



Haha'ione Elementary School Academic Plan SY 2026-2027

595 Pepeekeo Street Honolulu, HI 96825

808-305-7000

<https://www.hahaionees.k12.hi.us/>

- ☐ Title I School
☒ Non-Title 1 School

Vision of a Hawai'i Public School Graduate

The Hawai'i State Department of Education, together with families and communities, envisions every graduate as a lifelong learner who is globally competitive and locally committed. Graduates will:

- Apply academic knowledge and an innovative mindset to think critically, communicate effectively, and create impactful contributions in the pursuit of excellence.
- Be resilient and adaptable to an ever changing world, they take initiative in charting their next steps to advance their life journey—such as in postsecondary education, career, enterprise, service or exploration.
- Cultivate well-being and compassion, care for self and others, and build deep roots in Hawai'i to fulfill their kuleana and strengthen their community.

Submitted by Principal Shannon Goo	
	Mar 13, 2026

Approved by [FKK] Complex Area Superintendent: Rochelle Mahoe, Ph.D.	
	Date 03/31/2026

Rochelle Mahoe (Mar 31, 2026 16:04:36 HST)

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

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SCHOOL VISION AND MISSION

Vision Statement	Haha'ione Elementary educates students through a rigorous, inquiry based curriculum. Students are nurtured in a caring, multicultural community that encourages them to be knowledgeable, active, compassionate and open-minded learners.
Mission Statement	Where helping hands join on a journey of wonder and discovery.

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

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

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
Special Education	Teachtown			
English Learners	Imagine Learning Finish Line 2.0 Flashlight 360			
RTI	ECRI, Orton-Gillingham, iReady scaffolded materials			
Grades K-2	ECRI		PebbleGo	PebbleGo

Grades K-5	Brainpop	IXL, Brainpop, Struggly Math	Generation Genius, Mystery Science, Brainpop, Gale In Context: Elementary	Brainpop, Gale In Context: Elementary, Studies Weekly (Gr. 2, 3, 5)
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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
Grade K-5	I-Ready ▾	I-Ready ▾
Grade K	KEA ▾	
Grade K-5/RTI	DIBELS ▾	
EL	WIDA Screener ▾	

HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

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

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

☒ Panorama ☒ School-created template ☐ Other:

IDENTIFIED SCHOOL NEEDS

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

This section highlights the critical student learning needs that require immediate attention for improvement, student subgroup(s) achievement gaps, and root/contributing cause for those needs and gaps, as identified in one or more of the following:

- ☒ Current CNA ☒ 108_Hahaione_EI_2025_CNA_Data_Workbook (1).xlsx
- ☒ Other current assessment/self-study report: IB evaluation
- ☐ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: 2022

Type of Last Visit: Full Self-Study -

Year of Next Action: 2026

Type of Next Action: Full Self-Study -

Year of Next Self-Study:

SY 26-27

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: To succeed academically, students need access to a responsive support system (MTSS) that differentiates for student needs. This requires high-quality, equitable Tier 1 instruction as a foundation, supplemented by targeted Tier 2 and Tier 3 interventions that adjust based on their individual data and progress. Students participate in a responsive support system where their daily performance and assessment data drives their individual needs. Based on these insights, students will pivot between foundational Tier 1 learning and specialized interventions, receiving more precise, high-intensity support whenever their data indicates a gap in mastery. Root/Contributing Cause: Our focus on academic achievement is driven by the opportunity to enhance instructional practices. • Inconsistent or underdeveloped data analysis systems limit the effectiveness of Tier 1, 2, and 3 instruction and intervention • Achievement gaps exist across student groups, requiring equitable access to high-quality instruction
2	Student Need: Students require a school and classroom culture that provides rigorous and high academic expectations balanced by strong, supportive relationships with adults and peers, which is foundational for achieving sustained academic success and maximizing learning potential.

	To reach their full potential, students require a classroom where academic rigor is treated as a shared mission rather than a source of stress. This is achieved through peer collaboration and accessible adult mentorship, ensuring that as the curriculum becomes more difficult, the social support system becomes more robust. Root/Contributing Cause: Our focus on cultivating a supportive and rigorous culture is a direct response to recent student Panorama data, which shows a significant need for growth in perseverance and growth mindset. Current scores indicate that students require more consistent, strong personal relationships with adults. By addressing these gaps in SEL and refining our classroom management to increase positive on-task engagement, we will create the optimal learning environment students need to meet our high academic standards and reach their full potential.
3	Student Need: To achieve academic excellence, students must transition from passive recipients to assessment-capable learners. This shift requires students to take command of their own progress by setting goals, mastering self-regulation, and using feedback as a critical tool for growth in their academic progress. Root/Contributing Cause: Our focus on fostering assessment-capable learners is a response to findings from our IB evaluation, which highlighted the need for students to take a more active role in managing their educational outcomes. Currently, a lack of consistent, dedicated time for student reflection and goal-setting prevents learners from fully monitoring their own progress. By providing structured teacher guidance and refining our assessment expectations, we aim to move beyond teacher-led instruction toward a culture where students use data and reflection to drive their own academic excellence.

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 (for all schools): SPECIAL EDUCATION (required)

Identified Student Need(s): The chart below shows the evident gap between high needs and non-high need students in the areas of reading, math, and science.

	LANGUAGE ARTS			MATH			SCIENCE		
SUBGROUP	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25
All Students	61.7%	58.1%	71.3%	59.0%	57.5%	69.7%	56.0%	56.8%	73.0%
Special Education	0.0%	4.3%	7.1%	4.5%	4.3%	14.2%	0.0%	0.0%	0.0%
High Needs	35.2%	32.9%	48.3%	37.9%	34.9%	47.5%	45.8%	22.8%	42.8%
Non-High Needs	73.9%	69.1%	79.0%	69.0%	67.5%	77.4%	60.3%	74.6%	82.3%
Achievement Gap	38.7%	36.2%	30.7%	31.1%	32.6%	29.9%	14.5%	51.8%	39.5%

2 Targeted Subgroup: EL students

Identified Student Need(s): The chart below presents proficiency levels in reading, math, and science across different subgroups. Our EL population is highlighted, showing lower proficiency percentages in all areas and a declining trend over time.

