



One-Year ES Academic Plan SY 2025-2026

'Āina Haina Elementary School FKK Elementary School Academic Plan SY 2025-2026

801 West Hind Drive
808-377-2419
www.ainahaina.k12.hi.us



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

Submitted by Principal: Brendan Burns		Approved by FKK Complex Area Superintendent: Rochelle Mahoe, Ph.D.	
Signature: <i>Brendan Burns</i>	Date: <i>4/8/25</i>	Signature: <i>Rochelle Mahoe</i>	Date: <i>04/08/2025</i>

Rochelle Mahoe (Apr 8, 2025 16:18 HST)

**VIABLE QUALITY CURRICULUM**

This section highlights the school's comprehensive instructional programs used by each core subject area. *For SY 2024-2025, identifying Science and Social Studies instructional programs in the Academic Plan is optional.*

Please identify the comprehensive instructional program(s) used by each core subject area. Schools may indicate specific demographic subgroup(s) as appropriate.

To add additional information, please insert a new row as needed. OR, group as grade bands if appropriate.

Grade Level / Course Name	English Language Arts	Mathematics	Science	Social Studies
Elementary Education (Gr. K – 5)	Wonders 2023	Stepping Stones	Currently addressed in our IB Programme of Inquiry.	Currently addressed in our IB Programme of Inquiry

SCREENING ASSESSMENTS

This section highlights school-administered universal screeners designed to quickly identify the needs of students in **Kindergarten through Grade 9** who may require additional academic support.

Please utilize the dropdown list to identify the universal screener(s) used for English Language Arts and Mathematics and specify the grade level or course name. If "Other" is selected, please manually identify the universal screener.

To add additional information, please insert a new row and/or duplicate the dropdown list as needed. OR, group as grade bands if appropriate.

Grade Level / Course Name	English Language Arts	Mathematics
Gr. K - 5	iReady	iReady
Gr. 2 - 5	Achieve 3000	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(s) for those needs and gaps, as identified in one or more of the following:

Current Comprehensive Needs Assessment (CNA)

Other current accreditation self-study: International Baccalaureate Self-Study & Visit Report.

Please identify critical student learning needs and the root/contributing cause(s) why these needs have been prioritized.

"What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?"

To identify additional critical student needs, please insert a new row and duplicate the "Student Need" and "Root/Contributing cause(s)" text as needed. Please number the student need and root/contributing cause(s) for ease of cross-referencing.

- | | |
|---|---|
| 1 | <p><u>Student Need:</u> IB implementation:</p> <ul style="list-style-type: none"> a. School-wide action b. Incorporating knowledge of the host culture of Hawaii in students' learning experiences. c. Using student-led inquiry to drive learning. <p><u>Root/Contributing cause(s):</u> This is based on the recommendations of our pedagogical leadership team & from our IB self-study which is currently on-going. The contributing cause is continuous improvement of both our school's and Kaiser Complex IB signature.</p> |
| 2 | <p><u>Student Need:</u> Math Teaching and Learning</p> <p><u>Root/Contributing cause(s):</u> Strive Hi and IReady Assessment both identify math as an area of need for student learning.</p> |
| 3 | <p><u>Student Need:</u> ELA: Literacy: Explicit Instruction</p> <p><u>Root/Contributing cause(s):</u> School data shows that ELA: Literacy is part of our journey continuous improvement.</p> |
| 4 | <p><u>Student Need:</u> Regular and Chronic Attendance.</p> <p><u>Root/Contributing cause(s):</u> Our Comprehensive Needs Assessment showed that both regular and chronic attendance are a need area for</p> |



our school.



In order to address student equity, please list the targeted subgroup(s) and their identified needs. Enabling activities should address identified subgroup(s) and their needs.

To add additional subgroups, please insert a new row and duplicate "Targeted Subgroup" and "Identified Student Need(s)" text as needed.

- | | |
|---|---|
| 1 | <u>Targeted Subgroup:</u> EL Students
<u>Identified Student Need(s):</u> Maintain and improve student achievement of all EL identified students. |
| 2 | <u>Targeted Subgroup:</u> Special Education Students
<u>Identified Student Need(s):</u> Improve the gap rate between special education and general education students. |
| | |



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 Outcomes <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 Position of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Student Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
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.	We are doing this so that we might support our Kindergarten students in their learning journey at our school so that they might be successful.	<p>The KEA assessment for students will be done for 100% of all Kindergarten students entering within the first 30 days of the school year. Support is provided for K students from this data going forward to help them develop these foundational skills for learning.</p> <p>Summer start program for incoming kindergarten students will help support incoming Kindergarten students to start developing foundational skills for learning.</p> <p>Leads for this to take place: Grade K teachers/data team Jayna Smith, Instructional Coach Brendan Burns, Principal/Head of School</p>	Progress data will be tracked initially and quarterly so that all K students are assessed through: iReady data Panorama data .	<p>KEA initial funds.</p> <p>Summer start incoming K program funds from District.</p>



