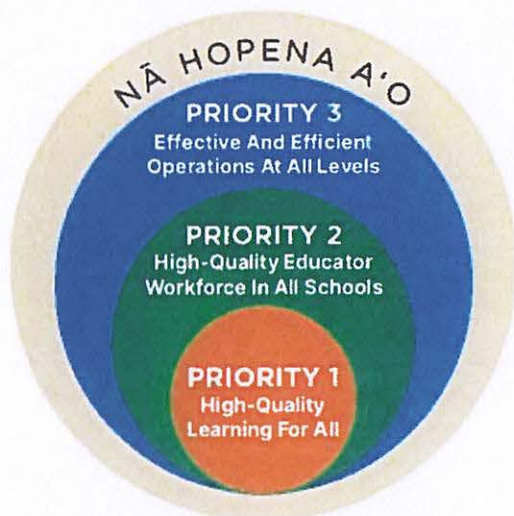
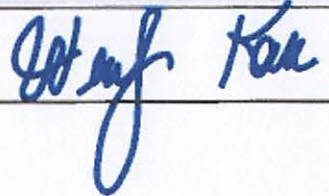




Lunalilo Elementary School Academic Plan SY 2026-2027

810 Pumehana Street
808-307-2800
lunalilo.k12.hi.us

Title I School
Non-Title 1 School

Submitted by Principal Wendy Kau	
	Apr 2, 2026

Approved by Complex Area Superintendent Linell Dilwith	
	Date 4/20/26

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	<u>English Language Arts</u>	<u>Mathematics</u>	Science	Social Studies
Kindergarten-5	'23 Wonders ▾	i-Ready Classroom Mathematics ▾	STEMscopes	
4	Select One ▾	Select One ▾		Hawaiians of Old, Hawaii the Pacific State
K-5 Fully Self Contained	Other: ▾ TeachTown	Other: ▾ TeachTown	TeachTown	TeachTown

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	Scholastic News	Stepping Stones	Science Spin	Scholastic News
PreK-5	Heggerty			
EL	Reach			

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	KEA ▾	Select One ▾
K-5	I-Ready ▾	I-Ready ▾
EL K-5	WIDA Screener ▾	Select One ▾
K-5	Select One ▾	Other: ▾ iRCM comprehension checks

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: SRSS-IE and Progress Monitoring

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: [Insert text]
- ☒ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: 2025

Type of Last Visit: Full Self-Study -

Year of Next Action: 2028

Type of Next Action: Mid-Cycle Report & Visit -

Year of Next Self-Study:

2031

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.

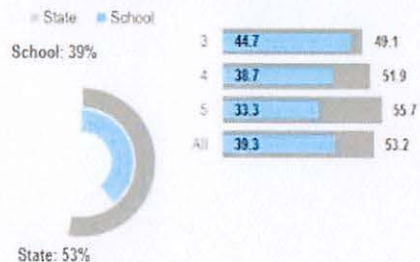
1

Student Need: Students need to learn **fundamental language skills** required for success **across ...**

- **ELA:** Reading comprehension and building academic vocabulary.
- **Math:** Understanding directions, key words in word problems and determining which operation to use in equations.