	LANGUAGE ARTS			MATH			SCIENCE		
SUBGROUP	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25
All Students	61.7%	58.1%	71.3%	59.0%	57.5%	69.7%	56.0%	56.8%	73.0%
English Learner + Exits	50.0%	38.2%	50.0%	60.0%	51.4%	56.5%	61.5%	33.3%	55.5%
High Needs	35.2%	32.9%	48.3%	37.9%	34.9%	47.5%	45.8%	22.8%	42.8%
Non-High Needs	73.9%	69.1%	79.0%	69.0%	67.5%	77.4%	60.3%	74.6%	82.3%
Achievement	38.7%	36.2%	30.7%	31.1%	32.6%	29.9%	14.5%	51.8%	39.5%

	Gap																																																																														
3	Targeted Subgroup: Economically Disadvantaged Identified Student Need(s): The first chart displays proficiency levels in reading, math, and science across various subgroups, with our disadvantaged population highlighted. This group shows lower proficiency percentages in all areas. The second chart illustrates chronic absenteeism rates, where disadvantaged students have the highest rate at 33.3%. <table border="1"> <thead> <tr> <th></th><th colspan="3">LANGUAGE ARTS</th><th colspan="3">MATH</th><th colspan="3">SCIENCE</th></tr> <tr> <th>SUBGROUP</th><th>2022-23</th><th>2023-24</th><th>2024-25</th><th>2022-23</th><th>2023-24</th><th>2024-25</th><th>2022-23</th><th>2023-24</th><th>2024-25</th></tr> </thead> <tbody> <tr> <td>All Students</td><td>61.7%</td><td>58.1%</td><td>71.3%</td><td>59.0%</td><td>57.5%</td><td>69.7%</td><td>56.0%</td><td>56.8%</td><td>73.0%</td></tr> <tr> <td>Disadvantaged</td><td>35.8%</td><td>33.3%</td><td>52.7%</td><td>30.7%</td><td>30.9%</td><td>50.0%</td><td>30.0%</td><td>21.4%</td><td>35.7%</td></tr> <tr> <td>High Needs</td><td>35.2%</td><td>32.9%</td><td>48.3%</td><td>37.9%</td><td>34.9%</td><td>47.5%</td><td>45.8%</td><td>22.8%</td><td>42.8%</td></tr> <tr> <td>Non-High Needs</td><td>73.9%</td><td>69.1%</td><td>79.0%</td><td>69.0%</td><td>67.5%</td><td>77.4%</td><td>60.3%</td><td>74.6%</td><td>82.3%</td></tr> <tr> <td>Achievement Gap</td><td>38.7%</td><td>36.2%</td><td>30.7%</td><td>31.1%</td><td>32.6%</td><td>29.9%</td><td>14.5%</td><td>51.8%</td><td>39.5%</td></tr> </tbody> </table>										LANGUAGE ARTS			MATH			SCIENCE			SUBGROUP	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25	All Students	61.7%	58.1%	71.3%	59.0%	57.5%	69.7%	56.0%	56.8%	73.0%	Disadvantaged	35.8%	33.3%	52.7%	30.7%	30.9%	50.0%	30.0%	21.4%	35.7%	High Needs	35.2%	32.9%	48.3%	37.9%	34.9%	47.5%	45.8%	22.8%	42.8%	Non-High Needs	73.9%	69.1%	79.0%	69.0%	67.5%	77.4%	60.3%	74.6%	82.3%	Achievement Gap	38.7%	36.2%	30.7%	31.1%	32.6%	29.9%	14.5%	51.8%	39.5%
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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. Annual Target: By the end of SY 2026-2027, Kindergarten students will demonstrate high academic achievement by reaching 90% proficiency in ELA and 85% proficiency in Math, as measured by the end-of-year i-Ready	Our focus on academic achievement is driven by the opportunity to enhance instructional practices. Inconsistent or underdeveloped data analysis systems limit the effectiveness of Tier 1, 2, and 3 instruction and intervention	<u>Enabling Activities:</u> - Summer Start program for incoming kindergarten students. - 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 - EOEL preschool at Haha'ione - Provides early exposure to structured learning, helping students adapt to school routines. - Supports language development for early learners through immersive experiences. - Offers social-emotional support to build confidence and school readiness. - Addresses academic gaps early, laying a strong foundation for future learning. - Creates a familiar environment, making the transition to kindergarten smoother. - Ensures access to resources and support tailored to students' specific needs. - Phased Kindergarten Transition	KEA testing - Initial assessment completed in first 30 days of school - Quarterly teacher review of Kinder assessment data Dibels PM - Phoneme segmentation and non-sense word fluency monitored every 4 weeks to show readiness towards oral reading fluency in future grades	☒ WSF, \$20,000 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☒ Other:EOEL \$1,000

