

Ha'aheo 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 Jason Trimble	
	3/14/24

Approved by Complex Area Superintendent Esther Kanehailua	
	04.09.25

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	English Language Arts	Mathematics	Science	Social Studies
K-2	Success for All ▾	HMH Into Math ▾	Mystery Science	
3-6	'20 Wonders ▾	HMH Into Math ▾	Mystery Science	

NEW 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)/Course Name	English Language Arts	Mathematics	Science	Social Studies
K-6	IXL	IXL	IXL	
K-6	iReady	iReady		
3-6			Envelopes of Awesomeness (NGSS program based out of Hilo Intermediate)	
2-6	Achieve 3000			
6			Generation Genius	
EL	Imagine Learning Literacy/ Flashlight 360			

NEW 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:

REVISED 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 ▾
K-3	DIBELS ▾	

REVISED 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: 2025

Type of Last Visit: Mid-Cycle Report & Visit -

Year of Next Action: 2027- 2028

Type of Next Action: Full Self-Study -

Year of Next Self-Study:

2027- 2028

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?"

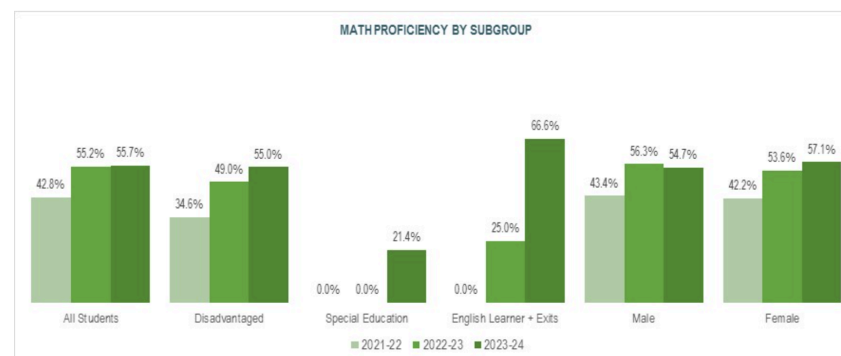
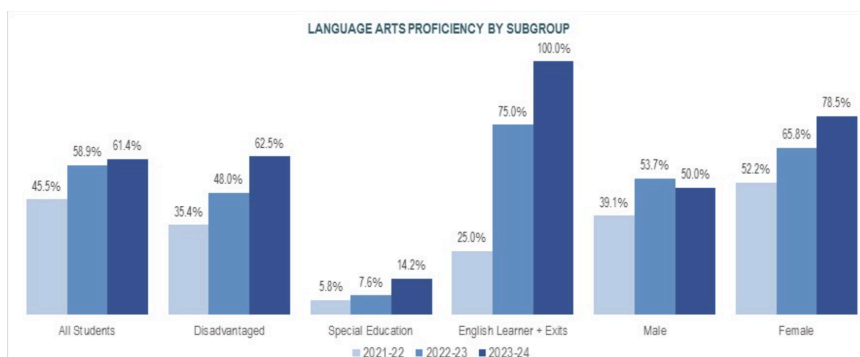
Please number the student need and root/contributing cause for ease of cross-referencing.

1	<p><u>Student Need:</u> Increased student attendance.</p> <p><u>Root/Contributing Cause:</u> Attendance continues to remain well-below pre-pandemic numbers. Possible contributing factors include: 1A Continued higher-than-normal community illness rates 1B Transportation issues caused by the temporary relocation of the school 1C A need for increased messaging about the importance of attendance for student learning success as well as relevant school-related data</p>
2	<p><u>Student Need:</u> Continued emphasis on Tier I and Tier II instructional strategies which address the needs of the High Needs group.</p> <p><u>Root/Contributing Cause:</u> 2A The continuously changing student population of the High Needs group requires continuous analysis and revisitation of strategies to meet the changing needs of our High Needs students. 2B Specific barriers to learning for these High Need subgroups fluctuate and need continuous analysis in order to identify effective teaching strategies and interventions for these students. 2C Changes in school personnel require continued revisitation and refinement of the Learning Progression process of identifying learning targets, success criteria, and alignment of assessments in order to support student growth in meeting the standards.</p>

