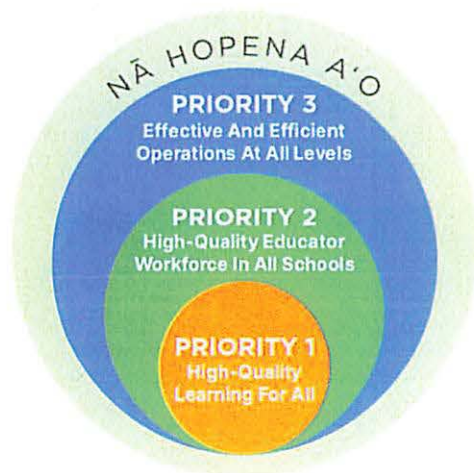




Ha'aheo Elementary Academic Plan SY 2026-2027

121 Ha'aheo Rd.
Hilo, HI 96720
(808) 731-3820
www.haaheo.org

- ☒ Title I School
☐ Non-Title I School

Submitted by Principal Jennifer Sueoka	
	Mar 27, 2026

Approved by Complex Area Superintendent Kasie Kaleohano	
	04.13.26

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

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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-1	Success for All ▾	HMH Into Math ▾		
2-6	'20 Wonders ▾	HMH Into Math ▾		
K-5			Mystery Science	

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
K-6	IXL	IXL	IXL	IXL
K-6	iReady Reading	iReady Math		
K-6		Go Math		
4-6			Envelopes of Awesomeness (NGSS program based out of Hilo Intermediate)	

EL	Imagine Learning Literacy Flashlight 360 Wonders ELD			
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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	KEA ▾	Select One ▾
K-3, K-6 IDEA	DIBELS ▾	Select One ▾
ELD	WIDA Screener ▾ , Imagine Learning, Flashlight360	

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:
- ☒ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: 2024/25

Type of Last Visit: Mid-Cycle Report & 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	<u>Student Need:</u> Quality Academic Interactions All students need to engage in quality academic dialogue by elaborating on and connecting to the ideas of others during collaborative problem solving in order to develop communication skills and strategies, utilize academic vocabulary, and increase academic engagement. <u>Student Need:</u> Program Fidelity and Connection to the CCSS All students need consistent, effective instruction with the core curriculum in order to receive exposure to and practice with all grade-level standards. Through effective Tier I instruction, students need experience and engagement with all CCSS in order to meet and maximize their individual potential. <u>Root/Contributing Cause:</u> 1A) Inconsistent implementation of high-quality, differentiated instruction and curriculum to address specific grade-level gaps (e.g., 4th grade Math) and the unique learning needs of struggling subgroups. 1B) Math proficiency continues to decline, particularly in specific grade levels.
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2

Student Need: Increase Student Growth Percentage in Math

All students need support in meeting their individual growth potential in math. There has been a 24.6% decline in SGP in Math between SY 22/23 to SY 25/26. From SY 23/24 to 24/25 the achievement gap in Math narrowed from 19.2% to 3.5%, but this was due to Non-High Needs proficiency dropping from 68% to 52.1%, while the High-Needs proficiency remained relatively stable with a change of only 48.8% to 48.6%.

Root/Contributing Cause:

2A) There is a need to refocus on Tier I instructional strategies.

