

# Hau'ula Elementary Academic Plan SY 2026-2027



54-046 Kamehameha Hwy Hau'ula, HI 96717  
(808) 305-2100  
<https://www.hauulaelementary.com/>

- ☒ Title I School  
☐ Non-Title 1 School

| Submitted by Principal Uilani Kaitoku                                               |             |
|-------------------------------------------------------------------------------------|-------------|
|  | Apr 6, 2026 |

| Approved by Complex Area Superintendent Sam Izumi                                     |              |
|---------------------------------------------------------------------------------------|--------------|
|  | Apr 15, 2026 |

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

## TABLE OF CONTENTS

|                                                              |    |
|--------------------------------------------------------------|----|
| VIABLE QUALITY CURRICULUM.....                               | 3  |
| UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS..... | 4  |
| HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS).....           | 4  |
| IDENTIFIED SCHOOL NEEDS.....                                 | 5  |
| PRIORITY 1.....                                              | 7  |
| ★ GOAL 1.1.....                                              | 7  |
| ★ GOAL 1.2.....                                              | 10 |
| ★ GOAL 1.3.....                                              | 12 |
| PRIORITY 2.....                                              | 14 |
| PRIORITY 3.....                                              | 15 |
| ★ GOAL 3.3.....                                              | 15 |
| ★ Family and Community Engagement.....                       | 16 |
| ★ Other Systems of Support.....                              | 17 |
| APPENDIX A: SCHOOL COMMUNITY COUNCIL ASSURANCES FORM.....    | 18 |
| APPENDIX B: BELL SCHEDULE.....                               | 21 |

## 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 | <a href="#">English Language Arts</a> | <a href="#">Mathematics</a> | Science | Social Studies |
|----------------------------|---------------------------------------|-----------------------------|---------|----------------|
| K-5                        | '23 Wonders ▾                         | Ready ▾                     |         |                |
| 6                          | '23 Wonders ▾                         | Ready ▾                     |         |                |
| M-6 Kaiapuni               | Teacher Created ▾                     | Ready ▾                     |         |                |

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 |
|------------------------------------------|-----------------------|-------------|---------|----------------|
| No supplementary instructional materials |                       |             |         |                |



## 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 Kaiaipuni              | Teacher Created ▾ Loiloi Heluhelu | Teacher Created ▾ Loiloi Pilihelu |

## 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 ([Chart](#))

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

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

- ☒ Current CNA
- ☐ Other current assessment/self-study report:
- ☐ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit:  
Type of Last Visit:

Year of Next Action:  
Type of Next Action:

Year of Next Self-Study:

]

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 | <p><b><u>Student Need:</u></b> Students have consistent access to high-quality Tier 1 instruction aligned to grade-level standards to accelerate learning in ELA and mathematics.</p> <p><b><u>Root/Contributing Cause:</u></b> Inconsistent Implementation of systems and processes<br/>Instructional practices, curriculum alignment, and differentiation are implemented inconsistently across classrooms, which impacts the effectiveness of Tier 1 instruction.</p> <p><b><u>Findings:</u></b></p> <ul style="list-style-type: none"> <li>• iReady results show improvement but many students remain <b>one grade level below in reading and math</b>.</li> <li>• SBA scores show growth but <b>ELA performance continues to lag behind math</b>.</li> <li>• KĀ'EO assessment data (Grades 3–6) indicates that while a majority of students are performing at the <b>low risk/on-track level</b> in Hawaiian Language Arts and mathematics, a notable percentage of students remain in the <b>moderate to high risk categories</b>.</li> <li>• CNA analysis identified needs in <b>comprehension, vocabulary, informational text, and writing stamina</b>.</li> </ul> |
| 2 | <p><b><u>Student Need:</u></b> Students develop strong social-emotional skills, including self-management and emotional regulation, to improve readiness for learning and classroom engagement.</p> <p><b><u>Root/Contributing Cause:</u></b> Limited student engagement and ownership in learning</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|   | <p>SEL practices and routines are implemented inconsistently across grade levels, which affects student readiness, engagement, and behavior.</p> <p><b>Findings:</b></p> <ul style="list-style-type: none"> <li>● <i>Panorama results indicate <b>declines in self-management among grades 3–5.</b></i></li> <li>● <i>CNA perceptual data shows <b>students reporting limited choice in learning and reduced engagement.</b></i></li> <li>● <i>Staff feedback identified the need for stronger <b>SEL instruction and classroom culture practices.</b></i></li> </ul>                                                                                                                                                                                                   |
| 3 | <p><b><u>Student Need:</u></b> Students have targeted academic and behavioral support through a consistent and clearly implemented MTSS/RTI system.</p> <p><b><u>Root/Contributing Cause:</u></b> Inconsistent use of data</p> <p>Student data is not always used consistently across classrooms to guide instruction, monitor progress, and adjust support for students.</p> <p><b>Findings:</b></p> <ul style="list-style-type: none"> <li>● <i>ART report indicates many students remain <b>one grade level below despite progress and require acceleration through targeted supports.</b></i></li> <li>● <i>Staff feedback highlighted the need for <b>clear RTI systems, progress monitoring, and collaboration among teachers and specialists.</b></i></li> </ul> |