	<p>WASC Critical Area 1: Continue to provide teacher collaboration and professional development time that includes professional learning communities to enhance collaborative practices with the support staff, general education teachers, and special education teachers to align understanding of the students' needs.</p> <p>WASC Critical Area 2: Since returning to on-campus learning in 2021 following COVID-19, the school prioritized and refined its data team process during the WASC self-study of 2022. This process utilizes learning targets, success criteria, and assessments to track progress and provide support. The committee recommends maintaining this approach to foster the development of Ha'aheo students.</p>
3	<p><u>Student Need:</u> Consistent and continuous implementation of SEL instruction and strategies.</p> <p><u>Root/Contributing Cause:</u></p> <p>3A There is a lack of a consistent process for collecting/logging/sharing RtI-B data to provide information regarding student comprehensive Social/Emotional, Behavior, additional supports and services in place, and history of needs/services.</p> <p>3B Data Team discussions/analysis do not currently routinely include Social/Emotional and behavioral concerns.</p> <p>3C There is a lack of collaboration/planning time between the general/special educators and the counselor.</p> <p>3D There has been a decrease in continuous school-wide initiatives and ongoing professional development opportunities related to SEL.</p>
4	<p><u>Student Need:</u> Lack of continuous school initiatives and professional development opportunities impacts student achievement and SEL for all tier levels.</p> <p><u>Root/Contributing Cause:</u></p> <p>4A Continuous school-wide initiatives and ongoing professional development opportunities are needed to support improvement and implementation of current successful practices.</p>

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: Students with Disabilities (SPED)



- ELA IDEA proficiency for SY 23-24 was 14.2% compared to 61.4% overall, an increase of 6.6% from SY 22-23.
- Math IDEA proficiency for SY 23-24 was 21.4% compared to 55.7% overall, an increase of 21.4% from SY 22-23.
- Despite increased proficiency in ELA/Math, overall proficiency rates remain well below average student rates.

Identified Student Need(s):

- IDEA students need to receive consistent instructional support from both the general education and special education setting.
- Collaboration time for general educators/ special education staff needs to be prioritized for alignment between the special education and general education setting.
- SDI utilizing EBP is needed for IDEA students to achieve academic growth in ELA and Math.

2 Targeted Subgroup: English Learners (ELs)

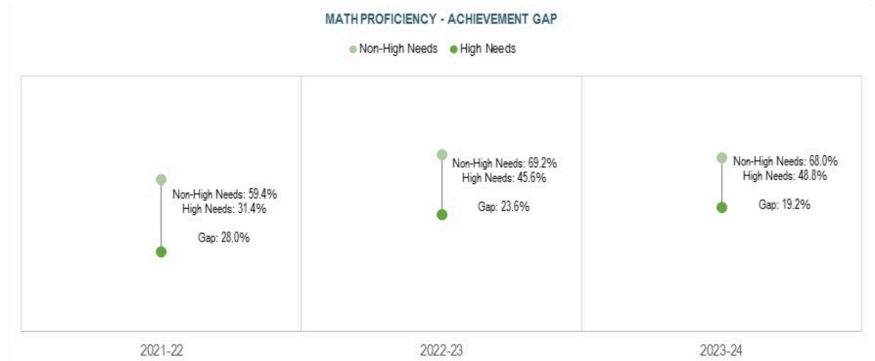
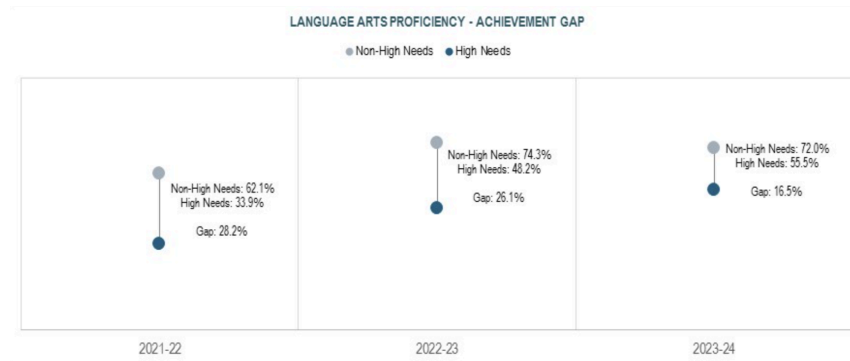
- ELA EL proficiency for SY 23-24 was 100% compared to 61.4% overall, an increase of 25% from SY 22-23.
- Math EL proficiency for SY 23-24 was 66.6% compared to 55.7% overall, an increase of 41.6% from SY 22-23.
- EL proficiency has shown significant improvement in ELA/Math, surpassing the average rate. However, the ELL population has changed significantly at the school since SY 23-24, with 50% of current ELs holding newcomer status. Continued support for this subgroup is needed to help our changing population meet proficiency.

Identified Student Need(s):

- Promotion of quality interactions and reciprocal discussions are needed to develop oral language with a focus on academic content for EL students.
- Targeted instruction for entering, beginning, and developing students is needed to support readiness in the general education setting.

