



# He'eia Elementary Academic Plan SY 2025-2026

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<https://www.heeiahawks.org/>

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

Submitted by Principal: Danny Garcia	
	4/15/25

Approved by Complex Area Superintendent: Sam Izumi	
	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 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 and 2-5	Teacher Created ▾	i-Ready Classroom Mathematics ▾		
1	'17 Wonders ▾	i-Ready Classroom Mathematics ▾		
6	Teacher Created ▾	HMH Into Math ▾		

**Please list all supplementary instructional materials 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)	English Language Arts	Mathematics	Science	Social Studies
K	Heggerty Orton-Gillingham	TpT, Building Thinking Classrooms (Thinking Tasks), IXL, Brain Pop	Scholastic News	Scholastic News
1-6	Orton-Gillingham K-2 Orton-Gillingham Morphology 3-6 Top Score Writing Gr. 6	TpT, Building Thinking Classrooms (Thinking Tasks), IXL, Brain Pop, Generation Genius	Gr. 6 Generation Genius	
3-4	Magnetic Reading	TpT, Building Thinking Classrooms (Thinking Tasks), IXL, Generation Genius		

## 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	I-Ready ▾	I-Ready ▾



## 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 Last Visit:  
Type of Last Visit:

Year of Next Action: N/A  
Type of Next Action: N/A

Year of Next Self-Study: N/A

**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	<b><u>Student Need:</u></b> Differentiated Instruction <b><u>Root/Contributing Cause:</u></b> Inconsistent effective instructional strategies for student lessons and activities
2	<b><u>Student Need:</u></b> Data-Driven RTI System <b><u>Root/Contributing Cause:</u></b> The lack of targeted decision-making based on data (lesson-planning)
3	<b><u>Student Need:</u></b> Inclusive Practices <b><u>Root/Contributing Cause:</u></b> Need more opportunities for SPED students to participate with their peers in both academic and non-academic class settings

In order 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: Low Socio-Economic Status (SES) 52% of overall student population

Identified Student Need(s):

ELA	21-22	22-23	23-24
All Students	46.8%	48.8%	55.0%
Low SES Students	37.7%	36.4%	45.8%

Math	21-22	22-23	23-24
All Students	41.7%	40.4%	39.6%
Low SES Students	33.8%	27.7%	31.1%

**2** Targeted Subgroup: Native Hawaiian & Pacific Islander (NHPI) 57% of overall student population

Identified Student Need(s):

ELA	21-22	22-23	23-24
All Students	46.8%	48.8%	55.0%
Native Hawaiian	31.1%	38.1%	46.5%
Pacific Islander	52.1%	46.1%	61.5%

Math	21-22	22-23	23-24
All Students	41.7%	40.4%	39.6%
Native Hawaiian	22.8%	28.8%	32.9%
Pacific Islander	60.8%	42.3%	30.7%

3

**Targeted Subgroup:** Special Education (SPED) 12% of overall student population**Identified Student Need(s):**

ELA	21-22	22-23	23-24
All Students	46.8%	48.8%	55.0%
<b>Special Education</b>	<b>5.8%</b>	<b>6.6%</b>	<b>11.5%</b>

Math	21-22	22-23	23-24
All Students	41.7%	40.4%	39.6%
<b>Special Education</b>	<b>8.5%</b>	<b>3.3%</b>	<b>11.5%</b>

3

**Targeted Subgroup:** English Learners (EL) 4% of overall student population**Identified Student Need(s):**

ELA	21-22	22-23	23-24
All Students	46.8%	48.8%	55.0%
<b>English Learners</b>	<b>0%</b>	<b>20.0%</b>	<b>40.0%</b>

Math	21-22	22-23	23-24
All Students	41.7%	40.4%	39.6%
<b>English Learners</b>	<b>22.2%</b>	<b>9.0%</b>	<b>0%</b>