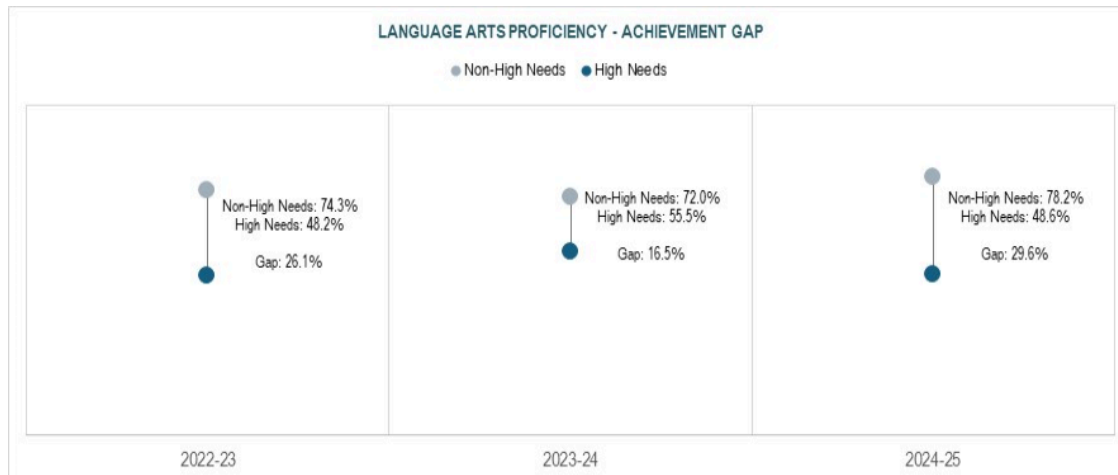
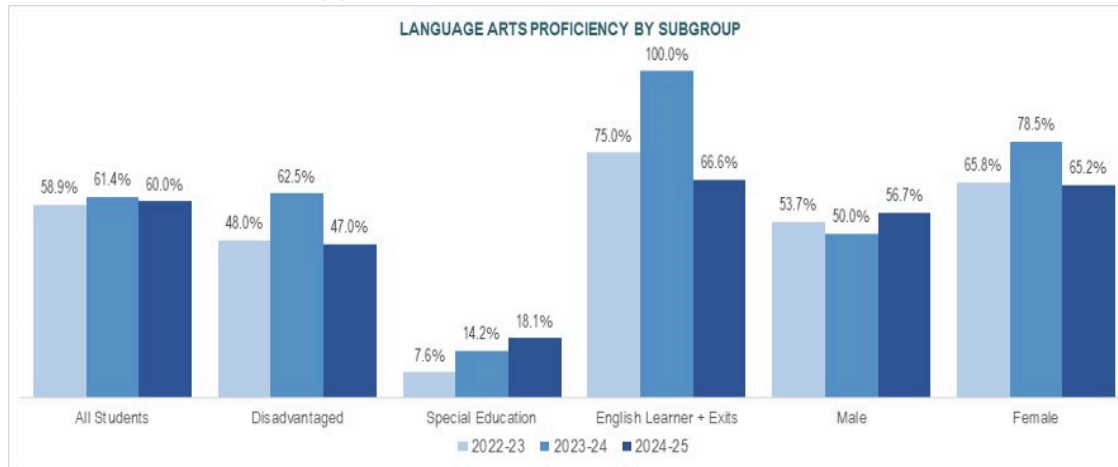
2B) There has been a significant drop in the percentage of students achieving adequate growth (SGP Baseline), as well as a decline in both overall Math proficiency and student engagement.

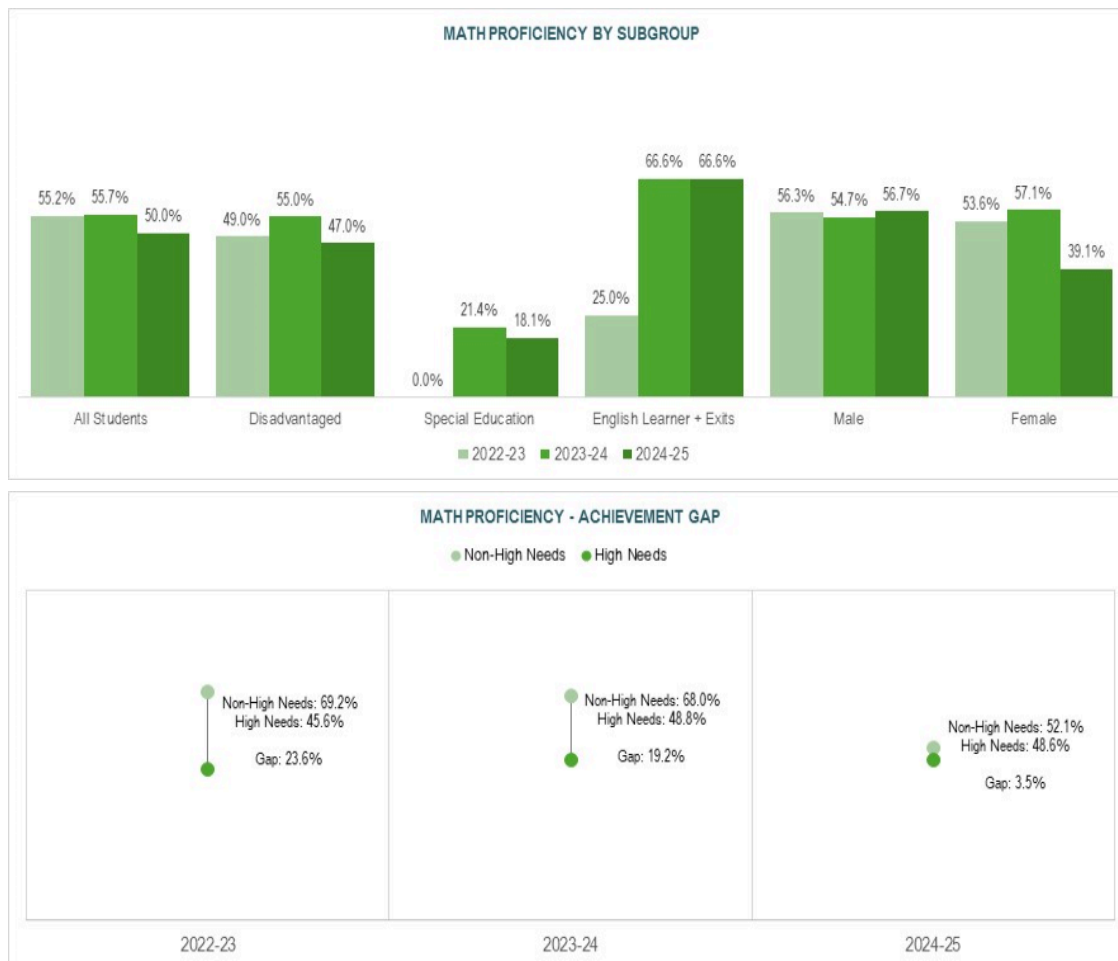
To address student subgroup(s) achievement gaps, please list the **targeted subgroup(s)** and their **identified need(s)**. Enabling activities should address identified subgroup(s) and their needs.