3

Targeted Subgroup: Low Socioeconomic Status (Low SES)



Identified Student Need(s):

- The ELA Achievement Gap for SY 23-24 was 16.5% compared to 26.1% in SY 22-23, a decrease of 9.6%.
- The Math Achievement Gap for SY 23-24 was 19.2% compared to 23.6% in SY 22-23, a decrease of 4.4%.
- While the Achievement Gap continues to close overall, with increased proficiency in both High Needs and Non-High Needs learners, a gap is still present indicating that continued prioritization is needed.



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 <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
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Strat Plan Measures:

% of Kinders who are assessed for K Readiness (1.1.1)
 % of Kinder Ss assessed as not ready who receive additional personalized supports (1.1.1)
 % of 3rd Graders demonstrating grade level proficiency in reading (1.1.2)
 % of Ss who are not proficient in reading by the end of third grade who receive additional personalized support (1.1.2)
 % of 8th graders demonstrating grade-level proficiency in mathematics. (1.1.3)
 % of Ss who are not proficient in mathematics by the end of 8th grade who receive additional personalized support (1.1.3)
 Add for ES % of 5th or 6th grade...
 Data disaggregated by student group (Sped, EL) (1.1.4)
 % of EL's who are meeting or on track to meet EL proficiency (1.1.4)
 % of ES with transition activities for newly entering Ss (1.1.5)
 % of MS with transition activities for Ss entering from ES to 9th grade (1.1.5)

HWCA Focus Measures

Indicator 3: % of Ss w/IEP's that participate in state assessment

% of Ss w/IEP's that are proficient on state assessment progress **Monitoring Measurement:** iReady/Star

Indicator 5: % of Ss with IEP's enrolled and where they are served a) Inside the regular class 80% or more of the day, and b) Inside the regular class less than 40% of day **Measurement:** Child Count Report Goal: 80% or more of SWDs spending 80% or more of their day in Gen ed (start of school day until the end of the school day is considered school day)