Diagnostic 'On Grade Level' placement.	• Achievement gaps exist across student groups, requiring equitable access to high-quality instruction	◦ Utilize a "half-class, half-day" model during the first week of school to allow for smaller group sizes. ◦ This reduced student to teacher ratio enables teachers to conduct 1-on-1 KEA assessments in a low-stress environment while simultaneously building high-quality individual relationships with each student in a smaller group setting. ◦ This ensures students feel safe and seen before moving to a full-day, full-class schedule. • Trained kindergarten teachers to administer KEA tests. • Utilize data from the Kindergarten Entry Assessment (KEA), i-Ready, and other kindergarten assessments to provide targeted, individualized support that fosters the social, emotional, and academic readiness of all incoming kindergarten students. • Tier 2 and Tier 3 supports are identified through a data analysis process that triangulates multiple assessment sources to ensure targeted and effective intervention. ◦ Intensive support, including pull-out and push-in interventions will be implemented to address individual student needs effectively. <u>Accountable Leads:</u> Primary Years Programme (PYP) Coordinator Kindergarten Grade level Chair(GLC) Student Services Coordinator (SSC) Vice Principal Principal	Haha'ione Elementary utilizes Triannual Panorama Data to systematically monitor student social and emotional readiness. By analyzing data in Fall, Winter, and Spring, the school ensures a proactive approach to student well-being. iReady diagnostics • Review of the previous year's diagnostic results in July • Triannual Diagnostics (Aug, Dec, April) • Targeted support implemented after every data review Collaboration with preschool (EOEL) • Aligning Curriculum – Ensuring preschool learning goals and GOLD standards support	
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			kindergarten readiness. - Tracking Development Sharing observations on academic, social, and emotional growth. - Early Intervention Identifying and addressing learning gaps before kindergarten. - End of the year vertical articulation meetings to provide insights to help kindergarten teachers support incoming students.	
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Reading Proficiency 1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently <u>receive necessary and timely support</u> to become proficient. By the end of SY 2026-2027, Haha'ione Elementary will achieve an accelerated ELA proficiency rate of 73.2%, reaching our long-term KPI target two years ahead of schedule. Success will be driven by the school-wide implementation of data-driven instruction and the integration of rigorous IB inquiry-based standards.	Our focus on academic achievement is driven by the opportunity to enhance instructional practices. • Inconsistent or underdeveloped data analysis systems limit the effectiveness of Tier 1, 2, and 3 instruction and intervention • Achievement gaps exist across student groups, requiring equitable access to high-quality instruction	<u>Enabling Activities:</u> • Tier 1 instruction ◦ Incorporating explicit instructional strategies consistently across the school ◦ Using research and evidence-based practices in the classroom ■ ECRI, Advanced Word Work ◦ Protected blocks designed to maximize instructional time • Curriculum ◦ Adhering to the approved viable curriculum ■ Wonders 2023 ■ ECRI ■ Heggerty ◦ Consistent implementation of curriculum ■ Clear guidelines and expectations for each grade level • Professional development ◦ Inservice sessions provided to guide effective utilization of curriculum ◦ Learning Walks with trainers ◦ Assessment strategies and data analysis consulting provided by the complex area • Response to Intervention ◦ Struggling students (Tier 2 or 3) will receive 30 minutes of targeted instruction in foundational skills four times a week. ◦ Students in RTI for the iReady reading diagnostic have accommodations for small group settings in RTI classrooms. ◦ Principal and Curricular leader will have meetings to check in with all RTI teachers to monitor student progress and strategies being utilized 15, 30, and 45-day intervals • EL student supports ◦ Project GLAD ■ All teachers will be trained in Project GLAD strategies	iReady diagnostic scores are administered triannually. Results inform instructional action and program adjustment. SBA scores are reviewed from the previous school year to triangulate the data for individual student support in Tier 1, 2, 3 The principal and Student Support Coordinator (SSC) will conduct check-in meetings with all special education (SPED) teachers to review student progress at 15, 30, and 45-day intervals Students in RTI and tier 2 are progress-monitored monthly using DIBELS assessments to influence formative instructional actions.	☒ WSF, \$10,000 ☐ Title I, \$ ☐ Title II, \$ ☒ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$2,000 ☐ Homeless, \$ ☒ Grant:DLI Grant, \$ ☒ Other:EOEL, \$1000
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By the end of SY 2026-2027, 90% of all students (K-5) at Haha'ione Elementary will place 'On or Above Grade Level' in Reading, as measured by the final i-Ready Diagnostic. This will be achieved through a multi-tiered approach: 100% of students will engage with i-Ready 'Personalized Instruction' paths; grade-level teams will conduct data-driven progress monitoring after the mid-year diagnostic; and teachers will utilize fluency data' to provide targeted, small-group interventions. This ensures foundational literacy mastery and supports the rigorous inquiry-based requirements of our IB Primary Years Programme.		■ GLAD strategies will be implemented in all classrooms. ○ Targeted support for English Learner (EL) students will be structured based on WIDA performance levels to ensure differentiated instruction that meets their language development needs. ■ Targeted writing and speaking support will be provided for EL students at WIDA proficiency levels 3–4, focusing on structured instruction to strengthen language development and academic communication skills. ■ Grade-level teams will review WIDA scores shared by the EL Coordinator to plan intentional, data-driven support for students at varying proficiency levels. ○ West Ed. Professional Development for Quality Interactions ■ Cultivating oracy as a catalyst for rigorous written expression. ● SPED supports ○ Targeted support will be provided for inclusion-ready students. ○ Those with average cognitive abilities but delays in academic performance will receive structured, high-rigor instruction with strategic repetition to reinforce learning. ○ Students with limited time in general education homerooms will receive intensive, explicit instruction through evidence-based strategies such as Orton-Gillingham (OG), Enhanced Core Reading Instruction (ECRI), and Heggerty.	Students in grades 3-5 will complete the SBA Reading Interim Assessment. Grade-level teams will conduct data reflection sessions to analyze these results, using the findings to design targeted Tier 2 interventions and differentiate instruction for both non-high needs and high Needs students. Principal and Curricular leader will have meetings to check in with all RTI teachers to monitor student progress and strategies being utilized 15, 30, and 45-day intervals The IDEA subgroup will be progress-monitored, with data results used to inform and adjust instructional strategies on a monthly basis.	
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		○ Professional Development provided by Katie Novak in Universal Design for Learning. ● Pre school ○ Preschool instruction will align with TS GOLD standards, emphasizing the development of oral fluency and utilization of oral phonics strategies to support letter and sound recognition. <u>Accountable Leads:</u> PYP Coordinator Vice Principal Principal Response to Intervention Coordinator (RTI) Steering members in Reading Quadrant (GLCs)	The data team process will be utilized to implement specific, targeted supports and strategies especially for EL and SPED students, with a focused approach to addressing the needs of students with Specific Learning Disabilities.	
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Mathematics Proficiency 1.1.3. All students are proficient in mathematics by the end of fifth grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient. Having already surpassed the 2029 KPI of 66% with a current score of 69.8%, Haha'ione will focus SY 2026-2027 on sustaining this level of excellence while specifically narrowing the achievement gap for High Needs students. Our goal is to maintain a school-wide proficiency of 70% or higher while ensuring our sub-groups meet their individual growth targets.	Our focus on academic achievement is driven by the opportunity to enhance instructional practices. • Inconsistent or underdeveloped data analysis systems limit the effectiveness of Tier 1, 2, and 3 instruction and intervention • Achievement gaps exist across student groups, requiring equitable access to high-quality instruction	<u>Enabling Activities:</u> • Tier 1 instruction ◦ Incorporating instructional strategies consistently across the school ◦ Grades 3-5 using Building Thinking Classrooms to support learning in mathematics ◦ Grades K-3 using strategies from Dr. Yeap Ban Har to support learning in mathematics • Professional development ◦ Inservice sessions provided to guide effective strategies for teaching mathematical practices and content ■ Curriculum Associates - Ready Mathematics (Grades K-5) ■ Peter Liljedahl - Building Thinking Classrooms (Grades 3-5) ■ Dr. Yeap Ban Har - Singapore Mathematics (Grades K-3) ■ Didax manipulatives • Curriculum ◦ Adhering to the approved viable curriculum ■ Ready Mathematics in all grade levels ◦ Supplemental programs provided through the State or grants ■ IXL ■ Struggly • Gifted and Talented support in mathematics • Mathematical Olympiads for Elementary and Middle Schools provided for grades 4-5 as an enrichment opportunity • Response to Intervention ◦ Struggling students (Tier 2 or 3) will receive targeted instruction through a push-in model with extra support from non-classroom teachers and/or PTTs. • SPED supports	iReady diagnostic scores are administered triannually. Results inform instructional action and program adjustment. SBA scores are reviewed from the previous school year to triangulate the data for individual student support in Tier 1, 2, 3 Students in grades 3-5 will complete the SBA Math Interim Assessment Blocks (IABs). Grade-level teams will conduct data reflection sessions to analyze these results, using the findings to design targeted Tier 2 interventions and differentiate instruction for both non-high needs and high Needs students.	☒ WSF, \$30,000 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☒ Other: Honolulu District Support, \$10,000
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By the end of SY 2026-2027, 83% of all students at Haha'ione Elementary (K-5) will place 'On or Above Grade Level' in Math, as measured by the final i-Ready Diagnostic. This will be achieved through the integration of i-Ready 'Personalized Instruction' paths, progress monitoring via the mid-year diagnostic, with teachers using the 'Prerequisites Report' to provide targeted scaffolds for High Needs students, and small-group interventions to ensure foundational mastery for every learner.		○ Targeted support will be provided for inclusion-ready students. ○ Those with average cognitive abilities but delays in academic performance will receive structured, high-rigor instruction with strategic repetition to reinforce learning. ○ Students with limited time in general education homerooms will receive intensive instruction through evidence-based strategies based on professional development sessions. ● Intensive support for EL students and those from economically disadvantaged backgrounds will be provided through targeted interventions to support their learning in mathematics, utilizing various strategies to address individual academic and language development needs. ■ Pre-teaching/Re-teaching skills, use of manipulatives, visual/pictorial modeling, anchor tasks, math journaling <u>Accountable Leads:</u> PYP Coordinator Vice Principal Principal SSC for GT program Steering members in Mathematics Quadrant (GLCs)		
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1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. By the end of SY 2026-2027, Haha'ione will reduce the ELA achievement gap between 'High Needs' and 'Non-High Needs' students from 30% to 25%. This will be achieved by ensuring that High Needs students demonstrate academic growth annually through targeted Tier 2 interventions, as measured by the Smarter Balanced Assessment (SBA).	Our focus on academic achievement is driven by the opportunity to enhance instructional practices. • Inconsistent or underdeveloped data analysis systems limit the effectiveness of Tier 1, 2, and 3 instruction and intervention • Achievement gaps exist across student groups, requiring equitable access to high-quality instruction	<u>Enabling Activities:</u> • Professional Development ◦ All teachers will be trained in Project GLAD strategies to provide support in language acquisition. ■ Inquiry charts, pictorial input charts, expert groups, chants and poetry, sentence patterning, observation charts ◦ All teachers will have 30 hours in West Ed PD to support oracy development. ◦ All teachers will receive category 1 IB training: Building Your IB program • Teacher Qualifications ◦ All teachers have obtained or are working towards meeting SIQ requirements to provide sheltered instruction. • Inclusive Environment ◦ All grade levels have an inclusion classroom to provide support for all students ◦ Explicit strategies will be implemented to support foundational reading and math skills. ◦ All grade levels have a DLI classroom that provides instruction in both Japanese and English honoring mother tongue. • Response to Intervention ◦ Struggling students (Tier 2 or 3) will receive 30 minutes of targeted instruction in foundational skills four times a week in both ELA and math. ■ Pre-teach skills ■ Tier 2 intervention curriculum resources (Wonders, Ready Math) ■ Individualized goal setting	iReady diagnostic scores are administered triannually. Results inform instructional action and program adjustment. SBA scores are reviewed from the previous school year to triangulate the data for individual student support in Tier 1, 2, 3. We also analyze SBA proficiency by subgroup. EL WIDA test scores will be utilized for program modification and specific student support. WIDA test scores are also shared with classroom teachers to make sure support is being provided in the tier 1 setting. Sub days and dedicated meeting time are provided to inclusion classrooms and grade levels to plan the implementation of instructional adjustments.	☒ WSF, \$10,000 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☒ Other: Honolulu Dist. Supported, \$3000
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By the end of SY 2026-2027, Haha'ione will reduce the Math achievement gap between 'High Needs' and 'Non-High Needs' students from 29% to 26%. This will be achieved by implementing daily small-group targeted math interventions and utilizing the evidence based mathematical practices, as measured by the Smarter Balanced Assessment (SBA). <i>Required for all schools.</i>	Our focus on fostering assessment-capable learners is a response to findings from our IB evaluation, which highlighted the need for students to take a more active role in managing their educational outcomes. Currently, a lack of consistent, dedicated time for student reflection and goal-setting prevents learners from fully monitoring their own progress. By providing structured teacher guidance and refining our assessment expectations, we aim to move beyond teacher-led instruction	○ EL students also receive 30 minutes of targeted instruction in speaking, listening, reading, and writing skills four times a week. ● Summer Learning Hub ○ Provide instructional support in foundational skills to support students' growth and make the transition smoother to the next grade level ○ By removing the barrier of cost, SLH supports all students, ensuring that there is no financial burden on families. ○ After summer school, childcare services are provided through Kama'aina Kids to support parents, increasing participation and alleviating another challenge families may face. ● Attendance ○ Striving for higher attendance ensures consistent learning opportunities for all students, reducing gaps caused by absenteeism and promoting academic growth, regardless of background or circumstances. <u>Accountable Leads:</u> PYP Coordinator Vice Principal Principal SSC Counselor Steering Committee	Attendance is monitored closely. We notify families regarding student tardiness and absences.	
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	toward a culture where students use data and reflection to drive their own academic excellence.			
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1.1.5. All students transition successfully at critical points, from preschool to elementary; from elementary to middle school; and non-natural transitions during the school year. <i>Required for all schools.</i>	Our focus on cultivating a supportive and rigorous culture is a direct response to recent student Panorama data, which shows a significant need for growth in perseverance and growth mindset. Current scores indicate that students require more consistent, strong personal relationships with adults. By addressing these gaps in SEL and refining our classroom management to increase positive on-task engagement, we will create the optimal learning environment students need to meet our high academic standards and reach their full potential.	<u>Enabling Activities:</u> ● Preschool → Kindergarten ○ Summer start program for incoming kindergarten students ■ 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 (re-teaching skills, scaffolded instruction, tier 2 intervention resources) ■ Build confidence ■ The Summer Start program is offered at no cost to families, ensuring access to educational opportunities without financial barriers. ○ EOEL preschool ■ Ensuring Continuity – Students experience a seamless transition from preschool to elementary school in a familiar environment, making it easier to adjust to new academic expectations. ■ Early Relationship Building – Preschool teachers collaborate with kindergarten teachers, sharing insights on each student's needs, strengths, and areas for growth. ■ Developing Foundational Skills – Preschool programs focus on key social, emotional, and academic skills that prepare students for success in elementary school.	Participation numbers at meetings and school events to support the transitions. 100% of parents are required to sign an agreement on the responsibilities of the home and embrace the actions of the school through our student planners.	☒ WSF, \$5,000 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☒ Other:EOEL, \$2,000
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		■ Disadvantaged students will receive targeted support through access to technology and early intervention strategies, ensuring equitable opportunities for academic success and growth. ○ Transition meetings with teachers and parents for students with IEPs and 504s ○ School tours ■ Our school offers tours for families that are interested in seeing our campus and learning about Haha'ione ● Elementary → Middle School ○ Field trips and school visits ■ 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 principals and counselors held at Haha'ione. ○ Communication with parents about enrolling in NVMS Summer 6th Grade Transition/Enrichment Program ○ Strategy: Vertical alignment through school visits and meetings ■ Middle school teachers will conduct classroom observations in 5th grade to reflect on current practices and align instructional strategies for incoming students.		
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		■ 5th grade teachers will visit 6th grade classrooms at the middle school to observe academic expectations and refine teaching practices to better prepare students for the transition. ● Non-Traditional ○ For new students to our school, our student council officers will meet with the student on their first day. ■ A Lei is provided, and all students have been notified that if they see a blue lei on a student, that means they are new ■ Officers will give them a school tour and escort them to their classroom ● Strategy: Vertical alignment through school visits and meetings ○ Kaiser Complex IB coordinator quarterly meetings ○ Ensuring Continuity – Facilitating communication across all schools in the complex to align expectations and support strategies, ensuring smooth transitions at each stage in IB expectations. ○ Coordinating Support – Ensuring consistent academic, social, and emotional support across all levels, addressing any gaps or areas for improvement. ○ Building Strong Relationships – Strengthening connections between educators, helping them better understand student needs and providing more personalized support.		
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		○ Sharing Events and Activities – Providing information about upcoming school events and activities to help students and families prepare and feel more connected to their new school environment. ○ Visualizing the End Goal – Allowing all educators to see the high school level, helping to align efforts with long-term academic and personal development goals, ensuring students are prepared for success in the future. ● Strategy: Parent Involvement and Communication ○ School events and supports ■ We offer regular tours throughout the academic year for prospective families and students considering enrollment for the upcoming term. ○ Meet and Greet Night ■ Hosted prior to the first day of school, ■ This event allows families to visit classrooms, drop off supplies, and connect with teachers ensuring students feel confident and prepared for a successful year ahead. <u>Accountable Leads:</u> Principal Vice Principal PCNC SSC PYP coordinator Counselor		
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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. By the end of the 2026-2027 school year, the percentage of students meeting the regular attender threshold (17 or fewer absences) will increase to 91%, as measured by official attendance records. <i>Required for all schools.</i>	Our focus on cultivating a supportive and rigorous culture is a direct response to recent student Panorama data, which shows a significant need for growth in perseverance and growth mindset. Current scores indicate that students require more consistent, strong personal relationships with adults. By addressing these gaps in SEL and refining our classroom management to increase positive on-task	<u>Enabling Activities:</u> • Parent Communication ○ Parents are notified each quarter through a hard copy letter that the student has been absent at least 5 school days. ○ Weekly eNotes email to inform parents about the importance of attendance and encourage attendance ○ Classroom teachers notify parents of attendance issues after 3 absences ○ A travel notification form for families to complete, so the school is informed of planned travel dates and can encourage families to reconsider or avoid extended absences. • In school ○ Changed the warning bell to inform students that they have 5 minutes to get to class in the morning. ○ Attendance competitions between classes to motivate higher attendance ○ Updated attendance policy and placed in student planner ○ Perfect attendance awards and recognition	Chronic Absentee and Daily attendance data utilized throughout the school year. • Intervene with 3 absences or more in the first semester. • Example Interventions: letter home, call home from teacher or admin, parent conference, home visit, attendance contract	☒ WSF, \$1000 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