COMBINED (SBA,KAEO,HSA-Alternate) Proficiency by Grade

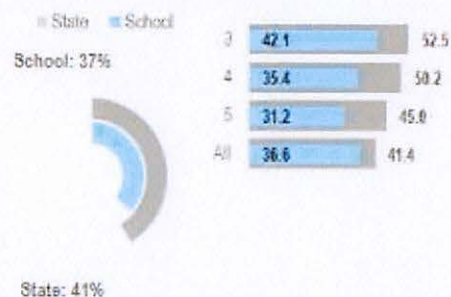
2024-25 LANGUAGE ARTS



% PROFICIENT IN LANGUAGE ARTS BY GRADE

SCHOOL	3	4	5	ALL GRADES
2022-23	27.2%	37.7%	47.5%	38.1%
2023-24	33.3%	25.0%	42.5%	34.6%
2024-25	44.7%	38.7%	33.3%	39.3%

2024-25 MATH



% PROFICIENT IN MATH BY GRADE

SCHOOL	3	4	5	ALL GRADES
2022-23	29.4%	28.8%	29.2%	29.1%
2023-24	27.2%	25.0%	25.0%	25.7%
2024-25	42.1%	35.4%	31.2%	36.6%

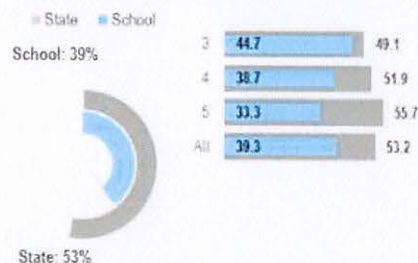
Overall Placement

Students Assessed/Total: 240/242



COMBINED (SBA,KAEO,HSA-Alternate) Proficiency by Grade

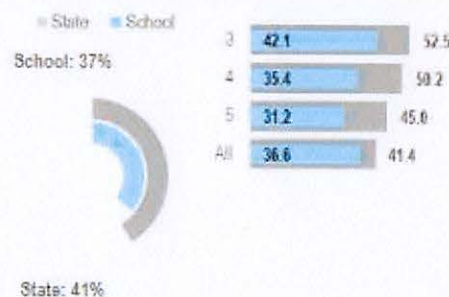
2024-25 LANGUAGE ARTS



% PROFICIENT IN LANGUAGE ARTS BY GRADE

SCHOOL	3	4	5	ALL GRADES
2022-23	27.2%	37.7%	47.5%	38.1%
2023-24	33.3%	25.0%	42.5%	34.6%
2024-25	44.7%	38.7%	33.3%	39.3%

2024-25 MATH



% PROFICIENT IN MATH BY GRADE

SCHOOL	3	4	5	ALL GRADES
2022-23	29.4%	28.8%	29.2%	29.1%
2023-24	27.2%	25.0%	25.0%	25.7%
2024-25	42.1%	35.4%	31.2%	36.6%

iReady Winter Diagnostic 2025 (Comprehension)



iReady Winter Diagnostic 2025 (Overall)

Overall Placement

Students Assessed/Total: 240/242



Root/Contributing Cause:

- A. Domain 3: Instruction- Lack of consistent, explicit vocabulary and language instruction across all content areas.
- B. Domain 3: Instruction- Curriculum and lesson plans are not systematically building foundational language skills in all content areas.
- C. Domain 2: Talent- Teachers may not have shared strategies or professional learning focused on cross- content language development
- D. Domain 1: Leadership- No schoolwide shared framework or priority for language development across disciplines

Target (1 year) I-Ready Diagnostic Winter 2025

Only Greens:

- Reading Comprehension: 36% to 41%
- Math Word Problems (overall): 28% to 33%

Interim Target:

S1

- Students will increase proficiency by 2.5% on teacher-created CFAs for reading comprehension and building vocabulary.
- Students will increase proficiency by 2.5% on teacher-created CFAs for understanding directions, key words in word problems and determining which operation to use in equations.

S2

- Students will increase proficiency by 2.5% on teacher-created CFAs for reading comprehension and building vocabulary.
- Students will increase proficiency by 2.5% on teacher-created CFAs for understanding directions, key words in word problems and determining which operation to use in equations.

2

Student Need: English Learners (EL) need to learn to **engage in quality academic dialogue** by elaborating on and connecting to the ideas of others during collaborative problem-solving. (**High Magnitude:** widespread, multi-grade/subgroup impact.)

SBA Proficiency by Subgroup

SUBGROUP	LANGUAGE ARTS			MATH			SCIENCE		
	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25
All Students	37.9%	35.0%	38.9%	28.8%	26.0%	37.1%	43.9%	33.3%	31.2%
Disadvantaged	32.9%	30.0%	38.6%	23.2%	18.5%	33.7%	38.7%	21.7%	28.0%
Special Education	0.0%	0.0%	0.0%	0.0%	0.0%	25.0%	25.0%	0.0%	0.0%
English Learner + Exits	29.6%	24.3%	27.5%	23.2%	17.0%	26.1%	28.5%	20.0%	15.3%
Male	31.8%	28.5%	42.0%	27.9%	32.6%	49.0%	50.0%	36.8%	26.3%
Female	46.0%	41.1%	35.5%	30.0%	19.6%	23.9%	33.3%	30.0%	38.4%
High Needs	32.3%	28.9%	35.7%	22.7%	16.8%	33.7%	40.5%	21.2%	25.0%
Non-High Needs	70.5%	64.7%	63.6%	64.7%	70.5%	63.6%	75.0%	100.0%	75.0%
Achievement Gap	38.2%	35.8%	27.9%	42.0%	53.7%	29.9%	34.5%	78.8%	50.0%



Root/Contributing Cause:

- Domain 3: Instruction: insufficient structured opportunities for EL students to engage in academic discourse during instruction.
- Domain 3: Instruction- Lesson plans lack intentional language frames or sentence starters that support elaboration and academic dialogue.
- Domain 2: Talent: Limited professional learning for teachers on sheltered instruction or language acquisition strategies for EL students.
- Domain 4: Culture: Classroom culture may not consistently value and create space for student voice and collaborative dialogue.

