Hauʻula Elementary Academic Plan SY 2025-2026

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

Submitted by Principal: Uilani Kaitoku		Approved by Complex Area Superintendent: Sam Izumi	
(signature)	4/15/25	*(signature)*	04/15/2025

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

VIABLE QUALITY CURRICULUM

This section highlights the comprehensive instructional programs and supplementary instructional materials used by each core subject area.

Please utilize the dropdown list to select the <u>comprehensive instructional program(s)</u> being used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the program. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
K-5	'23 Wonders ˅	Ready ˅		
6	'23 Wonders ˅	ORIGO Stepping Stones 2.0 ˅		
M-6 Kaiapuni	Teacher Created ˅	Ready ˅		

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

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
No supplementary instructional materials				

HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

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

How does your school document HMTSS student interventions? Please select all that apply. If "Other" is selected, please explain.
☑ Panorama   ☐ School-created template   ☐ Other:

UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

This section highlights school-administered screening, and/or other progress monitoring assessments designed to quickly identify the needs of students in **Kindergarten through Grade 9** who may require additional support.

Please utilize the dropdown list to identify the screening and/or progress monitoring assessments used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the assessment. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics
K-6, HLIP 5/6	I-Ready ⁻	I-Ready ⁻
M-6 Kaiapuni	Teacher Created ⁻ Loiloi Heluhelu	Teacher Created ⁻ Loiloi Pilihelu

IDENTIFIED SCHOOL NEEDS

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

☐ Current Comprehensive Needs Assessment (CNA)

☐ Other current assessment/self-study report:

☑ Current Western Association of Schools and Colleges (WASC) report

Year of <u>Last Visit</u>: 2023   Year of <u>Next Action</u>: 2025   Year of <u>Next Self-Study</u>: N/A

Type of <u>Last Visit</u>: Mid-Cycle Report & Visit ·   Type of <u>Next Action</u>: Full Self-Study ·

Please identify <u>critical student learning needs</u> and the <u>root/contributing cause</u> 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:** Improved Access to High-Quality Tier 1, 2, and 3 Instruction **Root/Contributing Cause:** Inconsistent implementation of systems and processes Inconsistent use of data
2	**Student Need:** Increased Student Engagement and Ownership of Learning to Meet the Needs of all Learners **Root/Contributing Cause:** Limited student engagement and ownership in learning Inconsistent implementation of systems and processes
3	**Student Need:** Effective Use of Data to Drive Instruction and Student Support **Root/Contributing Cause:** Inconsistent implementation of systems and processes Inconsistent use of data

In order to address student subgroup(s) achievement gaps, please list the <u>targeted subgroup(s)</u> and their <u>identified need(s)</u>. Enabling activities should address identified subgroup(s) and their needs.	
1	<u>**Targeted Subgroup:**</u> Low Socio-Economic Students (SES) [SW1] <u>**Identified Student Need(s):**</u> • 5% Increase in growth in ELA and Math reported by iReady • 2% increase in StriveHI scores in ELA and Math reported by iReady
2	<u>**Targeted Subgroup:**</u> Pacific Islander Students [SW1] <u>**Identified Student Need(s):**</u> • 5% Increase in growth in ELA and Math reported by iReady • 2% increase in StriveHI scores in ELA and Math reported by iReady

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. |
| ★ GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement. |

Desired Outcome	Root/ Contributing Cause	Enabling Activities *and* Name of Accountable Lead(s)	Monitoring of Progress (Initial & Intermediate Outcomes)	Anticipated Source of Funds
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. *Required for all elementary schools.*	State of Hawaiʻi Act 210 (§302A-A) State Strategic Plan (Implementation Plan) - Desired Outcome 1.1.1 Department Action Item #1: Implement a new Kindergarten Readiness Assessment, including teacher resources and support (School Year (SY) 2023-24; SY2026-27 for Kaiapuni — Hawaiian immersion — students).	All kindergarten students are assessed for social, emotional, and academic readiness. [SW6] Leads: Kindergarten Teachers, School Counselors	KEA assessment data (LEI Kūlia)	See Financial Plan for amounts: ☑ WSF ☐ Title I