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 | <p><b><u>Targeted Subgroup:</u></b> Low Socio-Economic Students (SES) [SW1]</p> <p><b><u>Identified Student Need(s):</u></b></p> <ul style="list-style-type: none"><li>• 5% Increase in growth in ELA and Math reported by iReady</li><li>• 2% increase in StriveHI scores in ELA and Math reported by iReady</li></ul> |
| 2 | <p><b><u>Targeted Subgroup:</u></b> Pacific Islander Students [SW1]</p> <p><b><u>Identified Student Need(s):</u></b></p> <ul style="list-style-type: none"><li>• 5% Increase in growth in ELA and Math reported by iReady</li><li>• 2% increase in StriveHI scores in ELA and Math reported by iReady</li></ul>         |





## 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                                                                                                                                                                                    | Contributing Cause                                                                                                                                                                                                                                                                                                                                          | Enabling Activities<br>and Name of Accountable Lead(s)                                                                                                                                                        | Monitoring of Progress                                                                                                                                                                                                                                                                                                                                                                                                                        | Anticipated<br>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. | <a href="#">State of Hawai'i Act 210</a> (§302A-A)<br><br>State Strategic Plan ( <a href="#">Implementation Plan</a> ) - Desired Outcome 1.1.1<br>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). | <b>REQUIRED BY THE COMPLEX AREA:</b><br>All kindergarten students are assessed for social, emotional, and academic readiness.<br><br>Accountable Lead(s): Kindergarten Teachers, School Counselors<br><br>SW6 | 100% of students will be assessed using the KEA within the first 30 days of enrollment<br><br>100% of students receive documented SEL interventions, as evidenced by quarterly service logs<br><br>Increase in percentages of students demonstrating on-track reading readiness measured by: <ul style="list-style-type: none"> <li>• TRY ONCE instructional progression cycles</li> <li>• Mastery of foundational literacy skills</li> </ul> | See Financial Plan for amounts:<br><input checked="" type="checkbox"/> WSF<br><input checked="" type="checkbox"/> Title I<br>Classroom Teachers<br>Counselors<br>Support Staff<br>Substitutes |





## 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                                                                                                                                                                                                                                                                                                                                                                                                                            | Contributing Cause                                                                                                                                                                                                                                                                                  | Enabling Activities<br>and Name of Accountable Lead(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Monitoring of Progress                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Anticipated<br>Source of Funds                                                                                                                                                                                                                                                                                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Reading Proficiency</b><br/>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.</p> <p><b>Mathematics Proficiency</b><br/>1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient.</p> | <p>Complex Area Plan:<br/>There is a need for K-12 alignment.<br/>There is a need for teacher articulation and collaboration to improve instructional practices across our schools.<br/>There is a need to reflect on best practices and ways to improve so staff increase their effectiveness.</p> | <p><b>REQUIRED BY THE COMPLEX AREA:</b><br/>All CK schools implement an <b>ELA Academic RTI system</b> that includes:</p> <ul style="list-style-type: none"> <li>• Universal Screening (iReady)</li> <li>• Multi-Tiered Systems of Support (RTI support for all grade levels that include small group instruction and targeted instruction) <ul style="list-style-type: none"> <li>◦ Alignment of ELA standards and instructional practices</li> <li>◦ Use of Explicit Instruction</li> </ul> </li> <li>• Progress Monitoring</li> <li>• Data-Based Decision Making</li> </ul> <p>Accountable Lead(s):<br/>Tetua Graham (Literacy Coordinator), Kate Maloney (Math Coordinator), Laura Pickard (Intervention Specialist), Academic Specialists, Implementation Coaches</p> <p>SW6</p> | <p>Increase the percentage of students scoring at or above grade level in Reading and Math as evidenced by iReady data</p> <p>Decrease the percentage of students performing 1 or more grade levels below in Reading and Math as evidenced by iReady data</p> <p>Increase the percentage of Low SES and Pacific Islander students scoring: <ul style="list-style-type: none"> <li>• at or above grade level and</li> <li>• Meeting typical or stretch growth targets</li> </ul> </p> <p>100% of PLC teams will document monthly instructional adjustments based on data, including student groupings, targeted skills, and next instructional steps</p> <p>Increase the percentage of classrooms demonstrating schoolwide instructional expectations as measured by the school's learning walk tool</p> | <p>See Financial Plan for amounts:<br/><input checked="" type="checkbox"/> WSF<br/><input checked="" type="checkbox"/> Title I</p> <p>Classroom Teachers<br/>SPED Teachers<br/>EAs<br/>Support Staff<br/>EL Coordinator<br/>Literacy Coordinator<br/>Math Coordinator<br/>Intervention Specialist<br/>Academic Specialists<br/>Reading Wonders<br/>Ready Math<br/>Substitutes for PD<br/>Stipends<br/>Supplies<br/>Technology</p> |