Target (1 year): WIDA ACCESS Oral language Proficiency 2024-2025 (Combining Listening and Speaking Scores)

- Percentages of students in each Proficiency Level
- PL 1: 22%; PL 2: 14%; PL 3: 37%; PL 4: 15%
- NEP Students (PL1 & PL2): 36% to 31%

3

Student Need: Students need to learn how to break down multi-step **math problems**, choose appropriate operations, and explain the steps in their solution process. (**High Magnitude:** widespread, multi-grade/subgroup impact).

	<u>Root/Contributing Cause:</u> A. Domain 3: Instruction- Math instruction may emphasize procedural fluency over conceptual understanding and problem-solving strategies B. Domain 3: Instruction- Lack of consistent use of evidence-based math problem-solving frameworks (e.g., structured routines for breaking down problems) C. Domain 2: Talent- Teachers may need additional professional learning on how to teach mathematical reasoning and metacognitive strategies D. Domain 1: Leadership- Insufficient use of data from common formative assessments to identify and respond to specific math reasoning gaps <u>Target (1 year)</u> - Student proficiency will increase from 28% to 33% on the spring 2027 Math iReady diagnostic (overall).
4	<u>Student Need:</u> Students need to learn how to select relevant evidence from complex texts and organize written explanations that clearly support a claim. (High Magnitude: widespread, multi-grade/subgroup impact). <u>Root/Contributing Cause:</u> A. Domain 3: Instruction- Writing instruction lacks consistent, explicit teaching of how to identify and cite relevant text evidence B. Domain 3: Instruction- Lesson plans may not include sufficient opportunities for students to practice organizing written arguments C. Domain 2: Talent- Limited schoolwide professional learning on writing instruction connected to complex text analysis D. Domain 1: Leadership- Lack of a coherent, schoolwide writing framework or shared expectations across grade levels <u>Target (1 year)</u> - Student written response and writing will increase on CFAs for each grade level by 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> English Language Learners <u>Identified Student Need(s):</u> The EL Student need is oracy - the use of verbal and written academic language in the classroom setting.
2	<u>Targeted Subgroup:</u> Special Education <u>Identified Student Need(s):</u> 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	<u>Targeted Subgroup:</u> Socio-Economic Student Group (SES) <u>Identified Student Need(s):</u> 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. This includes not only addressing academic needs through curriculum and instruction, but also addressing SEL needs and attendance issues.



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. 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.	Lack of school readiness. Student Need 1A	Enabling Activities: SW6 KEA Readiness will be given during Kinder Camp (for students who enroll), the beginning of the school year (for all others), or within the first week of school for students who enter after the first day of school. Accountable lead(s): Dawn Larson Alyssa Otsubo Tiffany Sera	Annual Target: 100% of Kindergarten students are KEA tested • KEA • Heggerty • iReady Diagnostic • Dibels • WIDA • TS Gold	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☒ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☒ Other:EOEL, \$