1

Targeted Subgroup: Students with Disabilities (SPED)

Identified Student Need(s):





- ELA IDEA proficiency for SY 24-25 was 18.1% compared to 60% overall, an increase of 3.9% from SY 23-24.
- Math IDEA proficiency for SY 24-25 was 18.1% compared to 50% overall, a decrease of 3.3% from SY 23-24.
- Overall proficiency rates remain well below average student rates, with math trending in a negative direction.

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 \(ELs\)](#)

Identified Student Need(s):

- ELA EL proficiency for SY 24-25 was 66.6% compared to 60% overall, a decrease of 33.4% from SY 23-24.
- Math EL proficiency for SY 24-25 was 66.6% compared to 50% overall, maintaining the overall EL Math proficiency from SY 23-24.
- Science proficiency remained at 100%.
- The EL subgroup continues to maintain proficiency in ELA/Math/Science, surpassing the overall rate of all students. However, the ELL population continues to fluctuate, with an increase in dual-identified students. 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.



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>	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 <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 for enabling activities.</i>
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.	1A 1B 2A 2B	EA 1.1.1 (1) Administer academic and behavioral diagnostic assessments to identify students in need of support a) Kindergarten Entry Assessment (KEA) b) iReady Diagnostic Assessments for Reading and Math c) DIBELS Diagnostic for reading fluency <i>[Principal- Jennifer Sueoka, SSC- Adrean Floro, Testing Coordinator- Helena Costa, kindergarten teacher], (SW6)</i> EA 1.1.1 (2) Provide all assessed as not ready with timely support a. Utilize Data Team Cycle and Peer Review to plan for and address student needs through RtI interventions and SEL supports (PSAP, counseling)	KEA participation rate KEA Results Panorama SEL Survey Kindergarten DIBELS progress on Key Indicators Success For All Weekly Record Form	☐ WSF, \$ ☒ Title I, \$10,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