## 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                                                                                                                               | Contributing Cause                                                                                                                                                                                                                                                                                                                                     | Enabling Activities<br>and Name of Accountable Lead(s)                                                                                                                                                                                                                                                                                                       | Monitoring of Progress                                                                                                                                                                                                                                                                                                                                                  | Anticipated<br>Source of Funds                                                                                                                                |
|-----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. | Complex Area Plan: There is a need for K-12 alignment.<br><br>State Strategic Plan ( <a href="#">Implementation Plan</a> ) - 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). | <b>REQUIRED BY THE COMPLEX AREA:</b><br>All CK schools will: <ul style="list-style-type: none"> <li>Participate in the <b>CK EL Success Plan</b> Design Team Meetings</li> <li>Implement one high-leverage strategy for each CK EL Success Plan goal</li> </ul><br>Accountable Lead(s): U'ilani Kaitoku, (Principal), Lisa Chang (EL Coordinator)<br><br>SW6 | 100% participation in CK EL Success Plan Design Team meetings<br><br>100% of grade levels implement at least one high-leverage EL strategy per EL goal, as evidenced by PLC documentation and learning walk data<br><br>Learning walk trends are reviewed and shared with staff at least once per quarter to share implementation of schoolwide instructional practices | See Financial Plan for amounts:<br><input checked="" type="checkbox"/> WSF<br><input checked="" type="checkbox"/> Title I<br><br>Classroom Teacher Curriculum |
|                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                        | <b>REQUIRED BY THE COMPLEX AREA:</b><br>All CK schools will utilize <b>Goalbook</b> to ensure there are quality goals and objectives in all Individual Educational Plans (IEPs).<br><br>Accountable Lead(s): Vice Principal, SPED DH, SSC                                                                                                                    | 100% of IEPs include standards-aligned goals<br><br>Goalbook Usage Reports (Quarterly)                                                                                                                                                                                                                                                                                  | See Financial Plan for amounts:<br><input checked="" type="checkbox"/> WSF<br><input type="checkbox"/> Title I<br><br>SPED Teacher<br>SSC Coordinator         |



|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                              |                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| <p>1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.</p> <p>1.2.3. All students experience a Nā Hopena A'o environment for learning.</p> <p>1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.</p> <p>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.</p> | <p>Complex Area Plan: There is a need for clear transitions between and across schools.</p> <p>State Strategic Plan (<a href="#">Implementation Plan</a>) - Desired Outcome 1.3.1 All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities</p> | <p><b>REQUIRED BY THE COMPLEX AREA:</b><br/>All CK schools will have a plan and/or matrix to document how they address their <b>Complex Graduate Profile</b>.</p> <p>Accountable Lead(s): Principal, Counselors, ILT</p> <p>SW6</p> | <p>100% of grade levels implement at least one career, community, or civic learning experience annually, aligned to Nā Hopena A'o and the Complex Graduate Profile</p> <p>Establish a baseline percentage of students participating in leadership opportunities as documented through participation logs</p> | <p>See Financial Plan for amounts:</p> <p><input checked="" type="checkbox"/> WSF</p> <p><input type="checkbox"/> Title I</p> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|