Reading Proficiency 1.1.2. All students read proficiently (reading fluently and reading comprehension) by the end of third grade, and those who do not read proficiently <u>receive necessary and timely support</u> to become proficient.	- Lack of consistent feedback and monitoring of instructional practices being implemented. (using CFA's) - Lack of given structured opportunities to practice comprehension with scaffolded longer complex texts. Student Need 1A and 1B	Enabling Activities: SW6 Use of the Data Teams process in the Articulation period to reinforce the curriculum guides and pacing throughout the school year. Within Articulation, CFAs will be used to keep teachers on track with monitoring of instruction to determine if instructional practices are aligned and effective with respect to the listed curriculum and teaching strategies. • Heggerty instruction (Grades PreK-3) • Wonders 2023 phonics instruction in tandem with Heggerty (Grades K-3) • EL Bridge group • EL Pull-out sessions • WestEd strategies • Wonders 2023 • Scholastic News • iReady reading (my path and teacher assigned path) • Sora • National Geographic: Reach • Imagine Learning • TeachTown • What I Need (WIN) 2-3x per week Accountable Lead(s): • All general education teachers • All EL teachers and PTTs • All special education teachers • All intervention teachers	Annual Target: Reading Comprehension: 36% to 41% Monitoring will be done via the following measures: • Intervention data • WIN data • Report cards • Wonders unit assessments • iReady Diagnostic (3x per year) • SBA Interim Target: S1 Students will increase proficiency by 2.5% on teacher-created CFAs for reading comprehension and building vocabulary. S2 Students will increase proficiency by 2.5% on teacher-created CFAs for reading comprehension and building vocabulary.	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☒ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☒ Other:__, \$
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Mathematics Proficiency 1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient.	- Lack of consistent feedback and monitoring of instructional practices being implemented. (using CFA's) Student Need 3A, 3C, 3D	Enabling Activities: SW6 Use of the Data Teams process in the Articulation period to reinforce the curriculum guides and pacing throughout the school year. Within Articulation, CFAs will be used to keep teachers on track with monitoring of instruction to determine if instructional practices are aligned and effective with respect to the listed curriculum and teaching strategies. • iReady Classroom Math • iReady math (my path and teacher assigned path) • What I Need (WIN) 2-3x per week • TeachTown • Building Thinking Classrooms • Stepping Stones (SpEd resource) Accountable Lead(s): • All general education teachers • All special education teachers • All intervention teachers	Annual Target: Math Word Problems (overall): 28% to 33% Monitoring will be done via the following measures: • Intervention data • WIN data • Report cards • iRCM comprehension checks • iReady Diagnostic (3x per year) • SBA S1 Students will increase proficiency by 2.5% on teacher-created CFAs for understanding directions, key words in word problems and determining which operation to use in equations. S2 Students will increase proficiency by 2.5% on teacher-created CFAs for understanding directions, key words in word problems and determining which operation to use in equations.	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☒ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. <i>Required for all schools.</i> <i>(Addressing the gap)</i>	All student groups/sub groups are not achieving equally. The achievement gap must be reduced. -Varied curriculum usages and instructional practices, infrequent data analysis with CFAs and WIN to inform instruction and interventions, infrequent schoolwide monitoring of professional development application, lack of targeted student progress schoolwide, stagnant SBA/NGSS scores Student needs 1B, 3C, 4D	Enabling Activities: SW6 Use of the Data Teams process in the Articulation period to reinforce the curriculum guides and pacing throughout the school year. Within Articulation, CFAs will be used to keep teachers on track with monitoring of instruction to determine if instructional practices are aligned and effective with respect to the listed curriculum and teaching strategies. Professional Development will continue via WestEd and specifically with JohnPaul Lapid to continue the work of specifically designed instructional practices that best support EL learners as well as all learners. ● WestEd Strategies ● TeachTown ● Building Thinking Classrooms ● NEP pull outs services (EL) ● LEP push in services (EL) ● Newcomer pull out services (EL) ● Afterschool homework help (EL) ● HMTSS tiers ○ What I Need (WIN) ○ Intervention ○ Special Programs ■ PE ■ Computer ■ Library ■ Life Skills ■ Art ■ Science+ ■ Coding	Annual Target ● Percentages of students in each Proficiency Level ● PL 1: 22%; PL 2: 14%; PL 3: 37%; PL 4: 15% ● NEP Students (PL1 & PL2): 36% to 31% Monitoring will be done via the following measures: ● Report cards ● CFAs ● Intervention data ● EL data ● WIN data ● SBA ● NGSS	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☒ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☒ Other:__, \$
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		○ Special education ■ FSC ■ Resource (pull out) ■ PreK Accountable Lead(s): ● All general education teachers ● All EL teachers and PTTs ● All special education teachers ● All intervention teachers ● All specials teachers		