	engagement, we will create the optimal learning environment students need to meet our high academic standards and reach their full potential.	○ Student council spirit days and activities encourage and support student attendance ● Strategy: Morning Meetings ○ This practice encourages students to build meaningful relationships while reducing transition anxiety. ○ By sharing the daily agenda during morning meets, we ensure students know exactly what to expect, creating a predictable and supportive environment. <u>Accountable Leads:</u> Counselor Student services coordinator Vice Principal Principal		
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1.2.2. All students demonstrate positive behaviors at school. <i>Required for all schools.</i>	Our focus on cultivating a supportive and rigorous culture is a direct response to recent student Panorama data, which shows a significant need for growth in perseverance and growth mindset. Current scores indicate that students require more consistent, strong personal relationships with adults. By addressing these gaps in SEL and refining our classroom management to increase positive on-task engagement, we will create the optimal learning environment students need to meet our high academic standards and reach their full potential.	<u>Enabling Activities:</u> • Reporting ◦ Consistent reporting of behavioral referrals by teachers through Infinite Campus ◦ Lunch supervisors have slips that can be completed to report behavioral issues that occur during non-instructional time ◦ Teachers issue positive referrals for students demonstrating exemplary behavior. Following the referral, administration will contact the student's home to share the news and celebrate their success with their family. • ART team support ◦ Weekly meetings about students that need behavioral support ◦ Tracking repeat offenders • Strategy: Consistent expectations ◦ Using 3 personal standards from Project GLAD training to promote positive behaviors ◦ Using IB learner profiles to guide students' behavioral expectations ■ Monthly learner profile focus ■ Student and Staff IB learner profile awards and recognition ◦ A behavioral expectations matrix created for students to address behaviors in different areas of campus (ex. Classroom, cafeteria, playground, etc.) • Strategy: Social-emotional regulation ◦ Choose Love lessons to teach SEL skills • Strategy: Quality interactions	The number of behavioral referrals via Infinite Campus will be utilized to intervene with a weekly review by the leadership team. Panorama - Student perception survey results to be analyzed and new interventions implemented every quarter. Utilize Infinite Campus data to identify and support repeat offenders, aiming for a significant reduction in recurring disciplinary incidents. Monitor and reduce the overall number of student referrals through targeted interventions, evaluated quarterly.	☒ WSF, \$1000 ☐ Title I, \$ ☐ Title II, \$ ☒ Title III, \$2,000 ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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		- Professional development (PD) will be provided on strategies from WestEd to foster a school and classroom culture that promotes quality interactions, building an inclusive environment and a strong sense of belonging for all students, enhancing engagement and learning. - WestEd professional development sessions will focus on continuing to promote quality interactions through partner conversations and strengthening writing skills, further enhancing classroom instruction and student outcomes. <u>Accountable Leads:</u> Principal Vice Principal SSC Counselor Steering Members in the behavioral quadrant		
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1.2.3. All students experience a Nā Hopena A'o environment for learning. <i>Required for all schools.</i> By the end of SY 2026-2027, Haha'ione will cultivate a Nā Hopena A'o (HĀ) learning environment, resulting in an increase in the Panorama 'Sense of Belonging' score from 64% to 70%.	Our focus on cultivating a supportive and rigorous culture is a direct response to recent student Panorama data, which shows a significant need for growth in perseverance and growth mindset. Current scores indicate that students require more consistent, strong personal relationships with adults. By addressing these gaps in SEL and refining our classroom management to increase positive on-task engagement, we will create the optimal learning environment students need to meet our high academic standards and reach their full potential.	<u>Enabling Activities:</u> ● PYP ○ Units of inquiry ■ Through our units of inquiry, each grade level addresses all outcomes of the Nā Hopena A'o framework throughout the year as identified in our unit planners. ● GLAD classes - Hawaiian Studies ○ In our Hawaiian Studies class, all students in K-5th grade gain a strengthened sense of Hawai'i ○ Bi-annual or annual May Day Program ● Strategy: Morning Meetings ○ Cultivating Community: Morning meetings are utilized to foster a deep sense of belonging and social-emotional connection among students. ○ Through Cultural Integration, fourth-grade students engage in a daily oli (chant), grounding their morning routine in cultural practice and shared identity. This ritual directly connects to the Hawaiian Studies components of their Social Studies standards. <u>Accountable Leads:</u> PYP Coordinator Principal CPR (Cultural Personnel Resource)	PYP units of inquiry planners - review of planners every two weeks during unit implementation Full Vertical alignment of Nā Hopena A'o framework annually Hawaiian Studies lessons and activities - semester grades provided as feedback to students and staff.	☒ WSF, \$20,000 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☒ Other: PTSA Funded, \$30,000
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★ **GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.**