Reading Proficiency 1.1.2. All students read proficiently by the end of <u>third</u> grade, and those who do not read proficiently <u>receive necessary and timely support</u> to become proficient. **Mathematics Proficiency** 1.1.3. All students are proficient in mathematics by the end of <u>fifth</u> grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient. *Required for all schools.*	Complex Area Plan: ● There is a need for K-12 alignment. ● There is a need for teacher articulation and collaboration to improve instructional practices across our schools. ● There is a need to reflect on best practices and ways to improve so staff increase their effectiveness.	All CK schools implement an **Academic RTI system** that includes: ● Universal Screening (iReady) ● Multi-Tiered Systems of Support ● Progress Monitoring ● Data-Based Decision Making [SW6] Leads: MTSS and Health/Safety Coordinator: Matt Macdonagh (SSC) Academic RTI Coordinators: Tetua Graham (Academic Coordinator) and Laura Pickard (Intervention Specialist) Behavior Coordinator: Marcus Nikora (Counselor)	There will be an increase in the number of students on grade-level or above in Reading and Math (when compared to SY 2024-2025) as evidenced by iReady data. ● All Students ● Low SES ● Pacific Islander There will be a decrease in the number of students who are two grade levels below or more in Reading and Math (when compared to SY 2024-2025) as evidenced by iReady data. ● All Students ● Low SES ● Pacific Islander	See Financial Plan for amounts: ☑ WSF ☐ Title I
1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. *Required for all schools.*	Complex Area Plan: There is a need for K-12 alignment. State Strategic Plan (Implementation Plan) - Desired Outcome 1.1.4 Action Item #5: Expand support for students who are new to a school (e.g., transition centers), including English Learners, military-connected students and students with disabilities (SY2023-24).	All CK schools will: ● Participate in the **CK EL Success Plan** Design Team Meetings ● Send appropriate staff to the required EL Success Plan trainings ● Implement one high-leverage strategy for each CK EL Success Plan goal [SW6] **Leads**: U'ilani Kaitoku, (Principal), Lisa Chang (EL Coordinator)	EL Theory of Action Planning Doc: Link	See Financial Plan for amounts: ☑ WSF ☐ Title I

1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. *Required for all schools.* Low SES Pacific Islander	Limited student engagement and ownership in learning	Provide opportunities for students to take **ownership of their learning** through • Staff training in Leader in Me principles • Personalized learning pathways tailored to individual needs • Active participation in setting academic goals and reflecting on their progress • Student-led conferences with the teacher [SW6] **Leads**: Leeann Volavola and Marcus Nikora (Counselors), Teachers, Lighthouse Team	All staff participate in training Dedicated time for Leader in Me Lessons Participation in quarterly pathway classes Training agenda Non negotiable dashboard	See Financial Plan for amounts: ☑ WSF ☐ Title I

1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school. 1.2.3. All students experience a Nā Hopena A'o environment for learning. 1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. **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. *Required for all schools.*	Complex Area Plan: There is a need for clear transitions between and across schools. State Strategic Plan ([Implementation Plan](#)) - Desired Outcome 1.3.1 All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities	All CK schools will have a plan and/or matrix to document how they address their **Complex Graduate Portrait**. [SW5, SW6] Leads: U'ilani Kaitoku (Principal), Marcus Nikora and Leeann Volavola (Counselors), Department Teams	Working document of the Portrait of a Kahuku Graduate that identifies key themes and indicators at each grade level in each department [Folder](#)	See Financial Plan for amounts: ☑ WSF ☐ Title I