		a. <i>Monitor progress</i> • <i>Continue using the school wide progress monitoring process in weekly Data Team and Peer Review meetings, utilize Data Wall/Rtl/ Rtl-B 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, diagnostic screeners and SEL surveys.</i> <i>[Principal- Jennifer Sueoka, SSC- Adrean Floro, Counselor- Maluhia Kekuawela, kindergarten teacher] (SW1, SW6)</i>		
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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.	1A 1B 2A 2B	<i>EA 1.1.2 (1) Administer iReady Reading universal screener to all students at least 3x a year</i> a. <i>Identify students who are not on grade level</i> b. <i>Monitor growth and track proficiency data on the Data Wall.</i> <i>EA 1.1.2 (2) Provide all assessed as not on grade level with timely support.</i> a) <i>Utilize Data Team Cycle to plan for and address student needs through targeted Tier I instructional strategies and Rtl interventions (UFLI, SRSD, Sound Partners, Souday 1 & 2).</i> b) <i>Monitor progress</i> <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> <i>[SSC/ Rtl Lead- Adrean Floro, Curriculum Coordinator-Helena Costa], (SW1, SW6)</i>	<i>ELA iReady diagnostic participation rate</i> <i>ELA iReady diagnostic projected proficiency rate</i> <i>Disag. iReady screener proficiency levels</i> <i>iReady Growth Measure</i>	☐ WSF, \$ ☒ Title I, \$10,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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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.	1A 1B 2A 2B	<i>EA 1.1.3 (1) Administer iReady Math universal screener to all students at least 3x a year</i> a. <i>Identify students who are not on grade level</i> b. <i>Monitor growth and track proficiency data on the Data Wall.</i> <i>EA 1.1.3 (2) Provide all assessed as not on grade level with timely support</i> a) <i>Utilize Data Team Cycle to plan for and address student needs through targeted Tier I instructional strategies and Rtl interventions (Do the Math, teacher-developed curriculum).</i> b) <i>Monitor progress</i> <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 multiple assessments.</i> <i>[SSC/Rtl Lead- Adrean Floro, Curriculum Coordinator-Helena Costa] (SW1, SW6)</i>	<i>Math iReady diagnostic participation rate</i> <i>Math iReady diagnostic projected proficiency rate</i> <i>Disag. iReady screener proficiency levels</i> <i>iReady Growth Measure</i> <i>Do the Math Pre-Post Assessments</i>	☐ WSF, \$ ☒ Title I, \$10,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. <i>Required for all schools.</i>	1A 1B 2A 2B	EA 1.1.4 (1) Administer iReady screener to all students at least 3x a year a. Identify students who are not meeting typical growth. b. Provide all assessed targeted subgroups not making typical growth with timely support through the Data Team process [SSC/RtI Lead- Adrean Floro, Curriculum Coordinator-Helena Costa], (SW1, SW6) EA 1.1.4 (2) Focus Data Team/PLCs on identifying high leverage instructional strategies to target current need areas for: • Tier I instruction ◦ All content areas ◦ Extra focus on High-Leverage Vocabulary Strategies and NBT in Math • Subgroups: IDEA, EL, SES [ART team: Jennifer Sueoka- Principal, Adrean Floro- SSC, Helena Costa- Curriculum Coordinator, teachers], (SW1, SW6) EA.1.1.4 (3) Ensure time and support for teachers to refine Tier I Instructional Practices • Provide coaching and support as needed to general educators, with a focus on alignment between curriculum and CCSS. • Provide assessment and curriculum planning days to reflect current student needs and align curriculum with CCSS- (2) days per semester per teacher	iReady diagnostic screeners (ELA/Math) iReady Report Groups to monitor subgroup progress % of ELs that meet WIDA reclassification criteria. SBA proficiency % for ELA, Math and Science (grade 5) for all students (including subgroups) Decrease of Achievement Gap as a result of increase in subgroup SBA ELA and math proficiency RWL and Engagement/Enrichment evidence documented in Haaheo Shared Google Drive % Increase of SGP	☐ WSF, \$ ☒ Title I, \$15,000 ☐ Title II, \$ ☒ Title III, \$2000 ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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		<i>[Jennifer Sueoka- Principal, Helena Costa- Curriculum/ Title I Coordinator] (SW6)</i> EA 1.1.4 (4) Ensure EL specific activities a. <i>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> b. <i>Provide opportunities for cross-grade level EL activities/interactions to build community and practice communication strategies.