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. By the end of SY 2026-2027, 100% of Haha'ione students will participate in at least one career-focused, one community-based, or one civic-engagement opportunity per grade level. Success will be measured by the inclusion of these experiences in the grade-level IB Programme Unit of Inquiry and documented in our IB evaluation report.	Our focus on fostering assessment-capable learners is a response to findings from our IB evaluation, which highlighted the need for students to take a more active role in managing their educational outcomes. Currently, a lack of consistent, dedicated time for student reflection and goal-setting prevents learners from fully monitoring their own progress. By providing	<u>Enabling Activities:</u> - Partnerships with organizations to foster community engagement and service learning - Maunalua Fishpond Heritage Center - Hawaii Kai Retirement Home - Lunalilo Retirement Center - Malama Maunalua - Civic Education Initiatives embedded into the IB curriculum. - Introduces civic education in age-appropriate ways to K-5 students. - Parliamentary Practice - School government - Voting to encourage student voice for all students in K-5. - Student Council officer elections - Town Hall meeting to provide the opportunity for each candidate to share why they should be elected. - Open question and answer session - Students ask questions to potential candidates. - PYP units - IB Learner Profile Attributes - Career exploration	IB program evaluation (SY 26-27) informs our improvement process as an IB world school Observational and anecdotal data through student council agendas, data collection sheets, and meetings inform our school community of our student experiences and allow us to adjust accordingly. Active student participation in school events informs our healthy civic engagement and student excitement.	☒ WSF, \$8,000 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