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Reading Proficiency 1.1.2. All students read proficiently by the <u>end of third grade</u> . All students (K-5) who do not read proficiently receive necessary and timely support to become proficient.	School data shows that ELA: Literacy, in specifically the reading area, is part of our journey continuous improvement	<p>Strengthen Tier 1 instruction in all ELA classrooms, by following and using Wonders 2023 and integrating explicit instructional strategies as taught from the professional development received from Dr. Anita Archer. ECRI implementation will continue for grades K-2.</p> <p>Na Hoku Ala (NHA) Response to Intervention Services to be provided for students that qualify based on school data to support them in basic reading skills of phonemic awareness and comprehension.</p> <p>Leads for this area: Jayna Smith, ELA Instructional Coach Brendan Burns, Principal/Head of School</p>	<p>Quarterly Classroom walkthroughs to track explicit instruction implementation.</p> <p>School i-Ready data to be tracked.</p>	WSF Funds for Na Hoku Ala program (\$46,350 for 3 Part-time teachers)
Mathematics Proficiency 1.1.3. All students are proficient in mathematics by the <u>end of fifth grade</u> . All students (K-5) who are not proficient receive necessary and timely support to become proficient.	Strive Hi and IReady Assessment both identify math as an area of need for student learning.	<p>For grade K-2 teachers and lower grade SPED, professional development will be provided to them by Dr. Yeap Ban Har on Math Instructional Strategies.</p> <p>For grade 3-5 teachers, & upper grade SPED teachers, professional development will be provided to them for the Building Thinking Classrooms initiative with Dr. Peter Liljedahl.</p> <p>Leads for this Area: Jayna Smith, Math Instructional Coach Brendan Burns, Principal/Head of school</p>	<p>Classroom walkthroughs to track these mathematics initiatives.</p> <p>School i-Ready data to be tracked.</p>	FKK Complex Area funding for the Thinking Classrooms Initiatives: \$2,000



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<p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p>	<p>The achievement gap rate on Strive-Hi shows that students identified as high needs perform lower than the non-high needs students do.</p>	<p>EL teachers will continue to implement effective strategies to support the learning needs of EL students in the school.</p> <p>Push-in Inclusion Model for at least two grade levels of either Gr. 3, 4, & 5 special education students.</p> <p>Na Hoku Ala (NHA) Response to Intervention Services to be provided for students that qualify based on school data to support them in basic reading skills of phonemic awareness and comprehension.</p> <p>Leads in this area: Brendan Burns, Head of School Principal Jayna Smith, RTI Coordinator/Instructional Coach EL Coordinator Special Education Department</p>	<p>Strive-HI Achievement GAP data.</p> <p>WIDA Test results for EL students.</p>	<p>WSF funds for EL (\$37,948 for a 0.5 EL Certificated Position; EL Part-time teacher hours: \$5,059)</p> <p>SPPA funds for special education for inclusion positions. (\$75,896 per teacher).</p>
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<p>1.1.5. All students transition successfully at critical points, from preschool to elementary, AND from elementary to middle school, AND during non-traditional times (e.g., new students mid quarter).</p>	<p>Research points to successful transitions as being an important component of students' learning .</p>	<p>Preschool to Kindergarten:</p> <p>A. Summer start program for incoming kindergarten students.</p> <ul style="list-style-type: none"> -Early intervention period to support the transition to a new school and grade level. -Targeted support on foundational skills. -Proactive approach to address potential challenges. -Build confidence. <p>B. Transition meetings with teachers and parents for students with IEP's and 504s.</p> <p>C. School Tours:</p> <ul style="list-style-type: none"> -Our school offers tours for families by the PCNC that are interested in seeing our campus and learning about Aina Haina. <p>D. Elementary to Middle School:</p> <ul style="list-style-type: none"> -Annual field trip to Niu Valley Middle School to see the campus and get more information about the school. -Transition meetings are scheduled with teachers and parents for students with IEPs and 504s. -Informational Meeting with 5th grade students and NVMS vice principal and counselors. -Communication with parents about NVMS Summer 6th grade Transition/Enrichment Program. <p>E. For Non-traditional Times (new students who come during the school year):</p> <p>For new students to our school who come to our school throughout the school years, we will implement strategies for supporting these students to feel welcome at our school, such as, pairing them with a student buddy and a school staff member.</p> <p>Leads for this area:</p> <p>Principal Summer Start K Teachers MTSS Cadre School Counselors PCNC</p>	<p>Participation numbers at meetings and school events to support transition.</p>	<p>N/A</p>
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GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment