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1.1.5. All students transition successfully at critical points, from elementary to middle school. <i>Required for all schools.</i>	Students struggle with the transition from elementary to middle school academically and behaviorally.	Enabling Activities: SW6 Plan and facilitate a Grade 5 Middle School Transition that includes the following - with parent inclusion when possible: ○ Washington Middle School Tour ○ Washington Middle School, Stevenson Middle School, Jarrett Middle School registration ■ Special education transition plan ■ Advanced English and Math ■ EL classes ■ Electives SpEd and 504 transition meetings to create smooth transitions for student services and needs. Accountable Lead(s): ● Grade 5 teachers (general education/special education) ● Counselor ● EL coordinator ● SSC ● Principal	Annual Target 100% of Grade 5 students will participate in at least one middle school readiness experience and report feeling prepared for the middle school transition on the end of year survey. Monitoring will be done via the following measures: ● Q1: LES will have a tentative calendar planned for when we would like to have events for transition that include grade 5 students and parents. ● Q2: 100% of grade 5 students have participated in one readiness event through classroom lessons. ● Q3: 60% of grade 5 students have participated in a middle school experience. ● Q4: 100% of grade 5 students and 50% of grade 5 families have participated in a transition visit and have provided feedback on the 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.	Students are not showing through the current data that there is a comprehensive system in place that supports the whole student academically and behaviorally. - SBA data, iReady diagnostic growth, student behavior referrals	Enabling Activities: SW6 All teachers (classroom and NCTs) will actively participate in the following tasks as listed below: Academic: • Data Tracking • Goal Setting • Pacing guides • Ready Math (SY 24-25) • Wonders 2023 (SY 24-25) • STEMscopes (SY 18-19) • BTC (Building Thinking Classrooms) • EL Strategies • West Ed and GLAD • Individual Student Meetings • Parent/Teacher Conferences Behavior • PBIS Matrix • Hawk Tickets and Hawk Store • SRSS-IE • Kid Talk data collection Social/Emotional • Second Step • Yoga Ed Physical Health • Weekly PE classes Building on Tiers 1, 2, and 3 - all faculty and staff on the campus will deepen their understanding of how each role impacts the adults effectiveness and in turn, impacts the student experience. All role groups will be involved in the student interview/goal setting.	Annual Target: 100% of students will be identified on our data wall for Tiered Supports and data sheets will be prepared for ongoing documentation to follow throughout the school year. We will reimplement our student tracker sheets to personalize our student experience and allow everyone to broaden their overall understanding of each student on our campus. Monitoring will be done via the following measures: • Q1: All data walls will reflect current screening data. Students will be placed in Tiers based on initial data. At least 60% of all students in each class will have their tracker sheets completed and their goals will be indicated (the target group of students will be red and yellow students first). Once goals are set, they are shared with parents. • Q2: before the end of the quarter, 100% of students' data will be reviewed to determine the effectiveness of the current Tier placement and intervention effectiveness to discuss next steps and/or movements for the Tiers for next quarter. Movements will be initiated for Q3.	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☒ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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		Additionally, the student goals will be used to motivate students who may stray away from the overall school expectations. The HMTSS team continues to evolve to include a broader group of individuals that will expand its student reach as we continue to recognize that the whole child is not just academic and not just behavioral. Accountable Lead(s): • Principal • Curriculum Coordinator	100% of all students in each class will have their tracker sheets completed and their goals will be indicated. Once goals are set, they are shared with parents. • Q3: Tracking continues and end of quarter data will again be reviewed for next steps and movements. 100% of students in each class will have their tracker sheets reviewed with them and their goals will be updated if needed. • Q4: Year-end review with recommendations for process refinement for next school year. 100% of students in each class will have their tracker sheets finalized with them and their goals will be shared with parents to close the school year.	
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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>	All students do not attend consistently and regularly throughout the school year. Students are not engaged in the classroom and this is having a negative impact on attendance. -Chronic absenteeism and tardiness -Lack of educational/structured schedule importance in some cultures	Enabling Activities: SW6 Communication with parents/guardians about the importance of regular and consistent attendance and how this impacts students now and in the future. • Attendance letter • Parent meeting • Home visit • Office phone call home for every absence • Class Dojo message Provide various types of rewards and motivations for students to help encourage them to communicate with their parents to press them to bring them to school rather than keep them at home. • Perfect Attendance Award (Q1, Q2, Q3, Q4, Year) • Class Dojo announcement of grade level percentages Classrooms will be places that are welcoming and engaging for all learners at all levels. In order to achieve this, we will continue to engage in the following:	Annual Target: By the end of the 2026-2027 School Year, the percentage of regularly attending students will increase from 63.7% to 68%, while the school maintains a daily attendance rate of 90% or higher. • Q1: 100% of students and families have received at least two types of communication regarding the school procedures and expectations for attendance. • Q2: Schoolwide recognition systems are in place with all classrooms and students have received recognition. Additionally, parents have received at least two communications that educate them on the importance of attending school regularly. • Q3: Intervention processes for chronic absences and at risk students have been utilized and discussed in HMTSS meetings to hone and modify as needed. • Q4: The data will show that we have increased our overall attendance to 68% or better as well	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