★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.				
Desired Outcome	**Root/ Contributing Cause**	**Enabling Activities** *and* **Name of Accountable Lead(s)**	**Monitoring of Progress (Initial & Intermediate Outcomes)**	**Anticipated Source of Funds**
1.2.1. All students desire to and attend school regularly. *Required for all schools.*	Inconsistent implementation of systems and processes Inconsistent use of data	Implement a consistent **attendance monitoring and tracking system** that includes: • Early identification of absenteeism • Regular meetings to review data and discuss trends, supports and next steps with teachers, administrators and parents • Recognition for consistent attendance [SW6] Leads: Marcus Nikora and Leeann Volavola (Counselors)	Attendance Intervention Data Attendance minutes Chronic Absenteeism Data	See Financial Plan for amounts: ☑ WSF ☐ Title I
1.2.2. All students demonstrate positive behaviors at school. *Required for all schools.*	Inconsistent implementation of systems and processes Inconsistent use of data	Implement a **Behavior RTI system** that includes: • Universal Screening (Panorama) • Multi-Tiered Systems of Support • Progress Monitoring • Data-Based Decision Making [SW5, SW6] Leads: MTSS and Health/Safety Coordinator: Matt Macdonagh (SSC) Behavior Coordinator: Marcus Nikora (Counselor)	Revised school wide behavior matrix aligning the following: • Na Hōpena A'o (HĀ) • General Learner Outcomes (GLOs) • Portrait of KHIS Graduate • Referral process and form	See Financial Plan for amounts: ☑ WSF ☐ Title I

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	**Root/ Contributing Cause**	**Enabling Activities** *and* **Name of Accountable Lead(s)**	**Monitoring of Progress (Initial & Intermediate Outcomes)**	**Anticipated Source of Funds**
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. *Required for all schools.*	Hawaiʻi Revised Statutes Section §302A-1124 Mandate to initiate school community councils	All schools post their **SCC Meeting agendas and minutes** (separate docs) to their school's website for each SCC Meeting. [SW2, SW3, SW4] Lead: Leona Tupou, SCC Chair	Agendas and minutes posted to the school website SCC Self-Evaluation Survey	See Financial Plan for amounts: ☑ WSF ☑ Title I

★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.				
Desired Outcome	**Root/ Contributing Cause**	**Enabling Activities** *and* **Name of Accountable Lead(s)**	**Monitoring of Progress (Initial & Intermediate Outcomes)**	**Anticipated Source of Funds**
Parents and families participate in the establishment of a parent/family organization	Inconsistent implementation of systems and processes	The school will hold meetings and send notifications to involve parents and families in creating a **parent/family organization**	Parent Meeting agendas and minutes Flyers, Announcements	See Financial Plan for amounts: ☑ WSF ☑ Title I

		[SW4] Leads: Leona Tupou, Leilani Lauaki (Engagement Coordinators)		

★ Other Systems of Support

Desired Outcome	Root/ Contributing Cause	Enabling Activities *and* Name of Accountable Lead(s)	Monitoring of Progress (Initial & Intermediate Outcomes)	Anticipated Source of Funds
Effective and efficient PLC/Data Team process is consistently implemented across all grade levels.	Inconsistent implementation of systems and processes Inconsistent use of data	Continue to refine their **PLC/data team process**: • Collect and analyze data • Evaluate the effectiveness of programs and practices to make instructional decisions [SW1, SW3] Leads: PLC Teams, U'ilani Kaitoku (Principal), Tetua Graham (Academic Coordinator), Laura Pickard (Intervention Specialist)	PLC Meeting notes PLC Quarterly Goal Sheets Peer Learning Walks	See Financial Plan for amounts: ☑ WSF ☑ Title I

APPENDIX A: SCHOOL BELL SCHEDULE

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

This section showcases **Hau'ula Elementary School's** current bell schedule(s) and total student instructional hours per year. To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided bell schedule tool.	
Total student instructional hours per year (Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)	1080
Did your school submit a SCC Waiver Request Form? Please explain.	Yes, requested 4 waiver days
Bell Schedule: Pending. Here is a draft schedule: Bell Schedule	