★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.

| Desired Outcome                                               | Contributing Cause                                                                   | Enabling Activities<br>and Name of Accountable Lead(s)                                                                                                                                                                                                                                                                                                                                                                          | Monitoring of Progress                                                                                                                                                                                                                                                                                                                                                          | Anticipated Source of Funds                                                                                    |
|---------------------------------------------------------------|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| 1.2.1. All students desire to and attend school regularly.    | Inconsistent implementation of systems and processes<br><br>Inconsistent use of data | Implement a consistent <b>attendance monitoring and tracking system</b> that includes: <ul style="list-style-type: none"> <li>• Early identification of absenteeism</li> <li>• Regular meetings to review data and discuss trends, supports and next steps with teachers, administrators and parents</li> <li>• Recognition for consistent attendance</li> </ul> [SW6]<br>Leads: Marcus Nikora and Hannah Teichert (Counselors) | Decrease the percentage of chronically absent students, with quarterly monitoring of attendance data<br><br>100% of identified students receive documented attendance interventions<br><br>Attendance recognition is implemented quarterly                                                                                                                                      | See Financial Plan for amounts:<br><input checked="" type="checkbox"/> WSF<br><input type="checkbox"/> Title I |
| 1.2.2. All students demonstrate positive behaviors at school. | Inconsistent implementation of systems and processes<br><br>Inconsistent use of data | Implement a <b>Behavior RTI system</b> that includes: <ul style="list-style-type: none"> <li>• Universal Screening (Panorama)</li> <li>• Multi-Tiered Systems of Support</li> <li>• Progress Monitoring</li> <li>• Data-Based Decision Making</li> </ul> [SW5, SW6]<br>Accountable Leads: Noah Tagatauli (Vice Principal), Matt MacDonagh (SSC), Marcus Nikora (Counselor)                                                      | Increase positive student responses on Panorama (belonging, safety, relationships)<br><br>100% of students identified for Tier 2/3 supports receive documented interventions and progress monitoring<br><br>100% of staff participate in PD on the leveled consequences hierarchy<br><br>Learning walk data shows increased consistency in behavior responses across classrooms | See Financial Plan for amounts:<br><input checked="" type="checkbox"/> WSF<br><input type="checkbox"/> Title I |





## 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                                                                                                                          | Contributing Cause                                    | Enabling Activities<br>and Name of Accountable Lead(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Monitoring of Progress                                                                                                                                                                                                                                                                                                                                               | Anticipated Source of Funds                                                                                                   |
|------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| Teachers collaborate regularly and strengthen instructional practices to support high-quality Tier 1 instruction and student engagement. | Inconsistent implementation of systems and processes. | <ul style="list-style-type: none"> <li>Establish teacher-led professional learning sessions</li> <li>Provide opportunities for peer classroom visits and learning walks to observe effective instructional practices.</li> <li>Use PLC/Data Team meetings to share instructional strategies, review student work, and plan targeted instruction.</li> <li>Highlight effective classroom practices observed during learning walks and sharing them with staff through staff meetings or the weekly bulletin.</li> </ul> <p>Accountable Leads: Teachers</p> <p>SW6</p> | <p>Percentage of classrooms demonstrating Tier 1 instructional practices, as measured by the school's learning walk tool</p> <p>Percentage of teachers participate in peer classroom visits as documented through participation logs</p> <p>Percentage of teachers lead or co-lead professional learning or PLC discussions, as documented through meeting notes</p> | <p>See Financial Plan for amounts:</p> <p><input checked="" type="checkbox"/> WSF</p> <p><input type="checkbox"/> Title I</p> |



## 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                                                                                                                    | Contributing Cause                                                                                           | Enabling Activities<br>and Name of Accountable Lead(s)                                                                                                                                                                 | Monitoring of Progress                                                                                                          | Anticipated<br>Source of Funds                                                                                 |
|------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| 3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. | Hawai'i Revised Statutes Section §302A-1124<br><a href="#">Mandate to initiate school community councils</a> | <b>REQUIRED BY THE COMPLEX AREA:</b><br>All schools post their <b>SCC Meeting agendas and minutes</b> (separate docs) to their school's website for each SCC Meeting.<br><br>Accountable Lead(s): SSC Chair, Principal | 100% of SCC positions are filled<br><br>100% of SCC agendas and minutes are posted to the school website following each meeting | See Financial Plan for amounts:<br><input checked="" type="checkbox"/> WSF<br><input type="checkbox"/> 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                                                                       | Contributing Cause                                   | Enabling Activities<br>and Name of Accountable Lead(s)                                                                                                                                                                  | Monitoring of Progress                                                                                                                                                                                                                    | Anticipated<br>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 <b>parent/family organization</b><br>SW4<br>Accountable Leads: Leona Tupou, Leilani Lauaki (Engagement Coordinators) | Increase the percentage of families participating in school engagement opportunities<br><br>100% of families receive communication about events and opportunities<br><br>Family feedback is collected and used to inform school practices | See Financial Plan for amounts:<br><input checked="" type="checkbox"/> WSF<br><input checked="" type="checkbox"/> Title I |

