

Haiku Elementary School Academic Plan SY 2025-2026

105 Pauwela Road
Haiku, HI 96708
(808) 727-3700
[Haiku Website](#)

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

Submitted by Principal: Sarah Romano Saget	
	4/14/25

Approved by Complex Area Superintendent: Lori Yatsushiro	
	4/14/25

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
Kindergarten	Wonders 2023	Eureka Math2 ▾	Mystery Science/Harcourt Science	Teacher Integrated Wonders/PBL
Grade 1	Wonders 2023	Eureka Math2 ▾	Mystery Science/Harcourt Science	Teacher Integrated Wonders/PBL
Grade 2	Wonders 2023	Eureka Math2 ▾	Mystery Science/Harcourt Science	Teacher Integrated Wonders/PBL
Grade 3	Wonders 2023	Eureka Math2 ▾	Mystery Science/Harcourt Science	Teacher Integrated Wonders/PBL
Grade 4	Wonders 2023	Eureka Math2 ▾	Mystery Science/Harcourt Science	Teacher Integrated Wonders/PBL/Hawaiians of Old
Grade 5	Wonders 2023	Eureka Math2 ▾	Mystery Science/Harcourt Science	Teacher Integrated Wonders/PBL

Please list all <u>supplementary instructional materials</u> used to enrich or extend the comprehensive instructional programs identified above, and specify the grade level(s) or course name. Schools may indicate specific demographic subgroup(s) as appropriate.				
Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
K-5	DIBELS ▾	iReady ▾		
K-5	iReady ▾	iReady ▾		
Kindergarten	Other: ▾ KEA	Other: ▾		
K-3	Other: ▾ LTL	Other: ▾ LTL		
K-4		Number Talks		
K-2	ECRI Foundational Reading			

HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

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

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

☒ Panorama ☒ School-created template ☐ Other:

UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

This section highlights school-administered screening, and/or other progress monitoring assessments designed to quickly identify the needs of students in **Kindergarten through Grade 9** who may require additional support.

Please utilize the dropdown list to identify the screening and/or progress monitoring assessments used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the assessment. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics
K-5	DIBELS ▾	iReady ▾
K-5	iReady ▾	iReady ▾
Kindergarten	Other: ▾ KEA	Other: ▾
K-3	Other: ▾ LTL	Other: ▾ LTL
K-4		Number Talks
K-2	ECRI Foundational Reading	

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: Last Full Self-Study: 2020, Next
Mid-Cycle Review: March 12th, 2024

Year of Next Action:
Type of Next Action: Full Self-Study -

Year of Next Self-Study:

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

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> Improve School-Wide Attendance Rate</p> <p><u>Root/Contributing cause(s):</u> Lack of community awareness of the correlation between attendance and its impact on student success and preparation for standardized assessment and social-emotional learning.</p>
2	<p><u>Student Need:</u> Improve ELA, Math, and 5th grade Science proficiency.</p> <p><u>Root/Contributing cause(s):</u> Chronic absenteeism (especially in subgroups/ethnicities), inconsistent data review, lack of consistent leadership..</p>
3	<p><u>Student Need:</u> A viable, consistent, visible school leader with a vision focused on student achievement and social/emotional needs.</p> <p><u>Root/Contributing cause(s):</u> Inconsistent leadership in 2023-24, 2024-2025 school year. Several changes in a short period of time.</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:** Pacific Islander and Filipino

Identified Student Need(s): Improve School attendance and school achievement levels. Parent meetings, frequent contact, check and connect, attendance rewards.

2 **Targeted Subgroup:** Vulnerable Subgroups (Native Hawaiian, low-SES, Special Education)

Identified Student Need(s): Vulnerable subgroups show a gap in academic performance on SBA Reading, Math, and Science. Vulnerable subgroups will receive additional support through RTI, Tier 2 instruction, Walk-to-Programs, SBA prep, etc. Frequent assessment and feedback provided through PLC work.

3 **Targeted Subgroup:** EL

Identified Student Need(s): EL students show a gap in academic performance in SBA Reading, Math, and Science. Students, in particular (English Language Learners), have a lower attendance rate and have fewer students earning DP, MP, and above as compared to other grades. EL students have a lower sense of belonging.