		• BTC with direct ties to our Ready Math curriculum • West Ed strategies that target our EL population and are good for all learners at all levels • Visible Learning techniques (specifically learning targets and success criteria) that make goals and outcomes transparent and clear for both the teacher and the student Accountable Lead(s): • Classroom teachers (general education/special education) • Principal • Counselor • Office clerks • Curriculum Coordinator	as maintained our daily attendance at 90% or better. S1 Students will increase overall attendance by 2.5% based on comparison to the attendance between 25-26 SY and 26-27 SY data. Daily attendance data will remain at 90% or better. S2 Students will increase attendance by an additional 2.5% based on comparison to the attendance between 25-26 SY and 26-27 SY data for a total increase of 5%. Daily attendance data will remain at 90% or better.	
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1.2.2. All students demonstrate positive behaviors at school. <i>Required for all schools.</i>	Students continue to demonstrate negative and/or adverse behaviors that do not align with schoolwide expectations. Referrals coming from the classroom setting are frequent (at least 2 times or more per week; which calculates to approximately 100-125 referrals per school year) and consist mainly of Class C and D offenses that should be addressed by the teacher. -Behaviors Referrals continue to be a concern. -Students are not following the school expectations in all settings.	Enabling Activities: SW6 Implementation with consistency and fidelity the Second Step curriculum in conjunction with themed lessons that align with the overall course content (led by the counselor). Review the definitions of Chapter 19 as well as develop a unified understanding of restorative practice-based discipline rather than just consequence-based discipline. Review and agree upon the PBIS rewards system and how it will be utilized school-wide. Review and revise the internal process and system for referrals. Continued teaching and reminding of the school expectations with the "Bees". Use of the following positive reward systems to encourage students to make better choices: • PBIS- Hawk points (paper cards and digital) • Hawk Store (PBIS store)- monthly • Golden Spatula Award (cafeteria behavior incentive) Accountable Lead(s): • All teachers (general education/special education) • Counselor	Annual Target: By the end of the 2026-2027 School Year, reported incidents via behavioral referrals will decrease by 20% and the Panorama SEL student perception "Belonging" marker will increase by 5%. Interim Measures: • Q1: 100% of classrooms will teach the Second Step curriculum and the counselor will have a schedule in place (and in progress) for supplemental themed lessons. 100% of teaching staff will participate in awarding either digital and/or paper PBIS points - once awarded, no points will be deducted. • Q2: Comparing data from last year; looking at the Q1 data from 25-26 and 26-27, there should be at least a 5% decrease in disciplinary referrals. 100% of teaching staff and 50% of classified staff will participate in awarding either digital and/or paper PBIS points - once awarded, no points will be deducted. • Q3: Comparing data from last year; looking at the Q2 data from 25-26 and 26-27, there should be at least a 10% decrease in disciplinary referrals.	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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		• Principal • Curriculum Coordinator • Support staff (NCTs, specials teachers, custodians, librarian, office staff, SSC, cafeteria staff, lunch and recess supervisors)	100% of teaching staff and 75% of classified staff will participate in awarding either digital and/or paper PBIS points - once awarded, no points will be deducted. • Q4: Comparing data from last year; looking at the Q3 and Q4 data from 25-26 and 26-27, there should be at least a 15% and 20% decrease in disciplinary referrals respectively. 100% of teaching staff and 100% of classified staff will participate in awarding either digital and/or paper PBIS points - once awarded, no points will be deducted.	
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1.2.3. All students experience a Nā Hopena A'o environment for learning. <i>Required for all schools.</i>	The students lack a sense of connection to the place that they currently live in (Hawai'i) This lack of connection leads to larger issues in and out of school because there is an overall lack of ownership.	Accountable Lead(s): SW6 Use the morning message platform to have the student practice cultural words and introduce them to a variety of cultural practices that will broaden their understanding of their sense of place. The teachers will intertwine the Ha framework into their lessons with more intention and purpose. • Nā Hopena A'o pacing guides • Nā Hopena A'o posters displayed in every classroom Accountable Lead(s): • All teachers (general education/special education) • Curriculum Coordinator	Annual Target: 100% of all classrooms will share the morning message daily so that students will have access to the new content that is shared. 100% of teachers will embed at least one lesson per quarter (for quarters 2, 3, 4) with the Ha framework intentionally woven in. Interim Measures: • Q1: By the end of the quarter, all teachers will have their framework for their lessons planned and ready for the remaining quarters. Morning message will have been running from the beginning. • Q2: By the end of the quarter, all teachers will review their Ha lesson and determine the effectiveness - make adjustments as needed. • Q3: By the end of the quarter, all teachers will review their Ha lesson and determine the effectiveness - make adjustments as needed. • Q4: By the end of the quarter, all teachers will review their Ha lesson and determine the effectiveness - make adjustments as needed. End of year discussions will determine next steps.	☒ 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>
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.	Students are not receiving consistent instruction and engagement with academic language and rigorous vocabulary in all class settings over multiple opportunities. Students don't have real connections to college and/or career pathways.	Enabling Activities: SW6 Teachers will articulate both horizontally and vertically during faculty meetings and data meetings. This will allow for more uniform curriculum mapping/pacing guides as well as overall implementation to ensure rigor and relevance. Hold early college and career exploration for students through our Read Aloud programs and University and/or community partner outreach. Accountable Lead(s): - Classroom teachers (general education/special education) - Principal - Counselor - Office clerks - Curriculum Coordinator	Annual Goal: By the end of the 26-27 SY, 100% of students will participate in at least one college and/or career pathway experience and 100% of teachers will actively contribute to the articulation process; which leads to the curriculum maps and pacing guides. Interim Target: Q1: All grade 2-5 students will participate in the UH event that tours the campus and introduces the students to the University campus and sporting events. Q2: Teachers will produce the semester maps and pacing guides to show appropriate alignment through the first semester - revisit and compare from last year to revise as needed. Q3: All students will participate in the Read Across America and Career Day Event that explores various professional careers and opportunities available to our students. Q4: Teachers will produce the semester maps and pacing guides to show appropriate alignment through the first semester - revisit and compare from last year to revise as needed.	☒ 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 <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 SY26-27.	All students are language learners. All students would benefit from teachers who adjust their instruction to be more inclusive of language learners.	Enabling Activities: During the 26-27 SY, teachers will track credential status regarding SIQ and move toward full SIQ qualification by the end of the school year. - SIQ/TESOL 82% (currently) - EL courses offered through the DOE and WIDA Self Paced courses Accountable Lead(s): - Tiffany Luong - Tiffany Sera	Annual Goal: 100% of teaching staff is SIQ and/or TESOL certified Q1: At least 1 teacher will become SIQ qualified. Q2: At least one additional teacher will become SIQ qualified. Q3: At least one additional teacher will become SIQ qualified. At least one additional teacher will become SIQ qualified. Q4: At least one additional teacher will become SIQ qualified. For a total of 4 teachers over the course of the school year.	☐ 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	Students are not receiving consistent	Enabling Activities:	Annual Goal: By the end of the 26-27 SY, all teachers (intervention teachers included) will	☒ WSF, \$ ☐ Title I, \$



