



Lā'ie Elementary Academic Plan SY 2026-2027

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- ☒ Title I School
☐ Non-Title 1 School

Submitted by Principal Eliza Loha Kaka	
	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	English Language Arts	Mathematics	Science	Social Studies
Kindergarten	'23 Wonders ▾	ORIGO Stepping Stones 2.0 ▾	Mystery Science/Generation Genius	Studies Weekly
Grades 1-5	'23 Wonders ▾	Other: ▾ Everyday Mathematics 4	Mystery Science/Generation Genius	Studies Weekly
Grade 6	'23 Wonders ▾	Other: ▾ Everyday Mathematics 4	STEMScopes/Generation Genius	Studies Weekly

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
Grades K-6	IXL & iReady	IXL & iReady	Brainpop	Brainpop
Grades K-5				Scholastic News
Grades K-2	Success For All & OG & UFLI			
Grades 1-3	Sound Partners			
Grades 2-5		ReflexMath		
Grades 2, 5, 6			IXL	IXL
Grades 3-6	Achieve3000	FraxMath		
Grade 3	Handwriting Without Tears			
Grade 4			IXL	
Grade 6			Edpuzzle	

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 ▾
Grades K-6	Teacher Created ▾ Progress Monitoring	Teacher Created ▾ Progress Monitoring
EL	WIDA Screener ▾	Select One ▾
Grades K-6	Other: ▾ Wonders Weekly	Other: ▾ Weekly assessments
Grades 1-2	Other: ▾ SFA Roots Assessment	Select One ▾
Grades 1-6	Other: ▾ Wonders Fluency	Select One ▾
Grades 3-6	Other: ▾ Gates	Select One ▾

HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

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

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

☒ Panorama ☒ School-created template ☐ Other:

IDENTIFIED SCHOOL NEEDS

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

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

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

Year of Last Visit: [Insert year]

Type of Last Visit: **Select One** ▾

Year of Next Action: [Insert year]

Type of Next Action: **Select One** ▾

Year of Next Self-Study:

[Insert year]

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	<u>Student Need:</u> Decrease the Rigor Gap between daily classroom performance and standardized assessment (SBA) proficiency. <u>Root/Contributing Cause:</u> Current curriculum (Wonders) weekly assessments are not aligned with the Depth of Knowledge (DOK) required by state standards. High engagement (97%) is present, but students are not being cognitively pushed with complex, unfamiliar content.
2	<u>Student Need:</u> Strengthen systematic and explicit foundational literacy skills. <u>Root/Contributing Cause:</u> Current reliance on supplemental online programs has not successfully bridged the gap between decoding and comprehension.
3	<u>Student Need:</u> Address the declining trend in Science proficiency and the 20% achievement gap for "High Needs" students. <u>Root/Contributing Cause:</u> Lack of a knowledge-building curriculum that builds the necessary background knowledge and vocabulary. Over 57% of students are disadvantaged, requiring stronger Tier 1 explicit instruction rather than a reliance on Tier 2/3 pull-outs.

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	<u>Targeted Subgroup:</u> Special Education <u>Identified Student Need(s):</u> Addressing a 50% population increase over 5 years. Needs include high-quality Tier 1 instruction to prevent over-identification and "Goalbook" aligned IEPs to ensure rigorous academic targets.
2	<u>Targeted Subgroup:</u> Economically Disadvantaged <u>Identified Student Need(s):</u> Access to high-quality print materials and knowledge-based curriculum to overcome vocabulary and background knowledge deficits.
3	<u>Targeted Subgroup:</u> English Learners <u>Identified Student Need(s):</u> Targeted academic language support to close the proficiency gap in ELA and Science.