<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>2A</p>	<p><i>EA 1.1.1 (1) Administer KEA (KRA) to all entering Kindergarten students [Principal, SSC, Counselor, Kindergarten teacher], (SW6)</i></p> <ul style="list-style-type: none"> <i>a. Identify students who are not socially/emotionally & academically ready</i> <i>b. Provide all assessed as not ready with timely support</i> <ul style="list-style-type: none"> • <i>Utilize Data Team Cycle to identify and address student needs, implement Rtl interventions (Sound Partners)</i> <i>c. Monitor progress</i> <ul style="list-style-type: none"> • <i>Continue using the school wide progress monitoring process in weekly Data Team meetings, utilize Data Wall/RTI Action Plans to record progress and inform Rtl.</i> • <i>Continue ongoing monitoring using DIBELS, Success For All weekly and quarterly assessments, curriculum program assessments and diagnostic screeners.</i> 	<p><i>KEA participation rate</i></p> <p><i>KEA Results</i></p> <p><i>Kindergarten DIBELS progress on Key Indicators</i></p> <p><i>Success For All Weekly Record Form</i></p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$
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<p>Reading Proficiency</p> <p>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><i>Required for all HW ES</i></p>	<p>2A</p>	<p><i>EA 1.1.2 (1) Administer iReady Reading universal screener to all students at least 3x a year [Principal, SSC, Curriculum Coordinator, Teachers], (SW6)</i></p> <ol style="list-style-type: none"> <i>Identify students who are not on grade level</i> <i>Provide all assessed as not on grade level with timely support.</i> <ul style="list-style-type: none"> <i>Utilize Data Team Cycle to identify and address student needs, implement Rtl interventions (UFLI, SRSD, Sound Partners, Sonday 1 & 2).</i> <i>Monitor progress.</i> <ul style="list-style-type: none"> <i>Continue using the school wide progress monitoring process in weekly Data Team meetings, utilize Data Wall/RTI Action Plans to record progress and inform Rtl.</i> <i>Continue ongoing monitoring using DIBELS, Success For All weekly and quarterly assessments and curriculum program assessments.</i> 	<p><i>ELA iReady diagnostic participation rate</i></p> <p><i>ELA iReady diagnostic projected proficiency rate</i></p> <p><i>Disag. iReady screener proficiency levels</i></p> <p><i>iReady Growth Measure</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$
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<p>Mathematics Proficiency</p> <p>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><i>Required for all HW ES and MS</i></p>	<p>2A</p>	<p><i>EA 1.1.3 (1) Administer iReady Math universal screener to all students at least 3x a year [Principal, SSC, Curriculum Coordinator, Teachers], (SW6)</i></p> <ul style="list-style-type: none"> <i>a. Identify students who are not on grade level</i> <i>b. Provide all assessed as not on grade level with timely support</i> <ul style="list-style-type: none"> • <i>Utilize Data Team Cycle to identify and address student needs, implement Rtl interventions (Do the Math, teacher-developed curriculum).</i> <i>c. Monitor progress</i> <ul style="list-style-type: none"> • <i>Continue using the school wide progress monitoring process in weekly Data Team meetings, utilize Data Wall/RTI Action Plans to record progress and inform Rtl.</i> • <i>Continue ongoing monitoring using curriculum program assessments.</i> <p><i>EA 1.1.3 (2) Select and Administer an intervention screener, interventions, and monitoring tool for Math [Principal, SSC, Curriculum Coordinator, Teachers], (SW6)</i></p> <ul style="list-style-type: none"> <i>a. Continue and expand implementation of Rtl math interventions (Do the Math, Small group and 1:1 instruction)</i> 	<p><i>Math iReady diagnostic participation rate</i></p> <p><i>Math iReady diagnostic projected proficiency rate</i></p> <p><i>Disag. iReady screener proficiency levels</i></p> <p><i>iReady Growth Measure</i></p> <p><i>Do the Math Pre-Post Assessments</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$
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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>2A, 2B</p>	<p><i>EA 1.1.4 (1) Administer iReady screener to all students at least 3x a year [Principal, Teachers, Special Educators, EL Coordinator], (SW6)</i></p> <ul style="list-style-type: none"> <i>a. Identify students who are not meeting typical growth.</i> <i>b. Provide all assessed targeted subgroups not making typical growth with timely support through the Data Team process</i> <p><i>EA 1.1.4 (2) Ensure EL specific activities [Principal, Teachers, Special Educators, EL Coordinator], (SW6)</i></p> <ul style="list-style-type: none"> <i>a. Promote quality interactions and reciprocal discussions in all classes in order to develop oral language in conjunction with building content knowledge (ELD program focus)</i> <p><i>EA 1.1.4 (3) Monitor EL student progress using multiple data sources and adjust instruction to target individual (EL) student needs [Principal, Teachers, Special Educators, EL Coordinator], (SW6)</i></p> <ul style="list-style-type: none"> <i>a. Data Team process</i> <i>b. Documentation of progress (iReady, WIDA as appropriate) on the Data Wall for active and exited ELs</i> <p><i>EA 1.1.4 (4) Ensure IDEA specific activities: IDEA students will have SDI for their IEP services/supports with an emphasis to utilize EBP and collaborate with the students' general education teacher to align instruction. [Principal, Teachers, Special Educators, EL Coordinator], (SW6)</i></p> <ul style="list-style-type: none"> <i>a. Utilize EBP for SDI for IDEA students</i> <i>b. Promote instructional alignment and collaboration between special education and general education teachers through the data team process and shared planning days.</i> 	<p><i>iReady diagnostic screeners (ELA/Math) (focus on targeted subgroups)</i></p> <p><i>Analyze iReady Report Groups to monitor subgroup progress</i></p> <p><i>% of ELs that meet WIDA reclassification criteria.</i></p> <p><i>SBA proficiency % for ELA, Math and Science (grade 5) for all students (including subgroups)</i></p> <p><i>Decrease of Achievement Gap as a result of increase in subgroup SBA ELA and math proficiency</i></p> <p><i>RWL and Engagement/Enrichment evidence documented in Haaheo Shared Google Drive</i></p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input checked="" type="checkbox"/> IDEA, \$ <input checked="" type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$
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		<p><i>EA 1.1.4 (5) Data Team Cycle will be focused on identifying high leverage instructional strategies to meet the needs of students in 3 subgroups: EL, IDEA, and SES. [Principal, ART, Teachers], (SW6)</i></p> <p><i>a. Teachers and ART identify, implement and monitor effectiveness of strategies for academic progress in ELA and Math.</i></p> <p><i>EA 1.1.4 (6) Provide Family & Community Engagement activities [Principal, ART, Title I Coordinator, Teachers], (SW6)</i></p> <p><i>a. Continue engaging families through both digital and print communication platforms (i.e. ParentSquare, school website, Tuesday folder, Monthly Newsletter), family events</i></p> <p><i>b. Continue providing in-person family engagement activities to foster school-home relationships and increase family clarity of the CCSS and GLOs (i.e. Open House, Parent-Teacher conferences, Family Events (Trunk or Treat, Holiday Jingle, Career Night, STEAM Night), garden community days, informational events.</i></p> <p><i>c. Facilitate kinder camp and kindergarten home visits to provide transition support and establish initial family partnerships</i></p> <p><i>EA 1.1.4 (7) Provide Real World Learning Opportunities [Principal, ART, Title I Coordinator, Teachers], (SW6)</i></p> <p><i>a. Continue organizing and implementing field trips, community partnerships, project based learning, and place based learning to ensure the engagement of all students, and with a specific focus on engaging identified subgroups (SES, IDEA, EL).</i></p>	<p><i>% of participation in Kinder camp and Home Visits</i></p>	
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		<p><i>EA 1.1.4 (8) Provide Extended Learning Opportunities including both Real World and Learning Enrichment Activities [Principal, ART, Title I Coordinator, Teachers, School Stakeholders], (SW6)</i></p> <ul style="list-style-type: none"> <i>a. Continue providing extra-curricular student-focused opportunities which encourage student learning and/or additional family engagement (Heluhelu Bowl, Science Olympiad, Spelling Bee, and Track and Field).</i> <i>b. Plan and implement summer enrichment opportunities (Math Camp, etc.)</i> 		
<p>1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.</p> <p><i>Required for all schools.</i></p>	2A, 2B	<p><i>EA 1.1.5 (ES) Transition activities for newly entering students [Principal, Teachers, Counselor], (SW6)</i></p> <ul style="list-style-type: none"> <i>a. Provide PSAP (Primary School Adjustment Program) support</i> <i>b. Implement Kinder Summer Transition Program and Kinder Home Visits for incoming Kindergarten students</i> <i>c. New grade level Transition Day (end of year) (K-5)</i> <i>d. Grade 6 Transition Day to intermediate school</i> <i>e. Transition Meeting with IDEA teams from Ha'aheo and HIS for IDEA students</i> <i>f. Intermediate transition meeting for grade 6 EL</i> 	<p><i>Panorama Survey % of Positive Responses</i></p> <p><i>SQS% of Positive Responses</i></p> <p><i>PSAP student, teacher and Parent Surveys</i></p> <p><i>Kinder Transition program Participation</i></p> <p><i>Grade 6 transition participation rate</i></p> <p><i>Parent Feedback Survey</i></p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$