</i> c. <i>Conduct Know Your Learner PD for general educators working with EL students.</i> <i>[EL Coordinator- Helena Costa], (SW6)</i> EA 1.1.4 (5) Monitor EL student progress using multiple data sources and adjust ELD instruction to target individual student needs a. <i>Analyze multiple data points (iReady, WIDA ACCESS, program assessments) throughout the year and document progress on EL Data Wall</i> b. <i>Select/adjust ELD instructional strategies and materials.</i> c. <i>Monitor and document progress.</i> <i>[EL Coordinator- Helena Costa], (SW1, SW6)</i> EA 1.1.4 (6) Ensure IDEA specific instruction and collaboration.		
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		a. <i>Utilize EBP for SDI for IDEA students</i> b. <i>Promote instructional alignment and collaboration between special education and general education teachers through the data team process and shared planning days.</i> <i>[Principal- Jennifer Sueoka, SSC- Adrean Floro], (SW1, SW6)</i> EA 1.1.4 (7) Provide Real World Learning Opportunities a. <i>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> <i>[ART team: Jennifer Sueoka- Principal, Adrean Floro- SSC, Helena Costa- Curriculum Coordinator, teachers], (SW6)</i> EA 1.1.4 (8) Provide Extended/ Enrichment Learning Opportunities a. <i>Provide extra-curricular student-focused opportunities which encourage student learning and/or additional family engagement (Heluhelu Bowl, Spelling Bee, Science Olympiad, and Track and Field).</i> <i>[ART team: Jennifer Sueoka- Principal, Adrean Floro- SSC, Helena Costa- Curriculum Coordinator, teachers], (SW6)</i>		
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1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school. <i>Required for all schools.</i>	2B	<i>EA 1.1.5 (1) Provide supportive programs and activities for newly entering students</i> <i>a. Kindergarten Transition Program and Kinder Home Visits</i> <i>b. PSAP (Primary School Adjustment Program) support</i> <i>[Principal- Jennifer Sueoka, Counselor- Maluhia Kekuawela, SSC- Adrean Floro, kindergarten teacher], (SW6)</i> <i>EA 1.1.5 (2) Plan and implement grade-level transition activities</i> <i>a. Student information meetings between grade level teams</i> <i>b. Transition Day for students (end of year, K-5)</i> <i>[Principal- Jennifer Sueoka, SSC- Adrean Floro, Curriculum Coordinator- Helena Costa, teachers], (SW6)</i> <i>1.1.5 (3) Participate in 6th Grade Transition Activities</i> <i>a) Hilo Intermediate Avid Visit</i> <i>b) SPED/504 Peer Review and Transition Meetings</i> <i>c) Small group social skills instruction to support intermediate transition for students as needed</i> <i>[Principal- Jennifer Sueoka, Counselor- Maluhia Kekuawela, SSC- Adrean Floro, teachers], (SW6)</i>	<i>Panorama Survey</i> <i>SQS</i> <i>PSAP Student, Teacher and Parent Surveys</i> <i>Parent Feedback Surveys</i>	☒ WSF, \$ ☒ Title I, \$300 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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★ **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>	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 <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 for enabling activities.</i>
1.2.1. All students desire to and attend school regularly. <i>Required for all schools.</i>	2B	EA 1.2.1 (1) Proactive attendance strategies a. <i>Messaging to families about the impact of regular attendance on learning and Ha'aheo's attendance data</i> b. <i>Consistent implementation of class attendance incentives such as the "TERRIFIC" lunch program</i> c. <i>Individual attendance incentives such as "8 is Great Attendance" (highlighting a reasonable attendance rate)</i> d. <i>Phone call from (counselor/ health aide) inquiring about absence after 3 (unexcused) absences</i> <i>[Principal- Jennifer Sueoka, Counselor- Maluhia Kekuawela, teachers], (SW6)</i> EA 1.2.1 (2) Attendance intervention strategies	<i>Daily attendance rate</i> <i>Chronic absenteeism rate</i> <i>Panorama SEL Survey - % Positive for Sense of Belonging</i>	☐ WSF, ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