## 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
<p>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.</p> <p><i>Required for all elementary schools.</i></p>	<p>State of Hawai'i Act 210 (<a href="#">§302A-A</a>)</p> <p>State Strategic Plan (<a href="#">Implementation Plan</a>) - Desired Outcome 1.1.1</p> <p>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).</p>	<p>All <b>kindergarten students</b> are assessed for social, emotional, and academic readiness.</p> <p>[SW6]</p> <p>Accountable leads:</p> <ul style="list-style-type: none"> <li>• K teachers</li> <li>• Curriculum Coordinator</li> </ul>	<p>KEA assessment data (LEI Kūlia)</p>	<p>See Financial Plan for amounts:</p> <p><input checked="" type="checkbox"/> WSF</p> <p><input type="checkbox"/> Title I</p>

<p><b>Reading Proficiency</b> 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.</p> <p><b>Mathematics Proficiency</b> 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.</p> <p><i>Required for all schools.</i></p>	<p>Complex Area Plan:</p> <ul style="list-style-type: none"> <li>• There is a need for K-12 alignment.</li> <li>• There is a need for teacher articulation and collaboration to improve instructional practices across our schools.</li> <li>• There is a need to reflect on best practices and ways to improve so staff increase their effectiveness.</li> </ul>	<p>All CK schools implement an <b>Academic RTI system</b> that includes:</p> <ul style="list-style-type: none"> <li>• Universal Screening (iReady)</li> <li>• Multi-Tiered Systems of Support</li> <li>• Progress Monitoring</li> <li>• Data-Based Decision Making</li> </ul> <p>[SW6]</p> <p>Accountable leads:</p> <ul style="list-style-type: none"> <li>• Curriculum Coordinator</li> <li>• GL Teachers</li> </ul>	<p>There will be an increase in the number of students at grade level or above in <b>Reading and Math</b> (when compared to SY 2024-2025) as evidenced by iReady data.</p> <ul style="list-style-type: none"> <li>• All students</li> <li>• Low SES</li> <li>• Native Hawaiian &amp; Pacific Islander</li> <li>• Special Education</li> </ul> <p>There will be a decrease in the number of students who are two grade levels below or more in <b>Reading and Math</b> (when compared to SY 2024-2025) as evidenced by iReady data.</p> <ul style="list-style-type: none"> <li>• All students</li> <li>• Low SES</li> <li>• Native Hawaiian &amp; Pacific Islander</li> <li>• Special Education</li> </ul>	<p>See Financial Plan for amounts:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> WSF</li> <li><input checked="" type="checkbox"/> Title I</li> </ul>
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<p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p> <p><i>Required for all schools.</i></p>	<p>Complex Area Plan: There is a need for K-12 alignment.</p> <p>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).</p>	<p>All CK schools will:</p> <ul style="list-style-type: none"> <li>• Participate in the <b>CK EL Success Plan</b> Design Team Meetings</li> <li>• Send appropriate staff to the required EL Success Plan trainings</li> <li>• Implement one high-leverage strategy for each CK EL Success Plan goal</li> <li>• Small group instruction</li> <li>• Student voice &amp; choice</li> <li>• Student self/peer assessing &amp; goal setting</li> <li>• Multimodal instruction</li> <li>• Data-informed, Tiered instruction</li> <li>• Tier 2/3 instruction with Title 1 tutors</li> <li>• GL PLCs data analysis and student groupings</li> <li>• OG/Ready Math differentiated instruction PD</li> </ul> <p>[SW6]</p> <p>Accountable leads:</p> <ul style="list-style-type: none"> <li>• Administrators</li> <li>• Curriculum Coordinators</li> </ul>	<p>There will be an increase in the number of students at grade level or above in Reading (when compared to SY 2024-2025) as evidenced by iReady data.</p> <ul style="list-style-type: none"> <li>• English Learners</li> </ul> <p>There will be a decrease in the number of students who are two grade levels below or more in Reading (when compared to SY 2024-2025) as evidenced by iReady data.</p> <ul style="list-style-type: none"> <li>• English Learners</li> </ul> <p>EL Theory of Action (<a href="#">LINK</a>)</p>	<p>See Financial Plan for amounts:</p> <p><input checked="" type="checkbox"/> WSF</p> <p><input type="checkbox"/> Title I</p>