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

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/Contributing Cause <i>"Why are we doing this?"</i> Reference the Identified School Needs section.	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> Estimate the additional amount needed to execute the enabling activity.
<p>Strat Plan % of Ss attending 90% or more days of instruction % of Ss, parents/guardians and staff agreeing the school encourages positive behaviors # of schools, state and complex area offices that have completed the Hā orientation and/or training</p> <p>HWCA Focus Measures Indicator 5: LRE: Appropriate transition between and within schools for SWDs Measurement: Number of transition meetings held for SWDs: a) between grade levels, b) change in setting (e.g., Gen Ed to SPED or SPED to Gen Ed), c) between schools (e.g., elementary -> middle -> high). Indicator 4: Suspension: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs. Progress Monitoring Measurement: a) % of SWDs suspended, b) Mean days of suspension for SWDs c) % of SWDs who have in-school suspension, d) Mean days of in-school suspension for SWDs, e)% of SWDs who have had an Manifestation Determination Meeting within 8-11 days of suspension, f) % of SWDs who have had an IEP and/or BSP revision meeting after issuance of in-school suspension or suspension.</p>				
1.2.1. All students desire to and attend school regularly. <i>Required for all schools.</i>	1C	EA 1.2.1 (1) Attendance proactive strategies [Principal, Counselor, Teachers], (SW6) a. Proactive messaging to families about the impact of regular attendance on learning and Ha'aheo's attendance data b. Consistent implementation of class attendance incentives such as the "TERRIFIC" lunch program c. Individual attendance incentives such as "8 is Great Attendance" (highlighting a reasonable attendance rate)	Daily attendance rate Chronic absenteeism rate Panorama SEL Survey - Sense of Belonging positive response %	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$