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>
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.	1, 2, 3, 4 Based on Fall KEA data: 10 students (20.4%) Demonstrating Readiness 20 students (40.8%) Approaching Readiness 19 students (38.8%) Emerging Readiness	All kindergarten students take the KEA Assessment upon entry into Kindergarten. The goal of the Kindergarten Readiness Assessment is to support and advance children's early learning and academic and social development. 1) Kindergarten teachers create a schedule that allows students to complete the assessment within thirty days of arrival. All kindergarten students will participate in regularly scheduled progress monitoring to ensure they receive appropriate instruction at their level. 2) Monitor students who are approaching readiness and cross reference iReady/DIBELs results to provide additional information for students 3) All Kindergarten students will participate in Number Talks to facilitate their learning of foundational skills in number sense	-Universal Screeners, -classroom formative and summative assessments, -DIBELs data, -Number Talks, LTL, -SEL program - Kinder Camp offered in the summer 2025	<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 checked="" type="checkbox"/> Other:__, \$

and numerical literacy. The LTL (Listen to Learn) will be administered three times in the school year to monitor progress in math. (Beginning, Middle, and End of Year.)

- 4) All Kindergarten teachers will continue facilitating ECRI in their ELA block schedule daily.
- 5) Students in Grades K, 1, and 2 will continue using DIBELS as a universal screener for Reading.
- 6) iReady will be used as our universal screener in both reading and math; administered three times a year (Beginning, Middle, and End of Year).

All incoming Kindergarten students will be invited to participate in our Kinder Summer Camp to get them ready for school.

[SW6iiiV]

Principal, CC, IC, Math Coach

Reading Proficiency

1,2,3,4

1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently receive necessary and timely support to become proficient.

Effective Tier 1 instruction will occur in all classrooms.

- 1) Professional development on high-impact teaching strategies for reading.
- 2) Daily ECRI instruction will expand from grades K-2 to K-3
- 3) Instructional Coach and Master Teachers will model lessons
- 4) Peer observations and debrief time
- 5) Teachers will utilize Stipend and Articulation days to participate in professional development to strengthen their instructional practices.
- 6)

Tier 2 and Tier 3 instruction will be provided to address differences in students' reading proficiency.

- 1) Dedicated RTI personnel to provide small group instruction
- 2) Walk to Read (WTR) and RTI student groups based on universal screener data, ongoing assessment, and teacher input
- 3) Teachers' PLC time will be used to pull differentiated resources to support WTR
- 4) Regularly scheduled data team meetings with teachers to monitor progress/growth and adjust groupings
- 5) Data collected and analyzed with a focus on targeted subgroups

The school will communicate regularly with parents and guardians to share literacy growth areas for the students.

- 1) iReady and DIBELS communications
- 2) Family engagement nights

[SW6iiiIV]

Principal, VP, CC, IC

-Academic achievement on statewide assessments
-Data team meeting agendas
-Universal screener data
-RTI schedule
-Grade-level Articulation days
-Teacher stipend day at the beginning of the year to strengthen their instructional practices
-PLCs

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- ☒ Title I, \$
- ☐ Title II, \$
- ☐ Title III, \$
- ☐ Title IV-A, \$
- ☐ Title IV-B, \$
- ☐ IDEA, \$
- ☐ SPPA, \$
- ☐ Homeless, \$
- ☐ Grant: __, \$
- ☐ Other: __, \$

Mathematics Proficiency

1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient receive necessary and timely support to become proficient.

1,2,3,4

Effective Tier 1 instruction will occur in all classrooms.

- 7) Professional development on high-impact teaching strategies for math..
- 8) Number Talks will expand from grades K-3 to K-5
- 9) Instructional Coach and Master Teachers will model lessons
- 10) Peer observations and debrief time
- 11) Teachers will utilize Stipend and Articulation days to participate in professional development to strengthen their instructional practices.

Teachers will utilize PLCs, Wednesday meetings, data teams, curriculum review/alignment and school-wide initiatives to support student growth.