| ★ Other Systems of Support                                                                         |                                                                                      |                                                                                                                                                                                                                                                                                                          |                                                                                                                                                |                                                                                                                           |
|----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| Desired Outcome                                                                                    | Contributing Cause                                                                   | Enabling Activities<br>and Name of Accountable Lead(s)                                                                                                                                                                                                                                                   | Monitoring of Progress                                                                                                                         | Anticipated Source of Funds                                                                                               |
| Effective and efficient PLC/Data Team process is consistently implemented across all grade levels. | Inconsistent implementation of systems and processes<br><br>Inconsistent use of data | Continue to refine their <b>PLC/data team process</b> : <ul style="list-style-type: none"> <li>Collect and analyze data</li> <li>Evaluate the effectiveness of programs and practices to make instructional decisions</li> </ul> SW1, SW3<br>Accountable Leads: PLC Teams, U'ilani Kaitoku, ILT Teachers | 100% of PLC teams use student data to plan and adjust instruction<br><br>Increase in implementation of PLC-identified strategies in classrooms | See Financial Plan for amounts:<br><input checked="" type="checkbox"/> WSF<br><input checked="" type="checkbox"/> Title I |



## 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

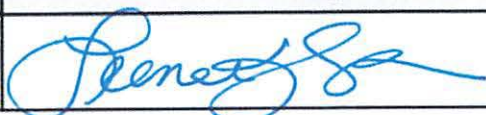
The **Hau'ula Elementary** School Community Council (SCC) recommends the school plans to the Complex Area Superintendent for approval and assures the following:

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 1/8/26 to share the school data and gather input on student priorities.
  - ☒ A School Community Meeting was conducted on 4/2/26 to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
  - ☒ Other (list): ILT Meetings, Leadership, Staff Meeting
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: 4/2/26

**Attested:**

| Hau'ula Elementary Principal | Signature                                                                           | Date   |
|------------------------------|-------------------------------------------------------------------------------------|--------|
| Uilani Kaitoku               |  | 4/2/26 |

| SCC Chairperson | Signature                                                                          | Date   |
|-----------------|------------------------------------------------------------------------------------|--------|
| Leona Tupou     |  | 4/2/26 |

**SCC Recommendations to the Academic Plan and Financial Plan:**

The School Community Council, in review of the Academic and Financial Plans, has provided the principal with the following recommendations for consideration. These recommendations are included as a means to share these issues with the Complex Area Superintendent and to identify the action taken by the principal on the SCC recommendations. If no recommendations were made, please write "N/A." SCC Chairperson signature is required on both pages.

| SCC Recommendation: | Rationale for the SCC Recommendation: | Principal's Response to SCC Recommendation: |
|---------------------|---------------------------------------|---------------------------------------------|
| N/A                 |                                       |                                             |
|                     |                                       |                                             |
|                     |                                       |                                             |

| SCC Comments: Statement of Problem or Concerns regarding the Academic Plan and Financial Plan review process. |
|---------------------------------------------------------------------------------------------------------------|
| N/A                                                                                                           |

|  |
|--|
|  |
|--|

Attested:

| SCC Chairperson | Signature                                                                          | Date   |
|-----------------|------------------------------------------------------------------------------------|--------|
| Leona Tupou     |  | 4/2/26 |



## 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](#).

|                                                                                                                                                                                                                             |                                                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| <b>Total student instructional <u>hours per year</u></b> <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                                                                                                                     |
| <b>Has an SCC Waiver Request Form been submitted to address bell schedule compliance?</b>                                                                                                                                   | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A, we meet the requirement |
| <b>Hau'ula Elementary Bell Schedule:</b> <a href="#">LINK</a>                                                                                                                                                               |                                                                                                                           |