		<p>d. <i>Phone call from (counselor/ health aide) inquiring about absence after 3 (unexcused) absences</i></p> <p>e. <i>Implementation of a systematic, data-driven approach to identifying and addressing the various causes of absenteeism, particularly in the context of the temporary campus relocation.</i></p> <p>EA 1.2.1 (2) Attendance intervention strategies [Principal, Counselor], (SW6)</p> <p>a. <i>Letters home to parents and phone calls by counselor inquiring about absences after 10 (unexcused) absences.</i></p> <p>b. <i>Lunch Bunch Attendance Group</i></p> <p>c. <i>Home Visits with Social Worker.</i></p>		<input type="checkbox"/> Other: __, \$
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<p>1.2.2. All students demonstrate positive behaviors at school.</p> <p><i>Required for all schools.</i></p>	<p>2A, 3A,B,C,D</p>	<p><i>EA 1.2.2(1) Implement PBIS Program/Activities, convey schoolwide expectations clearly [Principal, Counselor, Teachers], (SW6)</i></p> <ul style="list-style-type: none"> <i>a. School store with school-wide token economy</i> <i>b. Utilize Ci3T process to increase visual messaging for behavioral expectations</i> <i>c. Semesterly GLO walks to convey Chapter 19 expectations and school procedures</i> <p><i>EA1.2.2(2) Increase schoolwide practices and interventions that support the well-being of students and a positive school environment [Principal, Counselor, Teachers], (SW6)</i></p> <ul style="list-style-type: none"> <i>a. Weekly implementation of Tier I SEL lessons</i> <ul style="list-style-type: none"> <i>• Getting Along Together (embedded in KinderCorner curriculum (for K), First 10 days Grades (1-5)</i> <i>• Second Step</i> <i>b. Quarterly Reward incentives for appropriate behavior</i> <i>c. Behavior Intervention strategies:</i> <ul style="list-style-type: none"> <i>• Pre- and post- universal screeners for behaviors</i> <i>• Ripple Effects</i> <i>• Individualized RTI-B Action Plans with EBP strategies</i> <p><i>EA.1.2.2(3) Develop and Implement a Standardized Rtl-B Data Collection and Sharing System [Principal, Counselor, Teachers, Faculty], (SW6)</i></p> <ul style="list-style-type: none"> <i>a. Refine a digital platform to log Rtl-B data with SRSS-IE, intervention plans, BSPs are linked to RTI-B Data Wall.</i> <i>b. Refine/create/implement standardized data entry forms that capture key information related to:</i> 	<p><i>PBIS data</i></p> <p><i>Quarterly Reward participation rates</i></p> <p><i>LEI Kulia MMSS Behavior Risk</i></p> <p><i>Disaggregated suspension rates (Indicator 4)</i></p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$
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		<ul style="list-style-type: none"> • <i>Student social-emotional development data (e.g., SRSS-IE Pre/Post Data, behavior checklists, CICO data, ABC observation logs).</i> • <i>Behavioral incidents and interventions (e.g., Google Incident and Referral Forms Data).</i> • <i>Additional supports and services provided (e.g., counseling, social skills groups, academic accommodations, Behavior intervention plans/ BSPs).</i> • <i>History of needs and services (e.g., previous interventions, progress monitoring data, RTI-B Data Wall).</i> <p>c. <i>Establish clear protocols for data entry, access, and sharing among relevant staff (e.g., teachers, counselors, administrators, support personnel).</i></p> <p>d. <i>Provide training to all appropriate staff on the standardized system and protocols, including data entry procedures, data privacy, and data interpretation.</i></p> <p>e. <i>Establish a regular schedule for data review and analysis (e.g., weekly data team meetings, Peer Review monthly data reviews) to inform decision-making.</i></p>		
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<p>1.2.3. All students experience a Nā Hopena A'o environment for learning.</p> <p><i>Required for all schools.</i></p>	<p>3B, 3C</p>	<p><i>EA 1.2.3 (1) Nā Hopena A'o Activities [ART, Counselor, Teachers], (SW6)</i></p> <ul style="list-style-type: none"> <i>a. Annual revisitation of the Nā Hopena A'o statements for faculty/staff</i> <i>b. Quarterly Hawaiian Values determined at ART/Faculty, based on current SEL needs of the school</i> <i>c. Implement wellness/SEL activities aligned to the quarterly value</i> <i>d. Continue sustainability/service activities (school garden, Honoli'i Clean Up)</i> <i>e. Continue activities that promote inclusivity and celebrate diversity (Unity Day, Makahiki, Hō`ike)</i> <i>f. Provide time for regular collaboration between counselor and teachers for Quarterly Value-based SEL planning</i> <p><i>EA 1.2.3 (2) Culture-based learning opportunities/activities [Principal, Hawaiian Studies Teacher], (SW6)</i></p> <ul style="list-style-type: none"> <i>a. Place based learning (develop specific grade level focus/ excursion/culturally relevant digital experiences)</i> <i>b. `Āina Aloha programs/activities</i> <ul style="list-style-type: none"> <i>• Hawaiian Studies Program</i> <i>• Revive School Garden</i> 	<p><i>Panorama % of positive SEL results, Sense of Belonging, Supportive Relationships, Emotional Regulation</i></p> <p><i>Documentation of place-based learning in Haaheo Shared Google Drive</i></p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input checked="" type="checkbox"/> Grant: Aloha `Āina, \$ <input type="checkbox"/> Other:__, \$
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★ **GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.**