Desired Outcomes <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 Position of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Student Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
1.2.1. All students desire to and attend school regularly.	Research indicates that students that attend school regularly achieve better in their entire educational journey.	A. The school will communicate with families and implement its attendance policy to increase awareness of it. B. MTSS Cadre to analyze school attendance data and discuss & implement as needed tier 1, tier 2, and tier 3 strategies to improve regular and chronic school attendance. Leads for this: Brendan Burns, Principal Julie Mikami & Tate Fong, School Counselors MTSS Cadre	Attendance rate Data tracked monthly in the Lei Kulia system. The rate of regular attendance on Strive-Hi will increase from 75% to 77%.	N/A



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1.2.2. All students demonstrate positive behaviors at school.	As an IB authorized school for the Primary Years Programme, students are to live out the 10 traits of the IB Learner Profile.	<p>Through the continued implementation of the Mind-Up Social Emotional Learning Program, students will increase positive behaviors at school. The emphases for SY 2025-26 will be:</p> <ol style="list-style-type: none"> 1) Emotional regulation. 2) Promotion of growth mindset among students. <p>Leads for this: Principal MTSS Cadre</p>	Tracking of Panorama data & School Behavioral data.	WSF funding for 2 school counselor positions (\$75,896 per position).
All students experience a Nā Hopena A'o environment for learning.	If positive values are taught by school staff with students, the environment for learning for students will improve.	<p>We will work with the District Resource Teacher to provide further training on Na Hopena A'o at a school faculty meeting in order to connect with IB focus of: Incorporating knowledge of the host culture of Hawaii in students' learning experiences.</p> <p>Hawaiian Studies teacher will deliver regular lessons and can help support the Na Hopena A'o initiative connected to the IB philosophy.</p> <p>Lead for this: Principal IB Coordinator Hawaiian Studies teacher.</p>	Sign-in sheet at faculty meeting	N/A



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All students will continue to develop their Social and Emotional Learning Skills (SEL).	A Loyola University study showed an 11% increase in student achievement when SEL skills are taught in school.	Teachers will continue to teach the SEL Mind-Up program regularly to students. Leads for this: Brendan Burns, Principal MTSS Cadre	Observational data from classroom walkthroughs/visits.	N/A
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GOAL 1.3 All students' graduate high school prepared for college and career success and community and civic engagement

Desired Outcomes <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 Position of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Student Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
<p>1.3.1. All students, throughout their K-5 experience, engage in a variety of career, community, and civic opportunities.</p>	<p>As an IB authorized school, we believe strongly in students taking action to improve our school, our school's community.</p>	<p>Student-led action will be an integral component of our Grade K-5 IB thematic units and in the 5th Grade IB Exhibition Projects. Each grade does six thematic units based on the six transdisciplinary themes of IB. Career themes, action to improve the community, and civic opportunities are woven in certain units. In addition, civic opportunities are provided via the school's student council for students in grades 3-5. In addition, school-wide service in action will take place to service the school community.</p> <p>Leads for this: Laurie Yee, IB PYP Coordinator Jennifer Fink, Student Council Advisor Aja Matsuoka, PCNC</p>	<p>Student led action will be included in 100% of IB transdisciplinary units for each grade level.</p> <p>Civic Opportunities will be provided to students via our student council.</p> <p>School-wide service through action opportunities will be shared with school and implemented.</p>	<p>WSF funds for the IB PYP Coordinator Position (\$75,896)</p> <p>IB Annual Fee WSF Monies (\$10,000)</p> <p>IB Travel & Training WSF Budget (\$5,000)</p>



<p>SK-12 Alignment 1.3.2. All students enter middle/high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to IB programs.</p>	<p>Kaiser Complex, which Aina Haina School is a member of, is the only IB authorized complex area in the entire HIDOE. As an IB PYP school, Aina Haina helps to prepare students for the higher levels of the IB programme (Middle Years Programme, Diploma Programme, and the Career Programme)</p>	<ul style="list-style-type: none"> Implementation of the IB PYP Programme School-Wide. Our focus areas for SY 25-26 for IB implementation based on an analysis of the new IB Standards & Practices as suggested by our IB Primary Years Programme Coordinator & the reflection of our pedagogical leadership team & IB committee & our IB Self-Study Process: <ul style="list-style-type: none"> School-wide action Incorporating knowledge of the host culture of Hawaii is students' learning experiences. Using student-led inquiry to drive learning. <p>Extra- or co-curricular activities (e.g.HONSEF, Speech Festival)</p> <p>School programs that help the students in the areas the school's vision speaks towards: "To explore and excel through academics, arts, and athletics."</p> <p>Leads for this: Brendan Burns, Principal/Head of School Laurie Yee, IB PYP Coordinator, HONSEF staff coordinator Shelley Lau, School Librarian, Speech Festival Coordinator</p>	<p>All grade levels will follow the school's IB Programme of Inquiry (POI) in implementing the IB PYP Programme.</p> <p>The school will participate in HONSEF & in the Honolulu District Speech Festival.</p>	<p>See above section for funds allotted.</p>