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 and Name of Accountable Lead(s)	Monitoring of Progress	Anticipated Source of Funds
1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and <u>provided necessary and timely support</u> to develop foundational skills for learning.	State of Hawai'i 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).	REQUIRED BY THE COMPLEX AREA: All kindergarten students are assessed for social, emotional, and academic readiness. Raeme, Dionne, Jasmyne, Lela, Kami	KEA assessment data (LEI Kūlia)	See Financial Plan for amounts: ☒ WSF ☒ Title I



PRIORITY 1: High-Quality Learning For All

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Desired Outcome	Contributing Cause	Enabling Activities and Name of Accountable Lead(s)	Monitoring of Progress	Anticipated Source of Funds
Reading Proficiency 1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently <u>receive necessary and timely support</u> to become proficient.	Complex Area Plan: • There is a need for K-12 alignment. • There is a need for teacher articulation and collaboration to improve instructional practices across our schools. • There is a need to reflect on best practices and ways to improve so staff increase their effectiveness.	REQUIRED BY THE COMPLEX AREA: All CK schools implement an ELA Academic RTI system that includes: • Universal Screening (iReady) • Multi-Tiered Systems of Support (RTI support for all grade levels that include small group instruction and targeted instruction) ◦ Alignment of ELA standards and instructional practices ◦ Use of Explicit Instruction • Progress Monitoring • Data-Based Decision Making Loha Kaka, Olive Miller, Courtney Fermantez	• 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



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 and Name of Accountable Lead(s)	Monitoring of Progress	Anticipated Source of Funds
Mathematics Proficiency 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.	Complex Area Plan: • There is a need for K-12 alignment. • There is a need for teacher articulation and collaboration to improve instructional practices across our schools. • There is a need to reflect on best practices and ways to improve so staff increase their effectiveness.	REQUIRED BY THE COMPLEX AREA: All CK schools implement an Math Academic RTI system that includes: • Universal Screening (iReady) • Multi-Tiered Systems of Support (RTI support for all grade levels that include small group instruction and targeted instruction) ◦ Alignment of Math standards and instructional practices ◦ Use of Mathematical Discourse • Progress Monitoring • Data-Based Decision Making Loha Kaka, Olive Miller, Courtney Fermantez	• Weekly data submitted • iReady data • Collaboration minutes • ART report	See Financial Plan for amounts: ☒ WSF ☒ Title I



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 and Name of Accountable Lead(s)	Monitoring of Progress	Anticipated 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. 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).	REQUIRED BY THE COMPLEX AREA: All CK schools will: • Participate in the CK EL Success Plan Design Team Meetings • Implement one high-leverage strategy for each CK EL Success Plan goal Loha Kaka, Sheri Livingston SW6	• Weekly data submitted • iReady data • Collaboration minutes • ART report	See Financial Plan for amounts: ☒ WSF ☒ Title I
		REQUIRED BY THE COMPLEX AREA: All CK schools will utilize Goalbook to ensure there are quality goals and objectives in all Individual Educational Plans (IEPs). Kuulei Kaluhiokalani, SPED Team, Loha Kaka SW6	• Goalbook Usage Report (Quarterly) • iReady data • Collaboration minutes • ART report	See Financial Plan for amounts: ☒ WSF ☒ Title I



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 and Name of Accountable Lead(s)	Monitoring of Progress	Anticipated Source of Funds
1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school. 1.2.3. All students experience a Nā Hopena A'ō environment for learning. 1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. 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	REQUIRED BY THE COMPLEX AREA: All CK schools will have a plan and/or matrix to document how they address their Complex Graduate Profile. Administrators, Teachers, Counselors SW6	• Meeting schedules • Parent surveys • Matrix document	See Financial Plan for amounts: ☒ WSF ☒ Title I