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
<p>Strat Plan <i>% of schools offering career exploration and development activities for students</i> <i>% of schools offering opportunities to participate in civic learning and active civic engagement</i></p> <p>Complex-specific <i>CTE K-5 Career Connected Learning</i></p> <p><i>K-5 Computer Science-Foundational</i></p>				
<p>1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.</p> <p><i>Required for all schools.</i></p>		<p><i>EA 1.3.1 (1) Provide career, civic, and community connections / opportunities [ART, Counselor, Teachers], (SW6)</i></p> <ul style="list-style-type: none"> <i>a. Career Exploration (career days, field trips, guest speakers, etc.)</i> <i>b. JTTU</i> <i>c. Junior Achievement, HeluHelu Bowl, Science Olympiad</i> <i>d. Service Projects- Grade 6 Honolii Beach Park</i> <p>CTE Road Map</p>	<p><i>% of Class participation for career exploration events</i></p> <p><i>% of Panorama Student Perception Positive Responses</i></p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input checked="" type="checkbox"/> 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.
<p>Elem</p> <p>Strat Plan-% of first year and second year teachers participating in the state approved I&M program # of T's participating in PD beyond the 21 hours of teacher's job embedded training required by the CBA</p> <p>HWCA Focus Measures</p> <p>Indicator 17: State Systemic Improvement Plan (SSIP): General and Special Education K-4 teachers know and implement evidence-based practices in the Science of Reading for Phonemic Awareness and Phonics Progress Monitoring: % of teachers who have participated in training based in the science of reading for phonemic awareness and phonics and/or % of classroom fidelity checks with 80% or better implementation.</p>				
<p>2.1.2 All teachers are effective or receive the necessary support to become effective.</p> <p>All HW Schools</p>		<p>EA 2.1.2 (1) New teachers and mentors participate Induction & Mentoring Activities [Principal, ART, Mentor Teachers]</p> <p>a. Complex Area I & M program</p> <p>b. School level I & M activities</p>	<p>Participation rate of new teachers in induction and mentoring program</p> <p>Participation rate of professional</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p>

	3C, 4A	<p><i>EA 2.1.2 (2) Professional Development opportunities will be provided [Principal, ART], (SW6)</i></p> <ul style="list-style-type: none"> <i>a. 21 Hours PD plan (aligned to root causes/need areas)</i> <i>b. Additional school PD/conferences as needed to implement Lesson Progressions, Into Math, SEL curriculum and other areas of focus.</i> <i>c. Information will be provided to faculty for professional learning opportunities to support high-quality instruction in all content areas, such as WIDA Webinars, PDe3 online courses, complex area PD/training</i> 	<p><i>development beyond the 21 hours</i></p> <p><i>% of teachers SIQ and Tesol certified</i></p>	<p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:____, \$</p> <p><input type="checkbox"/> Other:____, \$</p>
	2A, 2C, 4A	<p><i>EA 2.1.2 (2) Engage K-2 general and special education teachers in ongoing professional development to ensure quality reading program implementation of evidence-based practices in the Science of Reading for Phonemic Awareness and Phonics [Principal, ART, Teachers] , (SW6)</i></p> <ul style="list-style-type: none"> <i>a. 100% of K-2 teachers participate in PD with Success For All program</i> <p><i>EA 2.1.2 (3) Engage K-6 general and special education teachers in ongoing professional development in the Priority Standards/ Learning Progression process [Principal, ART, Teachers]</i></p> <ul style="list-style-type: none"> <i>b. Designated time provided for K-6 ELA Pacing Guide/ Lesson Progressions based on Science of Reading (K-1 SFA, Gr. 2-6 Reading Wonders 2023)</i> <i>c. 100% Implementation of Viable Curriculum school reading programs</i> 	<p><i>% of teachers participate in training based in the science of reading for phonemic awareness and phonics</i></p> <p><i>% of ELA teacher-developed Pacing Guides/ Lesson Progressions</i></p>	<p><input type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:____, \$</p> <p><input type="checkbox"/> Other:____, \$</p> <p><input type="checkbox"/></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 "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.
Strat Plan -% of schools with all required stakeholders represented in SCC membership % of schools with overall positive rating on the SCC self-assessment rating				
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>		EA 3.3.1 (1) Conduct Orientation/Training Session for new SCC members on roles and responsibilities [Principal, SCC teacher representative, Title I Coordinator] a. Hold quarterly school community council meetings b. Nominate and hold elections for new members to ensure full membership c. Complete SCC Self Assessment & Principal Survey d. Ensure SCC have opportunity to give input on SY Academic Plan	SCC member roster, meeting minutes and agendas SCC Self Assessment Survey Principal Survey SCC Title I Assurances	<input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:____, \$ <input type="checkbox"/> Other:____, \$

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

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.
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HWCA Focus Measures

Indicator 8: Parent Involvement: Goal: 100% of parents are provided the annual survey during the annual IEP meeting.