<i>Required for all schools.</i>	structured teacher guidance and refining our assessment expectations, we aim to move beyond teacher-led instruction toward a culture where students use data and reflection to drive their own academic excellence.	■ Exposure for K-5 students to various professions and career paths. ■ These events include career fairs, guest speakers, or virtual sessions where professionals share their experiences and insights. ○ Real-world examples in curriculum ■ PYP programme offers students real-world examples and experiences in the curriculum, showcasing the practical applications of academic knowledge and connecting classroom learning to future careers. ● Examples: 5th grade Exhibition, Farmer's market ■ Guest speakers ● Guest speakers are strategically invited to present when their expertise aligns with unit goals, providing students with first-hand perspectives and real-world applications of curricular topics. ■ Field trips provide students with experiential learning opportunities, allowing them to engage with the curriculum through meaningful, hands-on exploration. ○ 5th grade exhibition ■ A requirement for the exhibition is for students to take action based on their global or local issue that has a strong impact on the community. ● CTE career fair event	Learning Walk provides quality assurances for implementation of our real world lessons. Full Vertical alignment of IB units to share real-world examples of career, community, and civic opportunities.	
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		○ Partnering with the CTE liaison to host an on-campus career fair, providing students with opportunities to explore various career paths and connect with industry experts. <u>Accountable Leads:</u> Principal Vice Principal Student activities coordinator PYP Coordinator		
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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, career academies, or International Baccalaureate (IB) programmes. By June 2027, 100% of promoting 5th graders will complete the Exhibition project that demonstrates mastery of the research and approaches to learning skills necessary for success in progressively challenging middle and high school career academies.	Our focus on fostering assessment-capable learners is a response to findings from our IB evaluation, which highlighted the need for students to take a more active role in managing their educational outcomes. Currently, a lack of consistent, dedicated time for student reflection and goal-setting prevents learners from fully monitoring their own progress. By providing structured teacher guidance and refining our assessment expectations, we aim to move beyond teacher-led instruction	<u>Enabling Activities:</u> ● Out-of-school time tutoring and support ○ Through the literacy grant and EL title 3 funds, students are given the opportunity to attend tutoring either before or after school to help develop skills that can be applied to academics. ○ Math Camps during intercessions ● ELO programs ○ Through use of funding for EL, students receive extra support to develop their English Proficiency. ● Extra- or co-curricular activities ○ Students have the opportunity to participate in a variety of activities and clubs to promote deeper learning and foster passions that can be continued through the rest of their academic journey. ■ HONSEF ■ Speech Festival ■ Japanese Speech Contest ■ Math Olympiads ■ Robotics ■ Unified Sports ■ Student Council ■ Peer Mediators ■ Junior Police Officers ■ Sports intramurals and complex competitions ● Summer Learning Opportunities ○ Summer Start and Summer Learning Hub is open to students to provide support in specific academic areas. ● International Baccalaureate Program in Kaiser Complex	Amount of students that enter and successfully complete the MYP, CP and/or DP program from Haha'ione Amount of students that participate in extracurricular activities, ELO, Summer learning Evaluation from IB Programme	☒ WSF, \$4,000 ☐ Title I, \$ ☐ Title II, \$ ☒ Title III, \$3,000 ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☒ Grant: Literacy, \$7000 ☐ Other: Honolulu Dist. Funded, \$
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	toward a culture where students use data and reflection to drive their own academic excellence.	○ Haha'ione is an authorized PYP school. We offer a PYP IB education for all students and support students as they transition to the MYP, CP, and DP program. ● Career Awareness Activities – Introducing students to various careers through classroom discussions, read-alouds, and career-themed activities ○ CTE career fair event ■ Partnering with the CTE liaison to host an on-campus career fair, providing students with opportunities to explore various career paths and connect with industry experts. ● Guest Speaker Series – Inviting professionals from different fields to share their experiences and inspire students to explore future career possibilities. ● Early Goal Setting – Teaching students how to set personal, academic and future goals to encourage students to think about their interests and strengths. ● Hands-On Learning Experiences – Providing STEM projects, entrepreneurship activities, and problem-solving challenges to expose students to real-world applications. ○ Farmer's Market at Kaiser High School ○ Computer Science courses ○ Robotics ○ Junior Achievement of Hawaii program ● Community and School Partnerships – Collaborating with local businesses and organizations to introduce students to different career paths through field trips and classroom visits.		
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		● Character and Leadership Development – Teaching responsibility, teamwork, and perseverance to build essential skills for future success. ○ Done through our IB learner profiles and Approaches to Learning ● Exposure to Post-Secondary Pathways – Introducing basic concepts of college, trade schools, and careers to help students understand future opportunities. ○ Field trip to UH Manoa ○ Partnerships with Hawaii Pacific University ● Tracking Interests and Growth – Using student portfolios or reflection journals to document interests, skills, and evolving aspirations over time. ● Alumni Dinner ○ A dinner is hosted for graduating seniors in May to celebrate their accomplishments and also learn about plans for their future <u>Accountable Leads:</u> PYP Coordinator Student Activities Coordinator EL Coordinator Vice Principal Principal		
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PRIORITY 2: High-Quality Educator Workforce In All Schools