		a. <i>Letters and phone calls to parents from counselor inquiring about absences after 10 (unexused) absences.</i> b. <i>Lunch Bunch Attendance Group</i> c. <i>Home Visits with Social Worker</i> <i>[Principal- Jennifer Sueoka, Counselor- Maluhia Kekuawela], (SW6)</i>		
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1.2.2. All students demonstrate positive behaviors at school. <i>Required for all schools.</i>	2A 2B	<i>EA 1.2.2(1) Implement PBIS Program/Activities, convey schoolwide expectations clearly</i> a. <i>School store with school-wide token economy</i> b. <i>Consistent schoolwide visual messaging for behavioral expectations utilizing the Behavior Expectations grid</i> c. <i>Semesterly GLO walks to convey Chapter 19 expectations and school procedures</i> <i>[Principal- Jennifer Sueoka, Counselor- Maluhia Kekuawela], (SW6)</i> <i>EA1.2.2(2) Maintain schoolwide practices and interventions that support student well-being and a positive school environment</i> a. <i>Weekly implementation of Tier I SEL lessons</i> • <i>Getting Along Together (general educators)</i> • <i>Second Step (counselor)</i> b. <i>Quarterly Reward incentives for appropriate behavior</i> c. <i>Behavior Intervention strategies:</i> • <i>Pre- and post- universal screeners for behaviors (SRSS-IE)</i> • <i>Ripple Effects</i> • <i>Individualized RTI-B Action Plans with EBP strategies</i>	<i>PBIS data</i> <i>Quarterly Reward participation rates</i> <i>LEI Kulia Behavior Risk</i> <i>Disaggregated suspension rates</i> <i>SSRS-IE Pre/Post data</i>	☒ <i>WSF, \$300</i> ☒ <i>Title I, \$3,000</i> ☐ <i>Title II, \$</i> ☐ <i>Title III, \$</i> ☐ <i>Title IV-A, \$</i> ☐ <i>Title IV-B, \$</i> ☐ <i>IDEA, \$</i> ☐ <i>SPPA, \$</i> ☐ <i>Homeless, \$</i> ☐ <i>Grant:__, \$</i> ☐ <i>Other:__, \$</i>
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		<i>[Principal- Jennifer Sueoka, Counselor- Maluhia Kekuawela, Quarterly Reward committee], (SW6)</i> EA.1.2.2(3) Continue to refine and implement the digital Rtl-B Data Collection and Sharing System a. <i>Utilize the data wall to log Rtl-B data with SRSS-IE, intervention plans, BSPs.</i> b. <i>Continue to develop and utilize standardized data entry forms that capture key information related to:</i> • <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> c. <i>Communicate clear protocols for data entry, access, and sharing among relevant staff (e.g., teachers, counselors, administrators, support personnel).</i>		
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		d. <i>Provide ongoing training to all appropriate staff on the standardized system and protocols, including data entry procedures, data privacy, and data interpretation.</i> e. <i>Follow a regular schedule for data review and analysis (e.g., weekly data team meetings, Peer Review monthly data reviews) to inform decision-making.</i> <i>[Principal- Jennifer Sueoka, Counselor- Maluhia Kekuawela, SSC- Adrean Floro], (SW6)</i>		
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1.2.3. All students experience a Nā Hopena A'o environment for learning. <i>Required for all schools.</i>	1A 2A	EA 1.2.3 (1) Provide Nā Hopena A'o- based Activities - Annual revisitation of the Nā Hopena A'o statements for faculty/staff. - Identification of Quarterly Hawaiian Values at ART/Faculty, based on current SEL needs of the school. - Implementation of wellness/SEL activities aligned to the quarterly value. - Continued organization of sustainability/service activities (school garden, Honoli'i Clean Up). - Continuation of activities that promote inclusivity and celebrate diversity (Unity Day, Makahiki, Hō'ike) [ART team: Jennifer Sueoka- Principal, Adrean Floro- SSC, Helena Costa- Curriculum Coordinator], (SW6) EA 1.2.3 (2) Provide students with cultural and place-based learning opportunities/activities - Place based learning - Continue to develop and refine specific grade level foci/ excursions/culturally relevant digital experiences (Ho'ākea, pa'u stamping for 4/5, Ku'i Kalo for graduating 6th graders) `Āina Aloha programs/activities - Revitalize Hawaiian Studies Program - Revive School Garden	Panorama-Percentage of positive responses- - Sense of Belonging - Supportive Relationships - Emotional Regulation Documentation of place-based learning in Haaheo Shared Google Drive	☐ WSF, \$ ☒ Title I, \$300 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☒ Grant Aloha 'Āina \$10,000 ☐ Other:__, \$
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		<i>[Principal- Jennifer Sueoka, Curriculum Coordinator- Helena Costa Hawaiian Studies Teacher, teachers], (SW6)</i>		
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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>	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 <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 for enabling activities.</i>
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. <i>Required for all schools.</i>	2A 2B	EA 1.3.1 (1) Provide career, civic, and community connections / opportunities a. Career Exploration activities (Career day, field trips, guest speakers, etc.) b. Career Exploration programs (Journey Through the Universe, Junior Achievement, Artists in the Schools Residency, Ha'aheo News Team, JPOs) c. Service Projects- Grade 6 Honoli'i Beach Park d. Kids Voting Hawai'i [ART team: Jennifer Sueoka- Principal, Adrean Floro- SSC, Helena Costa- Curriculum Coordinator, 4/5/6 grade level chair], (SW6) EA 1.3.1 (2)- Participate in Hilo-Waiakea Student Ambassador program (Gr. 4, 5, 6) a. Support students in Ambassador training program	% of Class participation for career exploration events % of Panorama Student Perception Positive Responses	☒ WSF, \$500 ☐ Title I, \$150 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☒ Grant: AITS, \$9,000 ☐ Other:__, \$