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

Desired Outcome	Contributing Cause	Enabling Activities and Name of Accountable Lead(s)	Monitoring of Progress	Anticipated Source of Funds
1.2.1. All students desire to and attend school regularly.	SY25-29 79% of our students regularly attend school; due to parent mindset, transient families (cost of living).	1. Launch a "First 100 Days" attendance campaign specifically for Kindergarten. 2. Establish a student transition "Welcome Team" for families moving from out-of-state/BYUH. Administrators, Teachers, Counselors SW6	- Attendance data - Parent survey	See Financial Plan for amounts: ☒ WSF ☒ Title I
1.2.2. All students demonstrate positive behaviors at school.	While discipline referrals are down, Panorama data shows a dip in "Emotional Regulation" and "Self-Efficacy"	1. Implement targeted SEL support for upper grades focusing on Growth Mindset. 2. Expand the NaKoa program to provide excelling students with leadership opportunities. Administrators, Teachers, Counselors SW6	- Discipline data - Panorama data - Teaching map	See Financial Plan for amounts: ☒ WSF ☒ 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 and Name of Accountable Lead(s)	Monitoring of Progress	Anticipated Source of Funds
Teachers become "Expert Instructors" in knowledge-based units and the Science of Reading.	Past investments in technology/online programs did not yield SBA growth; need for a shift to expert-led coaching.	1. Cut underperforming digital subscriptions. 2. Reallocate funds for expert-led coaching in literacy and print-based instructional materials. Loha, Ruta, Courtney SW6	• List of digital subscriptions • Professional Development schedule • Student data SBA, iReady, school wide data	See Financial Plan for amounts: ☒ WSF ☒ Title I



PRIORITY 3: Effective and Efficient Operations At All Levels

★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.

Desired Outcome	Contributing Cause	Enabling Activities and Name of Accountable Lead(s)	Monitoring of Progress	Anticipated 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 Mandate to initiate school community councils	REQUIRED BY THE COMPLEX AREA: 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	See Financial Plan for amounts: ☒ WSF ☒ Title I

★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.

Desired Outcome	Contributing Cause	Enabling Activities and Name of Accountable Lead(s)	Monitoring of Progress	Anticipated Source of Funds
Increase parent feedback loops and community mentorship.	While the 45% survey response is strong, 5th-grade parents and families of "high needs" students require more specific engagement.	1. Partner with BYUH and PCC for student mentorship. 2. Host "Data Nights" to show parents the difference between classroom grades and state rigor. Administrations and Teachers	- Data night agenda and parent feedback - Mentorship data	See Financial Plan for amounts: ☐ WSF ☐ 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.

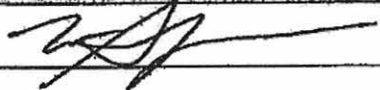
Hawaii State Department of Education School Academic Plan and Financial Plan Annual Assurances and Recommendation for Approval

The **Lā'ie 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 **Feb 11, 2026** to share the school data and gather input on student priorities.
 - ☐ A School Community Meeting was conducted on **Apr 1, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☐ Other (list): [Insert text. Examples: School Leadership Team, Curriculum Committee, School Safety Committee]
4. The SCC reviewed the Academic Plan and Financial Plan and found that they are based upon a thorough analysis of student performance data, and use evidence-based interventions.
5. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The principal has provided a clear explanation to the SCC about the status of each of the recommendations made by the SCC regarding the Academic Plan and Financial Plan.

7. This school plan was adopted through consensus or by vote by the School Community Council on: ☐ Date

Attested:

Lā'ie Elementary Principal	Signature	Date
Eliza Loha Kaka		Apr 1, 2026
SGC Chairperson	Signature	Date
Sia Tonga		Apr 1, 2026

SCC Recommendations to the Academic Plan and Financial Plan:

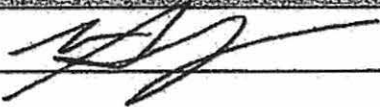
The School Community Council, in review of the Academic and Financial Plans, has provided the principal with the following recommendations for consideration. These recommendations are included as a means to share these issues with the Complex Area Superintendent and to identify the action taken by the 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:

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

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Attested:

SCC Chairperson	Signature	Date
Sia Tonga		Apr 1, 2026

APPENDIX B: BELL SCHEDULE

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

To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided [bell schedule tool](#).

Total student instructional hours per year <i>(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)</i>	Student Hours Per Year: 1,086
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement
Lā'ie Elementary Bell Schedule: La'ie Elementary Bell Schedule	