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<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><b>K-12 Alignment</b></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><i>Required for all schools.</i></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>1.1.4 The need to provide consistent effective instructional strategies for student lessons and activities</p>	<p>All CK schools will have a plan and/or matrix to document how they address their <b>Complex Graduate Profile</b>/Portrait.</p> <ul style="list-style-type: none"> <li>• PBL in all GLs</li> <li>• Teacher peer-to-peer PD (lesson observations, sharing of best practices)</li> <li>• SEL-embedded into daily instruction &amp; activities</li> </ul> <p>[SW5 and SW6]</p> <p>Accountable leads:</p> <ul style="list-style-type: none"> <li>• Administrators</li> </ul>	<p>King Inter Honor Roll &amp; Perfect Attendance List (1.1.5)</p> <p>Parent-Teacher Conference Survey (1.2.3)</p> <p>GL PLC Minutes (1.3.1)</p>	<p>See Financial Plan for amounts:</p> <p><input checked="" type="checkbox"/> WSF</p> <p><input type="checkbox"/> Title I</p>
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★ 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
<p>1.2.1. All students desire to and attend school regularly.</p> <p><i>Required for all schools.</i></p>	<p>School CNA: Need to improve our attendance data and our intervention strategies targeting students who are chronically absent</p>	<p>We will implement an <b>Attendance system</b> that includes:</p> <ul style="list-style-type: none"> <li>Tracking and monitoring attendance</li> <li>Peer Review to discuss at-risk students and next steps</li> <li>Attendance incentives (Hawk feathers, lunch bunch, awards, etc.)</li> </ul> <p>[SW6]</p> <p>Accountable Leads:</p> <ul style="list-style-type: none"> <li>Counselor</li> <li>Admin</li> </ul>	<p>Attendance data (LEI Kūlia)</p> <p>Peer Review</p>	<p>See Financial Plan for amounts:</p> <p><input checked="" type="checkbox"/> WSF</p> <p><input type="checkbox"/> Title I</p>
<p>1.2.2. All students demonstrate positive behaviors at school.</p> <p><i>Required for all schools.</i></p>	<p>School CNA: Need for consistent schoolwide delivery of social-emotional lessons/activities targeting the students' well-being and positive relationships</p>	<p>Implement a schoolwide <b>SEL program</b> (HAWKS, GLOs, HĀ) that develops character, culture, behavior, and a strong sense of belonging to self, school, and community.</p> <p>[SW6]</p> <p>Accountable Leads:</p> <ul style="list-style-type: none"> <li>Admin</li> <li>Counselor</li> </ul>	<p>There will be a decrease in Class A and Class B student misconduct offenses (compared to SY 2024-2025) as evidenced by Infinite Campus data.</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	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.  <i>Required for all schools.</i>	Hawai'i Revised Statutes Section §302A-1124 <a href="#">Mandate to initiate school community councils</a>	All schools post their <b>SCC Meeting</b> agendas and minutes (separate docs) to their school's website for each SCC Meeting. [SW5 and SW6] Accountable Lead: Administrator	Agendas and minutes posted to the school website  SCC Self-Evaluation Survey	See Financial Plan for amounts: <input checked="" type="checkbox"/> WSF <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	Root/ Contributing Cause	Enabling Activities and Name of Accountable Lead(s)	Monitoring of Progress (Initial & Intermediate Outcomes)	Anticipated Source of Funds
We will have an increase in parent participation in our SQS	School CNA: The need to strengthen our parent/community engagement and partnerships	There are <b>quarterly parent engagement activities</b> . [SW5 and SW6]	Parent engagement participation data	See Financial Plan for amounts: <input checked="" type="checkbox"/> WSF <input checked="" type="checkbox"/> 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 **He'eia 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](#).

<b>Total student instructional hours per year</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>	1,095
<b>Did your school submit a SCC Waiver Request Form? Please explain.</b>	Yes, four Waiver Days]
<b>Bell Schedule:</b> <a href="#">LINK</a>	