		<i>b. Utilize student ambassadors as campus alaka'i</i> <i>[ART team: Jennifer Sueoka- Principal, Adrean Floro- SSC, Helena Costa- Curriculum Coordinator, 4/5/6 grade level chair], (SW6)</i>		
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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 <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</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 <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 for enabling activities.</i>
2.1.1 All teachers are effective in their assigned content area and instructional strategies, or receive the necessary support to become effective.	1A 1B 2A 2B	EA 2.1.1 (1) Provide Professional Development opportunities. a. 21 Hours PD plan (aligned to root causes/need areas) b. Additional school-level PD to continue schoolwide initiatives (CCSS and curriculum alignment, Priority Standard identification, Lesson Progression development). c. Information and assistance provided to faculty for professional learning opportunities supporting high-quality instruction (SIQ opportunities, Learn	Participation rate in professional development opportunities % of teachers SIQ and Tesol certified	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$



PRIORITY 2: High-Quality Educator Workforce In All Schools

		<i>Soft PDe3 course offerings, complex area PD/training).</i> <i>d. Program-specific training (SFA)</i> <i>e. Revive peer-observation protocols, where teachers can see peers successfully implement quality interaction and high-leverage vocabulary strategies, in order to pass on institutional knowledge in this area.</i> <i>[ART team: Jennifer Sueoka- Principal, Adrean Floro- SSC, Helena Costa- Curriculum Coordinator], (SW6)</i>		☐ Homeless, \$ ☐ Grant:____, \$ ☐ Other:____, \$
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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 <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</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 <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 for enabling activities.</i>
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) Ensure full participation and collaboration of SCC by school stakeholders. a. <i>Nominate and hold elections for new members to ensure full membership.</i> b. <i>Conduct Orientation/Training Session for new SCC members on roles and responsibilities.</i> c. <i>Survey and streamline SCC communication avenues for stakeholders.</i> d. <i>Hold quarterly school community council meetings.</i> e. <i>Complete SCC Self Assessment & Principal Survey.</i> f. <i>Ensure SCC members have the opportunity to give input on SY Academic Plan.</i>	SCC member roster, meeting minutes and agendas SCC Self Assessment Survey Principal Survey SCC Title I Assurances	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$



PRIORITY 3: Effective and Efficient Operations At All Levels

		<i>[Principal- Jennifer Sueoka, SCC teacher representative- Adrean Floro, Title I Coordinator- Helena Costa] (SW2)</i>	☐ Grant: __, \$ ☐ Other: __, \$
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★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</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 <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 for enabling activities.</i>
3.3.2 All families and staff can easily learn about and participate in school activities, feedback processes, and school decision making.		EA 3.3.2 (1) Communicate with the school community through school website and/or social media. a. Provide multiple avenues for access to school information and clarity on academic foci ○ ParentSquare ○ Ha'aheo Website ○ Monthly Newsletter ○ Tuesday folders ○ Social Media <i>*Refine process to improve percentage of families successfully accessing school-wide digital communication program (ParentSquare)</i> <i>[ART team: Jennifer Sueoka- Principal, Helena Costa- Curriculum Coordinator, PCNC, Teachers] (SW6)</i>	School website and social media engagement statistics SCC Attendance and Meeting Notes % Participation in Parent Teacher Conferences Documentation IEP families received feedback form % of Feedback based on Family Events ○	☒ WSF, \$6000 ☒ Title I, \$500 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

		EA 1.1.4 (6) Provide Family & Community Engagement activities to foster school-home relationships and increase family clarity of the CCSS and GLOs. a. Quarterly SCC Meetings b. In-person family engagement activities (Trunk or Treat, Holiday Jingle, STEAM Night), garden community days, informational events). 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 (family nights, afterschool classes) [ART team: Jennifer Sueoka- Principal, Adrean Floro- SSC, Helena Costa- Curriculum Coordinator], (SW6)		
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★ Other Systems of Support