PRIORITY 2: High-Quality Educator Workforce In All Schools

receive the necessary support to become effective.	instruction and engagement with academic language and rigorous vocabulary in all class settings over multiple opportunities.	We will leverage a variety of resources (as listed below) to support our teachers in the identified areas of need in order to become more effective teachers of content and/or to create more positive learning environments for students. • In house mentoring ◦ New teachers to the DOE ◦ New teachers to Lunalilo • State mentoring ◦ New teachers to the DOE (probie 1-4) • HQT • Literacy Coaching • Professional Development ◦ WestEd • Professional Development follow up ◦ iRCM ◦ WestEd ◦ BTC • Educator Effectiveness System (EES) Accountable Lead(s): • Tiffany Sera • Tracey Matsui • Tiffany Luong • Wendy Kau (Principal)	<i>receive consistent feedback loops in person on a scheduled basis.</i> <i>With the feedback loop, data driven adjustments will be made in all tiers of instruction and intervention.</i> S1 100% of classrooms will be visited a minimum of 2 times per week (at least once by principal and once by an NCT) for the purposes of providing feedback on an agreed upon feedback tool (walkthrough protocol). Feedback will be reviewed in articulation/data team meetings. 100% of teachers will create a list of teaching strategies for each quarter that will be the focus for the walkthrough protocol. S2 100% of classrooms will be visited a minimum of 3 times per week (at least once by principal and once by an NCT) for the purposes of providing feedback on an agreed upon feedback tool (walkthrough protocol). Feedback will be reviewed in articulation/data team meetings. 100% of teachers will create feedback on the PD received for the current school year based on efficacy and plan forward for the upcoming	☐ 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

			school year based on needs and next steps.	
2.2.2 All schools' support staff are effective or receive the necessary support to become effective.	Staff often are confused about their role in the educational process and how they support students. Students need a full system of support in order to be fully successful.	Enabling Activities: Develop and maintain through regular meetings Professional Learning Communities (PLC) for classified staff roles so that all staff contribute to a positive and consistent schoolwide culture. Accountable Lead(s): Principal Enabling Activities: Provide in-house PD for EAs and casual staff members to better provide assistance to students with EL and SpEd needs in the classroom that align with the needs the teachers in the classrooms that they support are displaying. Accountable Lead(s): Principal Student Services Coordinator (SSC)	Annual Goal: By the end of the 26-27 SY, 100% of the classified staff will fully understand their roles and responsibilities as they relate to student learning and campus culture. Interim Measures: Q1: By the end of quarter 1, 100% of classified staff will have a copy of their MQs and Roles and Responsibilities as provided by the state office. Each person will have had an opening meeting with Principal, or an appropriate designee, to review the documents and clarify understanding Q2: At least 50% of the role groups within the classified staff will have had one (1) meeting to review the academic plan and provide input for the upcoming CNA for the 27-28 SY. Q3: At least 75% of the role groups within the classified staff will have had one (1) meeting to review the academic plan and provide input for the upcoming CNA for the 27-28 SY. At least 50% of the role groups within the classified staff will have had one (1) meeting to provide input for the	☐ 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