Priority 2

High-Quality Educator Workforce In All Schools

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

Desired Outcomes <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 Position 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>Please estimate the additional amount needed to execute the enabling activity.</i>
2.1.1 All teacher positions are filled with qualified hires that include SIQ hours and/or TESOL certification by 26-27 SY.	If teachers are provided high quality professional development (PD) in language development & teachers implement effective EL strategies as	During SY 25-26, conversations and planning will take place with certificated staff who need to complete their SIQ hours by SY 26-27. Leads for this: Brendan Burns, Principal EL Coordinator	Quarterly Monitoring of SIQ status of all certificated staff.	N/A



	a result of the PD, then overall achievement for EL students will rise.			
2.1.2 All teachers are effective or receive the necessary support to become effective.	Having an effective certificated staff will ideally help students to achieve better.	Through EES process for teachers who are on cycle or off cycle, suggestions and help will be provided in order for them to achieve at least effective ratings. For those who are off cycle, this can be done through their IPDP (Individual Professional Development Plan) Process. Leads for this: Brendan Burns, Principal/Head of School	EES Process monitoring by school.	N/A
2.2.2 All schools' support staff are effective or receive the necessary support to become effective.	Having an effective school support staff will ideally help students to achieve better.	Information on training and help as needed will be provided to support staff to maintain or achieve effectiveness. These would include the: HDOE SASA Academy Training & Head Custodian Training. Leads for this: Brendan Burns, Principal/Head of School		N/A



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 Outcomes <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 Position 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>Please estimate the additional amount needed to execute the enabling activity.</i>
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.	A School Community Council (SCC) with full membership of school stakeholders that meets regularly that is engaged will better support students to achieve.	The Aina Haina SCC will work with the school administration to continue to have full membership, meet regularly, and work together for the overall good of the school. SCC Meeting Notes & Minutes are posted online on the school's website. Leads for this: Brendan Burns, Principal	School has all required stakeholders represented on SCC. Percent of meetings with all required stakeholders represented. Overall rating on SCC self-assessment survey	N/A



Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.

Desired Outcomes <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>Please estimate the additional amount needed to execute the enabling activity.</i>
<p>School family and community members will have opportunity during the school year to participate and be involved in the school so that student academic achievement and school performance are supported.</p>	<p>Research indicates that family and community involvement can lead to increased student achievement in school.</p>	<p>Different venues will be provided to family and community members that will help them be involved with the school to support the school's initiatives especially with the International Baccalaureate Programme, which is the school's and Complex area's signature. This can be through involvement in the Units of Inquiry, by giving support and feedback to students on their presentations for the IB Exhibition. The school's PTA and SCC (School Community Council) are other venues where families can be involved in supporting the school's vision and mission. The Aina Haina Elementary PTA has monthly meetings and regular family events, such as, family movie nights, the annual Trunk or Treat event, and Kanikapila. The Aina Haina SCC has monthly meetings and two SCC Community meetings each school year that parents may attend.</p> <p>Leads for this: Brendan Burns, Principal Laurie Yee, IB PYP Coordinator Aja Matsuoka, PCNC</p>	<p>Continued opportunities are afforded to families and community members to be involved with the school: PTA, SCC, & Involvement in the school's IB initiative.</p>	<p>WSF Funds for: IB PYP Coordinator Position (\$75,896) & PCNC Part-time Position (\$15,758).</p>



APPENDIX: SCHOOL BELL SCHEDULE

Pursuant to [Hawaii Revised Statutes Section 302A-251](#), as well as the current Hawaii State Teachers Association (HSTA) collective bargaining agreement, all Hawaii public schools must establish school schedules (including teacher work year, teacher schedule, and bell schedules) that meet student instructional hours and school year requirements. **However, in certain circumstances, a preferred bell schedule may not comply with existing regulations and will therefore require a School Community Council (SCC) waiver, effective for up to one school year.**

This section showcases Aina Haina 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 <i>(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)</i>	1080 student instructional hours are complied with.
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Did your school submit a SCC Waiver Request Form? Please explain.	None needed at this time.
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Aina Haina Elementary School Bell Schedule:

8:00 am	Open Classrooms
8:05 am	Tardy Bell
10:00-10:15 am	K AM Recess
10:15-10:30 am	Grades 1-5 AM Recess
12:45-12:55 pm	Grades 1-5 PM Recess
12:55-1:05 pm	Grade K PM Recess
2:15 pm	Dismissal
1:30 pm	Wednesday Dismissal (no PM recess on Wednesdays)

