Lāʻie 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: Loha Kaka		
(signature)		4/15/25

Approved by Complex Area Superintendent: Sam Izumi		
(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
Kindergarten	'17 Wonders ▾	ORIGO Stepping Stones 2.0 ▾	Mystery Science/Generation Genius	Studies Weekly
Grades 1-5	'17 Wonders ▾	Other: ▾ Everyday Mathematics 4	Mystery Science/Generation Genius	Studies Weekly
Grade 6	'17 Wonders ▾	Other: ▾ Everyday Mathematics 4	STEMScopes/Generation Genius	Studies Weekly

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
Grades K-6	IXL & iReady	IXL & iReady	Brainpop	Brainpop
Grades K-5				Scholastic News
Grades K-2	Success For All & OG			
Grades 1-3	Sound Partners			
Grades 2-5		ReflexMath		
Grades 2, 5, 6			IXL	IXL
Grades 3-6	Achieve3000	FraxMath		
Grade 4			IXL	
Grades 4-6	Reading Rewards			
Grade 6			Kids Discover	Kids Discover

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
Kindergarten	KEA ▾	Other: ▾ KEA
Grades K-6	I-Ready ▾	I-Ready ▾
Kindergarten	Teacher Created ▾	Teacher Created ▾
EL	WIDA Screener ▾	Select One ▾
Kindergarten - 6	Other: ▾ Wonders Weekly	Teacher Created ▾ Math Weekly
Grades 1-2	Other: ▾ SFA Roots Assessment	Select One ▾
Grades 1-6	Other: ▾ Wonders Fluency	Select One ▾
Grades 3-6	Other: ▾ Gates	Select One ▾

IDENTIFIED SCHOOL NEEDS

This section highlights the critical student learning needs that require immediate attention for improvement, student subgroup(s) achievement gaps, and root/contributing cause 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>: April 10-13, 2023   Year of <u>Next Action</u>: N/A   Year of <u>Next Self-Study</u>: N/A
Type of <u>Last Visit</u>: Full Self-Study   Type of <u>Next Action</u>: N/A

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	**<u>Student Need</u>:** Improve ELA skills specifically reading fluency, phonics, decoding, reading stamina, and writing **<u>Root/Contributing Cause</u>:** - Special education population continues to increase (out of state IEPs and steady referrals made, especially in preschool population) COVID learning loss is attributed to the increase - Unusual amount of turnover in teacher staffing - Language arts scores continue to be a concern due to fundamental skills including phonics, reading fluency, decoding, reading comprehension, reading stamina, writing - Wrap around services still building their expertise and capacity to meet the growing needs of students and teachers - Significant increase of EL students
2	**<u>Student Need</u>:** Improve math skills **<u>Root/Contributing Cause</u>:** - Special education population continues to increase (out of state IEPs and steady referrals made) - Unusual amount of turnover in teaching staffing

	• Wrap around services still building their expertise and capacity to meet the growing needs of students and teachers
3	**Student Need:** Improve science proficiency **Root/Contributing Cause:** • Unusual amount of turnover in teaching staffing • Students are lacking understanding science vocabulary, concepts and how to navigate the science assessment

	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	**Targeted Subgroup:** Special Education **Identified Student Need(s):** Increase proficiency levels in all areas
2	**Targeted Subgroup:** EL Student Population **Identified Student Need(s):** Effective instruction support in the classroom
3	**Targeted Subgroup:** Economically disadvantaged students **Identified Student Need(s):** Increase opportunities to read, write, do math and discuss what they have learned

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 *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this? Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and* Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress (Initial & Intermediate Outcomes)** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
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.	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. Raeme, Dionne, Jasmayne, Lela, Kami	KEA assessment data (LEI Kūlia) • Weekly grade level assessment • iReady • Roots assessment	See Financial Plan for amounts: ☑ WSF ☐ Title I ☐ Title II ☐ Title III ☐ Title IV-A ☐ Title IV-B ☐ IDEA, ☑ SPPA ☐ Homeless ☐ Grant: ☐ Other:

Reading Proficiency	Students lacking ELA skills specifically phonics, decoding, reading stamina, fluency, writing, vocabulary	1. All students will: a) participate in the RTI ELA block 30 minutes 4 times a week focusing on double dose, triple dose or extension. No new instruction or concepts to be introduced. b) Work on grade level reading stamina goals and increasing reading stamina. Students will be provided with more opportunities to listen/read and read aloud. c) Work on three writing types: Opinion/argumentative, informative/explanatory, and narrative throughout the year. 2. All teachers will: a) Grade level teachers will submit quarterly RTI block lesson schedules, complete grade level templates and report weekly data and next steps. b) Teachers will participate in the academic review process at the end of each semester identifying progress, impact on student learning and citing relevant supporting evidence. c) Participate in ongoing professional development and professional discourse including weekly team collaboration	• Schedules • Classroom walkthroughs • Collaboration minutes • Assessment results • Pacing guides • Student data (weekly, quarterly, SBA) • Completed ART report • Gates Assessment	See Financial Plan for amounts: ☑ WSF ☑ Title I ☐ Title II ☐ Title III ☐ Title IV-A ☐ Title IV-B ☐ IDEA, ☑ SPPA ☐ Homeless ☐ Grant: ☐ Other:

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.	Struggling students lack certain fundamental skills and struggle with the advanced concepts including word problems	1.All students will:	• Weekly data submitted • iReady data • Collaboration minutes • ART report	See Financial Plan for amounts: ☑ WSF ☑ Title I ☐ Title II ☐ Title III ☐ Title IV-A ☐ Title IV-B ☐ IDEA, ☑ SPPA ☐ Homeless ☐ Grant: ☐ Other:

1.All students will:

a) continue to complete the math certification.

a) continue to use Everyday Math utilizing all the embedded resources.

b) use the supplemental resources including but not limited to iReady, fraxmath, reflexmath, IXL.

2. Teachers will:

a) Continue to analyze student work and data to inform instruction and next steps. Participate in weekly team collaboration.

b) Participate in ongoing professional discourse and professional development

c) Teachers will participate in the academic review process at the end of each semester identifying progress, impact on student learning and citing relevant supporting evidence and planning next steps.

| 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.

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). | Focus on:
• Strengthen RTI blocks to ensure grade level consistency
• Update pacing guides and curriculum maps.
• Using resources with fidelity including human resources.
• Provide professional development based on student and teacher needs.
• Participate in professional discourse and collaboration with grade level team and support staff in the effort to improve systems and overall student support
• MTSS including wrap around services meet weekly identifying students needs and next steps

Teachers, Counselors and Administrators | • Schedules
• Pacing guides
• Classroom walkthroughs
• Student data (weekly, quarterly, SBA)
• Professional Development agendas and survey results | See Financial Plan for amounts:
☑ WSF
☑ Title I
☐ Title II
☐ Title III
☐ Title IV-A
☐ Title IV-B
☐ IDEA,
☑ SPPA
☐ Homeless
☐ Grant:
☐ Other: |

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 Aʻo 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.	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 There is an absence of a developed and implemented K-12 academic and vision alignment in the Kahuku Complex.	All CK schools will have a plan and/or matrix to document how they address their Complex Graduate Profile/Portrait. Administrators, Teachers, Counselors	• Teacher, parent survey	See Financial Plan for amounts: ☑ WSF ☐ Title I ☐ Title II ☐ Title III ☐ Title IV-A ☐ Title IV-B ☐ IDEA, ☐ SPPA ☐ Homeless ☐ Grant: ☐ Other:

All student groups will be provided support embedded in our RTI program.	Struggling students are not always supported the way they need to make growth.	All CK schools implement an Academic RTI system that includes: • Universal Screening (iReady) • Multi-Tiered Systems of Support • Wrap around Service • Progress Monitoring • Data-Based Decision Making Leadership team, teachers, and CTE support staff	• Assessment Data • iReady Data • MTSS notes • Faculty and Team minutes	See Financial Plan for amounts: ☑ WSF ☑ Title I ☐ Title II ☐ Title III ☐ Title IV-A ☐ Title IV-B ☐ IDEA, ☑ SPPA ☐ Homeless ☐ Grant: ☐ Other:

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

Desired Outcome *"What do we plan to accomplish?"*	Root/ Contributing Cause *"Why are we doing this? Reference the Identified School Needs section.*	Enabling Activities *"How will we achieve the desired outcome?"* and **Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	Monitoring of Progress (Initial & Intermediate Outcomes) *"How will we know progress is being made?"*	Anticipated Source of Funds *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
1.2.1. All students desire to and attend school regularly.	School systems are not working effectively enough to meet the needs of all students.	Multi step approach including: • School to home communication, support, engagement • School wide incentives, campaigns, information	• MTSS notes • Weekly Parent Bulletin • Student Data • Team minutes	See Financial Plan for amounts: ☑ WSF ☑ Title I ☐ Title II ☐ Title III ☐ Title IV-A ☐ Title IV-B ☐ IDEA, ☑ SPPA ☐ Homeless ☐ Grant: ☐ Other:

| 1.2.2. All students demonstrate positive behaviors at school. | School systems continue to need development and improvement to effectively meet the needs of all students. | Multi step approach including:
• School to home communication, support, engagement opportunities.
• School Wide incentives, campaigns, information.
• Student learning opportunities that excite, engage and provide real world applications.
• Building the effectiveness of our wrap around services through regular team meetings, communication and team feedback.
• Continue to work on the efficiency of the school wide behavior management system focusing on communication and consistency.

PCNC, Title I Coordinator, Teachers, Administrators, Curriculum Coach | • Decrease in student behavior referrals
• Increase in positive perceptual data
• Parent Weekly Bulletin
• Team minutes | See Financial Plan for amounts:
☑ WSF
☑ Title I
☐ Title II
☐ Title III
☐ Title IV-A
☐ Title IV-B
☐ IDEA,
☑ SPPA
☐ Homeless
☐ Grant:
☐ Other: |

Priority 2
High-Quality Educator Workforce In All Schools

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

Desired Outcome *"What do we plan to accomplish?"*	Root/ Contributing Cause *"Why are we doing this? Reference the Identified School Needs section.*	Enabling Activities *"How will we achieve the desired outcome?"* and Name of Accountable Lead(s) *"Who is responsible to oversee and monitor implementation and progress?"*	Monitoring of Progress *"How will we know progress is being made?"*	Anticipated Source of Funds *"What funding source(s) should be utilized?" Estimate the additional amount needed to execute the enabling activity.*
Teachers will participate in weekly teacher/team collaboration to increase effectiveness of the data team process including data analysis and next steps to close the achievement gap. Teachers will participate in professional development and teacher presentations of best teaching practices being used in the classroom.	• Language Barriers: The increasing number of English Language Learners (EL) presents challenges in communication and academic achievement • Special education population and students who qualify for 504 services continues to increase (out of state IEPs and steady referrals made) • Unusual amount of turnover in teacher staffing	• Extended Faculty Meetings • Professional Development-refreshers to review the data analysis process, planning next steps and access needed support. • Vertical/Horizontal Curriculum Alignment • Data Teams • Teacher share outs-with an emphasis on culturally responsive strategies, and RTI strategies	• Faculty Meeting Agendas and notes • Team meeting notes • Teacher PD Surveys • Curriculum maps • Professional Development Schedule	See Financial Plan for amounts: ☑ WSF ☑ Title I ☐ Title II ☐ Title III ☐ Title IV-A ☐ Title IV-B ☑ IDEA, ☐ SPPA ☐ Homeless ☐ Grant: ☐ Other:

	• Language arts scores continue to be a concern for our disadvantaged sub groups and students with high absenteeism • Wrap around services still building their expertise and capacity to meet the growing needs of students and teachers • Reading stamina is a focus area that needs more practice to build engagement or more time needed to be set aside to do • Onboarding new faculty and staff with intentions to maintain our positive school culture and ensure the integrity of our systems			

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 *"What do we plan to accomplish?"*	**Root/ Contributing Cause** *"Why are we doing this? Reference the Identified School Needs section.*	**Enabling Activities** *"How will we achieve the desired outcome?"* ***and* Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	**Monitoring of Progress** *"How will we know progress is being made?"*	**Anticipated Source of Funds** *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
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 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. Loha Kaka, Don Hasegawa	Agendas and minutes posted to the school website SCC Self-Evaluation Survey	No Additional Cost

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 **Lāʻie 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)	Student Hours Per Year 1,086
Did your school submit a SCC Waiver Request Form? Please explain.	Yes, 4 Waiver Days
Bell Schedule: Link	