Progress Monitoring: % of confirmed survey distribution to parents at every annual IEP meeting for all SWDs.

3.3.2 All families and staff can easily learn about and participate in feedback processes that inform decision making at the school, complex area, and state levels <i>All HW Schools</i> (To add additional desired outcomes, duplicate this row, including source of funds checkboxes)		EA 3.3.2 (1) Communicate with the school community through school website and/or social media [Principal, PCNC, ART, Teachers] a. Provide multiple avenues for access to school information <ul style="list-style-type: none"> ○ ParentSquare ○ Ha'aheo Website ○ Monthly Newsletter ○ Tuesday folders *Refine process to improve percentage of families successfully accessing school-wide digital communication program (ParentSquare) b. Quarterly SCC Meetings c. Feedback forms provided at all IEP meetings d. Feedback forms provided at all Family Events e. Open House / Title I Annual Presentation f. Parent Teacher Conferences g. Parent Teacher Organization	School websites and social media SCC Meeting Noted % Participation in Parent Teacher Conferences Documentation IEP families received feedback form % of Positive Feedback based on Family Events	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:____, \$ <input type="checkbox"/> Other:____, \$
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		<p><i>EA 3.3.2 (2) Ensure all families participating in IEP meetings are provided the annual survey during annual IEP meetings (Principal, SSC, Special Education Teachers)</i></p> <p><i>EA.3.3.2 (3) Regular formal monitoring of the Academic Plan [Principal, ART, SCC, Teachers]</i></p> <ul style="list-style-type: none"> <i>a. Quarterly monitoring by ART</i> <i>b. Semesterly monitoring by SCC and faculty</i> 		
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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 Ha'aheo's current bell schedule(s) and total student instructional hours per year. To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided [bell schedule tool](#).

Total student instructional hours per year (Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)

1080

Did your school submit a SCC Waiver Request Form? Please explain.

Yes, Ha'aheo did submit an SCC Waiver Form for (4) waiver days. Waiver days have been requested in order to provide teachers and staff with PD targeting ongoing initiatives (Priority Standards/Lesson Progression process, Social Emotional Learning, and Family and Community Engagement Strategies) as well as newer state and district-mandated initiatives (Act 51, CTE Roadmap). These waiver days also provided necessary collaboration time for general educators, special educators, counselor and special education EAs.

Bell Schedule: [Ha'aheo SY 25/26 Bell Schedule](#)

**Ha'aheo Elementary School
Bell Schedule SY 2025-2026**

Daily Morning Schedule

Activity	Grades: K, 1, 2, 3	Minutes	Grades: 4, 5, 6	Minutes
Warning Bell	8:10	5	8:10	5
Opening of School	8:15	20	8:15	20
Passing	8:35	2	8:35	2
Reading	8:37	98	8:37	98
Morning Recess	10:15	15	10:15	15
Passing	10:30	2	10:30	2
Instruction	10:32	See Below	10:32	See Below
TOTAL INST. MIN.		118		118

After Recess Schedules for Monday, Tuesday, Thursday, & Friday

Activity	Gr: K&1	Min.	Gr. 2&3	Min.	Gr: 4,5,6	Min.
Class	10:32	38	10:32	53	10:32	68
Passing	11:10	5	11:25	5	11:40	5
Lunch	11:15	20	11:45	20	11:45	20
Lunch Recess	11:35	10	12:05	10	12:05	10
Passing	11:45	2	12:15	2	12:15	2
Class	11:47	158	12:17	143	12:17	128
Closing	2:25	5	2:25	5	2:25	5
End of School	2:30		2:30		2:30	
TOTAL INST. MIN.		196		196		196

After Recess Schedule for Wednesday

Activity	Gr: K&1	Min.	Gr. 2&3	Min.	Gr: 4,5,6	Min.
Class	10:32	38	10:32	53	10:32	68
Passing	11:10	5	11:25	5	11:40	5
Lunch	11:15	20	11:45	20	12:15	20
Lunch Recess	11:35	10	12:05	10	12:05	10
Passing	11:45	2	12:15	2	12:15	2
Class	11:47	88	12:17	73	12:17	58
Closing	1:10	5	1:10	5	1:10	5
End of School	1:15		1:15		1:15	
TOTAL INST. MIN.		126		126		126

Weekly Instructional Minutes

Grade	M	T	W	Th	F	TOTAL
K-6	314	314	244	314	314	1500