students to a varied range of different people and opportunities.(SW2)	[List the measures and/or evidence that will be used to monitor progress here]	☐ 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.	70% 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.	Opportunities are available for teachers to attend EL PD that supports SIQ hours.(SW6) ● State/District EL course offerings ● University courses (All teachers)	-Percentage of teachers with all SIQ hours completed and/or TESOL Certification. **Currently we have 79% of our staff SIQ (5 teachers out of 24 still need to complete their requirements)** *We continue to train teachers in GLAD strategies and WestEd strategies*	☑ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

			to address EL learner needs.	

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. *Required for all schools.*	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	Principal will message the importance of this advisory group to all stakeholders in August/September 2025 explaining roles/responsibilities.(SW4) Elections will be held on Nov 3, 2025. Principal will engage the SCC chairperson and ensure school level plans and issues are agendized. (SCC Committee), Wendy Kau (Principal)	SCC survey Parent surveys *From Strat Plan:* *-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:___, $

	focused on school culture and school improvement will be held at minimum, every quarter as per the SCC guidelines. More meetings will be called as needed.			

★ **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.*
3.3.2a All families are engaged in school events/activities and have regular two way communication.	Lunalilo families play an important role in the successful education of their child.	Families are informed about school events and activities through:(SW2, SW4) ● Tuesday Folder ● Meet and Greet ● Parent-Teacher (student) Conferences ● Class Dojo ● School website ● Report cards (quarterly) ● Flyers Wendy Kau (Principal), (All teachers and staff) Families are invited to participate in activities such as: (SW2) ● King Lunalilo's Birthday Celebration ● Meet and Greet ● Parent-Teacher (student) Conferences ● Coffee Hour ● Food to Grow (grade 3) ● Science Fair Showcase ● Speech Festival Wendy Kau (Principal), (All teachers and staff)	Activity sign in sheet Class Dojo enrollment percentage SQS Parent surveys	☑ WSF, $ ☑ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

★ 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.*
[Insert school specific desired outcome] *(To add additional desired outcomes, duplicate this row, including source of funds checkboxes)*	[If applicable, reference the root/contributing cause from the Identified School Needs section]	[Include specific enabling activities or strategic actions being taken to achieve your desired outcome]; [Reference name of accountable lead(s) here]	[List the measures and/or evidence that will be used to monitor progress here]	☐ 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 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.	
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)*	[#]
Did your school submit a SCC Waiver Request Form? Please explain.	No Based on our current needs, we feel we can address our PD and planning needs within the 2 days built into the school calendar.
Bell Schedule: Lunalilo Elementary School's bell schedule	