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</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 <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 for enabling activities.</i>
3.3.3 All teachers who are beginning or new to the school receive necessary and timely support to become effective.	1A 1B 2A 2B	EA 3.3.3 (1) Develop school-level induction and mentoring program to include: 1. Key topics 2. Schedule of meetings 3. Cognitive coaching for adaptive behaviors 4. Curriculum coaching 5. School level mentors <i>Provide professional development and support to address the needs of beginning teachers or those who are new to the school.</i> <i>[ART team: Jennifer Sueoka- Principal, Adrean Floro- SSC, Helena Costa- Curriculum Coordinator, 4/5/6 grade level chair], (SW6)</i>	% positive for Well-Being as measured by the Panorama Teacher & Staff Well-Being Survey	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

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.

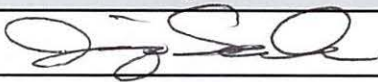
The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name 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 **Ha'aheo 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 **Nov 20, 2025** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Feb 12, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☐ Other (list):
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: **Mar 27, 2026**

Attested:

Ha'aheo Elementary Principal	Signature	Date
Jennifer Sueoka		Mar 25, 2026
SCC Chairperson	Signature	Date
Meagan Liu		Mar 27, 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
Meagan Liu		Mar 27, 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>	1,080
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement
Ha'aheo Elementary Bell Schedule: Ha'aheo SY 26/27 Bell Schedule	

Ha'aheo Elementary School |
Bell Schedule SY 2026-2027

Daily Morning Schedule

Activity	Grades: K, 1, 2, 3	Minutes	Grades: 4, 5, 6	Minutes
Warning Bell	7:55	5	7:55	5
Opening of School	8:00	20	8:00	20
Passing	8:20	2	8:20	2
Reading	8:22	98	8:22	98
Morning Recess	10:00	15	10:00	15
Passing	10:15	2	10:15	2
Instruction	10:17	See Below	10:17	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	10:17	53	10:17	83	10:17	113
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	12:35	10
Passing	11:45	2	12:15	2	12:45	2
Class	11:47	143	12:17	113	12:47	83
Closing	2:10	5	2:10	5	2:10	5
End of School	2:15		2:15		2:15	
TOTAL INST. MIN.		196		196		196

After Recess Schedule for Wednesday

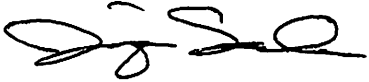
Activity	Gr: K&1	Min.	Gr. 2&3	Min.	Gr: 4,5,6	Min.
Class	10:17	53	10:17	83	10:17	113
Passing	11:10	5	11:25	5	11:40	5
Lunch	11:15	20	11:45	20	12:15	20
Lunch Recess	11:35	10	12:05	10	12: 35	10
Passing	11:45	2	12:15	2	12:45	2
Class	11:47	78	12:17	48	12:47	18
Closing	1:00	5	1:00	5	1:00	5
End of School	1:05		1:05		1:05	
TOTAL INST. MIN.		126		126		126

Weekly Instructional Minutes

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

Title I Addendum to the School Year 2026-2027 Academic Plan (AcPlan)

School Name: Ha'aheo Elementary
Date: 3/27/26


Administrator's Signature

The Title I Addendum is an assurance that a Title I school will meet the following Schoolwide (SW) Program Requirements for the school year.

Directions:

1. All schoolwide (SW) program plan requirements must be addressed and labeled in the AcPlan, if applicable
2. Check each box indicating the SW was met in the AcPlan process

Title I Schoolwide Program Requirements	Component Met
SW1: The school's Academic Plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing to meet the challenging academic standards.	☒
SW2: The school's Academic Plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals, complex area staff, to the extent feasible, and if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals as determined by the school.	☒
SW3: The school's Academic Plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards.	☒
SW4: The school's Academic Plan is available to the Hawaii Department of Education, parents, and the public and the information contained in such plan is in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.	☒

SW5: If appropriate and applicable, the Academic Plan is developed in coordination and integration with other federal, state, and local services, resources, and programs (e.g., programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities).	☒
SW6: The Academic Plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will— (i) provide opportunities for all children, including each of the subgroups of students (i.e. economically disadvantaged, major racial and ethnic groups, children with disabilities, English learners) to meet the challenging State academic standards; (ii) use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and (iii) address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include— (I) counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas; (II) preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools); (III) implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.); (IV) professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects; and (V) strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs	☒