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

Desired Outcome "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.
2.1.1. All teacher positions are filled with qualified hires. To ensure high-quality instruction, Hahaione Elementary will maintain a 100% highly qualified compliance rate for all classroom teachers throughout the 2026-2027 school year.	13.86% of teachers in FKK are non-highly qualified. School data? 100% of teachers at Hahaione are highly qualified.	School administrators will follow the principal timeline for Highly Qualified Teachers (HQT). 1. Ensure parent notice of Right to Request Teacher Qualifications is made available to all parents. 2. Notify NHQ Teachers of their NHQ Status and Parent Notification letter of the NHQ Status. 3. Send Parent Notice of NHQT letters to parents whose children are assigned classes taught by non- Highly Qualified teachers. 4. Upload all documentation to shared drive HQ folder Administrators will complete a highly qualified professional development plan for Non-Highly Qualified Teachers (NHQT) to assist teachers in becoming Highly Qualified. Lead: Principal or HQ designee, FKK HQ EO <u>School Enabling Activities:</u>	FKK HQ EO will monitor HQ documentation via shared drive #1 August 2026 #2 October 2026 #3 October 2026 & January 2027 Increase in percentage of teachers that have met the SIQ qualifications	☒ WSF, \$1000 ☐ Title I, \$ ☐ Title II, \$ ☒ Title III, \$12,000 ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ Grant:__, \$ ☐ Other:__, \$



PRIORITY 2: High-Quality Educator Workforce In All Schools

		● Hiring Process ○ Ensure that all teacher positions are filled with highly qualified candidates. ■ Process includes a thorough review of qualifications, an assessment of teaching philosophy, evaluation of skills ■ A panel conducts interviews to gauge candidates' experiences, problem-solving skills, and adaptability. ● This approach allows us to select educators who not only meet academic standards, but also demonstrate the passion and dedication necessary for students' success. ● On boarding ○ Onboarding processes will be implemented to support effective hiring and teacher retention by providing new hires with comprehensive training, mentorship, and resources that promote their success and long-term commitment to the school community. ● Mentorship ○ Mentoring (external and internal) will be implemented to support the professional growth and development of all teachers, ensuring that all positions are filled with qualified hires who have completed SIQ hours and/or TESOL certification by the 2026-2027 school year, thereby strengthening teacher retention and effectiveness.		
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PRIORITY 2: High-Quality Educator Workforce In All Schools

		- Professional Development - The school prioritizes continuous trainings and workshops for teachers to enhance their skills and teaching practices. - The professional development programs specifically address the requirements for (SIQ), ensuring that all teachers fulfill these hours. - The school's professional development initiatives are designed to align with standards and teaching methodologies. <u>Accountable Leads:</u> School Level Mentors Vice Principal Principal EL Coordinator		
2.1.2. All teachers are effective or receive the necessary support to become effective. By the end of SY 2026-2027, 100% of teachers will be rated as 'Effective' or higher on the annual Educator Effectiveness System (EES).	Our focus on academic achievement is driven by the opportunity to enhance instructional practices. Inconsistent or underdeveloped data analysis systems limit the	<u>Enabling Activities:</u> - Regular Professional Development for Teachers: - Provide ongoing professional development opportunities for teachers to support their teaching practices - Universal Design Learning PD provided by Katie Novak for SPED teachers and General Education teachers in an inclusion setting - Mentorship - Mentors are provided by the district to support new teachers by sharing insights, strategies, and offering guidance to enhance effectiveness. - School Level mentors are provided to year 3 teachers	EES feedback Will be utilized by educators to improve instruction by implementing Danielson Framework strategies. Triad meetings with mentors will provide actionable feedback for beginning teachers. Learning Walks	☒ WSF, \$3500 ☐ Title I, \$ ☒ Title II, \$3000 ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$



PRIORITY 2: High-Quality Educator Workforce In All Schools

	effectiveness of Tier 1, 2, and 3 instruction and intervention • Achievement gaps exist across student groups, requiring equitable access to high-quality instruction	■ At least one teacher is highly qualified and trained as a school level mentor ○ Mentorship at the school level will be provided for ELA, Math, and PYP teachers, with support facilitated through internal mentors using GLAD articulation time and ongoing grade level or faculty meeting sessions. This approach will ensure targeted professional development and foster a collaborative, supportive teaching environment. • Collaboration ○ At Haha'ione we embrace a culture of collaboration among teachers, allowing them to share best practices, lesson plans, and resources to collectively improve teaching effectiveness. • Constructive Feedback: ○ The EES provides constructive feedback from administrators to help teachers identify strengths and areas for improvement based on the Charlotte Danielson Framework ○ The school sets powerful instructional practices (PIPs) to focus on a specific teaching practice. During the PIP cycle, administration, leadership, and peers conduct various learning walks. A feedback form is created to identify best practices. On the form it focuses on teachers, students, and the environment to give specific feedback on these areas. • Professional Learning Communities ○ Facilitate the formation of professional learning communities where teachers can	- Walk through form and checklist for fidelity feedback - Formative Feedback forms for learning walks - SMARTe Goals for results assessment Staff SQS survey assesses the learning environment and provides an opportunity to calibrate our efforts and reflect deeply. Retention and recruitment data	
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PRIORITY 2: High-Quality Educator Workforce In All Schools