			upcoming academic plan for the 27-28 SY. Q4: At least 100% of the role groups within the classified staff will have had one (1) meeting to review the academic plan and provide input for the upcoming CNA for the 27-28 SY. At least 75% of the role groups within the classified staff will have had one (1) meeting to provide input for the upcoming academic plan for the 27-28 SY.	
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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?"	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 for enabling activities.
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>	The school and community need to work in conjunction with parent and student input to determine the best direction for further educational development for the school.	Enabling Activities: Be more transparent with the purpose and role of the School Community Council and why it is important to the school. Publish a public calendar that is easily accessible to all stakeholders to encourage higher and more consistent attendance at meetings. Accountable Lead(s): Principal SSC Council Lead	Annual Goal: <i>By the end of the 27-28 SY, the SCC will maintain full membership, hold at least four documented meetings with quorum, and provide recorded input on both the Academic and Financial Plans via agendas and minutes posted on the website and SCC assurance forms.</i> Interim Measures: Q1: SCC membership is confirmed and roles are filled; calendar is established and calendared. Calendar is published on the ClassDojo calendar and website. Q2: SCC will have met at least twice and have filed minutes in the appropriate place on the website. Input has been recorded for the CNA, Academic Plan and Financial Plan. Q3: Review of Academic and Financial Plans have been completed with specific	☒ 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

			feedback and recommendations. This feedback and recommendations have been shared with school faculty for further action. Q4: By the end of the quarter, at least 4 meetings have been held for the SCC with quorum; SCC Assurances form is complete; Principal feedback form is complete and submitted.	
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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 "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?"	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 for enabling activities.
3.3.2 All families are engaged in school events/activities and have regular two way communication.	Students and families do not feel connected to the school and often do not feel informed about day to day information and/or larger school events. There is not much active participation in informational feedback from students and families.	Enabling Activities: Continue to communicate the importance of two-way communication between home and school - especially when there is NOT a problem that needs to be addressed. This helps to build a continuous relationship and trust throughout the school year. - Class Dojo - Tuesday Folder - School flyers - Student planner - Lunalilo's Birthday assembly (annual) - Literacy Night - Science Fair Showcase - Meet and Greet - Open House - School website - EL Coffee Hour - Optional: Report card page 4 - EOEL: First meeting - Parent- Teacher Conference (Q1) - Keiki Rainbow Run Accountable Lead(s):	Annual Goal: By the end of the 27-28 SY, the Panorama School Quality Survey will have an increased participation rate as follows: - Staff at 90% or better for all role groups - Students at 80% or better for all grade levels - Families at 50% or better Interim Measures: Q1: At least 90% of families in all classes are connected via Class Dojo. Q2: At least 95% of families in all classes are connected via Class Dojo. Q3: At least 50% of families have attended at least one in person event. Q4: Data will be pulled to determine if we met our annual goal for SQS participation.	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☒ Other:__, \$

		• All teachers (general education/special education) • Counselor • Principal • Curriculum Coordinator • Support staff (NCTs, specials teachers, custodians, librarian, office staff, SSC)		
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★ Other Systems of Support				
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>
[Insert school specific desired outcome] (To add additional desired outcomes, duplicate this row)	[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]		☐ WSF, \$ ☐ Title I, \$ ☐ 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.

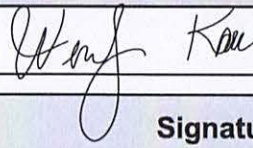
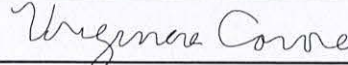
The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name 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 **Lunalilo 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 **Feb 9, 2026** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Apr 16, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☐ Other (list): [Insert text. Examples: School Leadership Team, Curriculum Committee, School Safety Committee]
4. 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.
5. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. 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.
7. This school plan was adopted through consensus or by vote by the School Community Council on: **Date**

Attested:

Lunalilo Elementary School Principal	Signature	Date
Wendy Kau		Mar 31, 2026
SCC Chairperson	Signature	Date
Virginia Cowie		Mar 31, 2026

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.
N/A

Attested:

SCC Chairperson	Signature	Date
Virginia Cowie		Mar 30, 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
Lunalilo Elementary School Bell Schedule:	



King William C. Lunalilo Elementary
SCHOOL BELL SCHEDULE
SY 2026-2027

Monday, Tuesday, Thursday, Friday

8:00 am	School Begins	
9:35 am to 10:10 am	Recess (15 minute recess periods)	
	Recess 1	9:35-9:50 PreK- Grade 3
	Recess 2	9:55-10:10 Grades 4-5
11:45 am to 12:30 pm	Lunch Periods	
	Lunch 1	11:15-11:45 PreK- Grade 3
	Lunch 2	11:45-12:15 Grades 4-5
	Recess 1	11:45-12:00 PreK- Grade 3
	Recess 2	12:15-12:30 Grades 4-5
2:15pm	Dismissal	
3:00 pm	End of School Day for teachers	

Wednesday

1:00pm	Dismissal
2:45pm	End of School Day for Teachers