		engage in collaborative problem-solving, share successes, and discuss challenges. ■ SPED teachers and general education teachers that are in inclusion settings have dedicated meeting time to collaborate with their partners or the inclusion group. ● Access to Resources ○ Ensure teachers have access to adequate teaching resources, technology, and materials necessary for effective instruction. ● Cultivate a Positive School Culture: ○ Foster a positive and collaborative school culture that values continuous improvement, where teachers feel supported and motivated to excel in their roles. Accountable Leads: School Level Mentors Vice Principal Principal PYP Coordinator SSC GLCs		
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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 <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. By the end of SY 2026-2027, the Haha'ione School Community Council will maintain 100% membership (inclusive of all required stakeholder roles) and conduct a minimum of eight monthly meetings per year. Engagement will be evidenced by the documented collaborative review	Our focus on cultivating a supportive and rigorous culture is a direct response to recent student Panorama data, which shows a significant need for growth in perseverance and growth mindset. Current scores indicate that students require more consistent, strong personal relationships with adults. By addressing these gaps in SEL and refining	<u>Enabling Activities:</u> • Open Membership for PTSA and SCC ◦ We encourage and facilitate the participation of parents, teachers, and community members to ensure that SCCs have all stakeholders represented to encourage diverse perspectives • Regular Meetings: ◦ SCCs convene monthly to discuss issues, share insights, and collaboratively contribute to the decision-making process. ◦ Meeting schedules are communicated well in advance to promote participation. • Transparent Communication ◦ We maintain open and transparent communication channels between SCC members and the school principal. This ensures that all stakeholders are informed about school developments, policies, and upcoming events. <u>Accountable Leads:</u> Principal	The school has all required stakeholders represented on SCC to provide diverse perspectives for better decision making. Agenda is shared with the school community for transparency and collaboration on the school's website or through eNotes.	☒ WSF, \$200 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☒ Other:SAF, \$200



PRIORITY 3: Effective and Efficient Operations At All Levels

and approval of the school's Academic and Financial plans. <i>Required for all schools.</i>	our classroom management to increase positive on-task engagement, we will create the optimal learning environment students need to meet our high academic standards and reach their full potential.	School Community Council Chairperson PCNC		
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★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
3.3 Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance. To strengthen the school-home partnership, Haha'ione will establish a comprehensive annual event series by August 2026. This series will include at least two student-led showcases, one parent education workshop, and one community career fair, ensuring 100% of families have multiple	Our focus on cultivating a supportive and rigorous culture is a direct response to recent student Panorama data, which shows a significant need for growth in perseverance and growth mindset. Current scores indicate that students require more consistent, strong personal relationships with adults. By addressing these gaps in SEL and refining our classroom management to increase positive	<u>Enabling Activities:</u> ● Parent Teacher Conferences ○ Teachers may implement Student-Led Conferences (SLCs) to foster student agency. This practice empowers students to articulate their learning goals, reflect on their academic progress, and take ownership of their educational journey. ● PTSA ○ Parent Teacher Student Association ■ Raises funds to enrich our curriculum and support the learning environment. ■ Maintain open communication lines to keep parents well informed about school events ■ Organize volunteer efforts to enrich the educational experience ■ PTSA creates school merchandise to sell. The funds from the sales will directly contribute to funding vital programs and initiatives that empower our students to thrive academically and socially ● eNotes ○ Twice a week eNotes emails are sent to families to keep them informed. It	The amount of participants at the events informs the engagement of the event and allows coordinators to improve for the future. Family SQS survey data will allow the school to adjust based on the needs of the students and families. Sharing and feedback at PTSA and SCC meetings will serve as a formative check while gathering feedback. Family surveys from the school regarding different	☒ WSF, \$18,000 ☐ Title I, \$ ☐ Title III, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

opportunities to participate in the school's academic life. <i>(required for Title I/III; IDEA)</i>	on-task engagement, we will create the optimal learning environment students need to meet our high academic standards and reach their full potential.	provides a calendar of events, reminders, and announcements. ● Professional Development for families ○ The school provides activities and events for the parents to learn about the school or academic areas. ■ Partnerships with organizations for these events ■ Examples: ● Orientation Night (before the school year begins), ● EL parent meetings twice a year ○ Families complete an activity with child before getting information about the program ● Literacy Night (support your child's literacy development at home) ● Exhibition Night (5th grade culminating IB project) ● Math Night (supporting mathematics at home) ● STEM fair ● DLI events ■ This venue allows for two-way communication. ● Volunteer opportunities ○ We offer volunteer opportunities to all parents. ○ Time and dedication can make a lasting impact on the future success and happiness of our students. ■ Examples: ● Provide resources for the classroom ● Book Fair assistance	events will provide precise feedback to improve.	
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		• Career sharing • Supervision during recess • Library maintenance (shelving books, keeping materials organized, helping students borrow) • Copy Cat Club - Make copies, laminate class/school items • IB Exhibition resource assistance - 5th grade • Field trip chaperones • Fundraising • Parent advisors for clubs • Room Parents - Assist teachers, other classroom parents, PTSA • School Community Council - Be a parent representative • PTSA activities such as Fun Run, Fun Fair, Ohana nights, etc. <u>Accountable Leads:</u> Vice Principal Principal Student Services Coordinator PYP Coordinator Counselor PCNC		
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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.

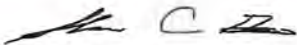
The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name 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 **Haha'ione 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 ☐ **Date** to share the school data and gather input on student priorities.
 - ☐ A School Community Meeting was conducted on ☐ **Date** 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:

Haha'ione Elementary School Principal	Signature	Date
Shannon Goo		Mar 13, 2026

SCC Chairperson	Signature	Date
Bob Spear		☐ Date

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:
More high quality math instruction	Math results show areas of growth	Agreed. We will continue to focus on high quality math instruction.

SCC Comments: Statement of Problem or Concerns regarding the Academic Plan and Financial Plan review process.

Attested:

SCC Chairperson	Signature	Date
Bob Spear		☐ Date

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 <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>	1,080
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement
Haha'ione Elementary School Bell Schedule:  Bell Schedule 25-26.pdf	