- a. Teachers will positively impact school-wide initiatives and areas for growth as evident in the CNA and Academic Plan, particularly for high needs students and at-risk subgroups.
- b. RTI teacher will support classroom teachers tier 2 and 3 instruction and in analyzing student performance data

-Academic achievement on statewide assessments
-Data team meeting agendas
- Universal screener data
-Grade-level Articulation days
-Teacher stipend day at the beginning of the year to strengthen their instructional practices
-PLCs
-Number Talks PLC and Demo Day attendance records

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- ☐ Title III, \$
- ☐ Title IV-A, \$
- ☐ Title IV-B, \$
- ☐ IDEA, \$
- ☐ SPPA, \$
- ☐ Homeless, \$
- ☐ Grant: __, \$
- ☐ Other: __, \$

1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.

Required for all schools.

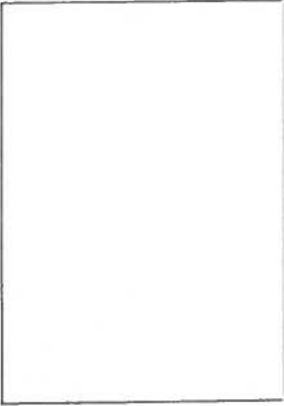

1,2,3,4

Teachers will utilize multiple modes to affect student growth, such as: PLCs, Wednesday meetings, data teams, curriculum review/alignment, and school-wide initiatives.

- a. Teachers will buy in and execute school-wide curriculum and programs with fidelity:
 - Eureka Math
 - Wonders
 - ECRI
 - Number Talks
 - Writing Project
 - Project-Based Learning (PBLWorks.org)
- b. Teachers will support the growth and achievement of high-needs students and at-risk subgroups via:
 - i. Attendance Initiatives
 - ii. Social Emotional Learning program
 - iii. Student Voice via the Quaglia Institute
 - iv. Culturally Relevant Teaching PD for Teachers
- c. RTI teacher will support classroom teachers in Tier 2 & Tier 3 instruction and in analyzing student performance data.
- d. Teachers will analyze data and implement student engagement strategies when planning instruction.
- e. Teachers will work with the Curriculum Coordinator and RTI teacher, admin, and support staff to develop pacing guides and school-wide assessment schedules.
- f. Time will be allotted for communication between classrooms and support staff to develop a shared understanding of the learning targets, content, and pacing of small-group instruction.
- g. Grade-level and after-school meetings will be used for instructional design that is responsive to the data.

-Academic achievement on statewide assessments
 -Universal Screener Data
 -School-wide Assessment Data
 -Data Team agenda and sign-in sheets
 -Strive HI data
 -Walkthroughs (Informal/Formal)
 -Classroom Look-Fors
 -Wonders Focus Walls

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- ☐ Grant: __, \$
- ☐ Other: __, \$

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- 
- h. Data teams will be used to review Universal Screener data to group students, plan for small-group instruction, and assess needs for further Tier 2 & Tier 3 support.

Casual hires will be utilized to provide extended learning opportunities available to all students in the areas of English Language Arts, Math, Art, and Social-Emotional Learning.

[SW2, SW3, SW6i, SW6ii]
Principal, VP, CC, and IC

1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.

1,2,3,4

Required for all schools.

The school will continue to work closely with Kalama Int. and the spring fly-up for 5th graders, including

- Kalama visit to Ha'ikū El. to inform 5th graders about their choices for electives.
- Ha'ikū El. 5th grade field trip to Kalama to visit the campus in the Spring semester
- Student Support Teams meet to discuss any students who have specialized learning plans or requirements, particularly those who qualify under IDEA or 504.
- Rising 6th graders will attend summer school at Kalama. The fifth-grade teachers, admin, and counselor will provide summer school recommendations.
- Haiku and Kalama admin will collaborate to plan a Parent Night at Haiku School in the spring.

The administration will prioritize hiring and placing experienced teachers in the 5th grade to ensure academic growth across all student groups. When this grade has returned to a place of stability with strong teacher retention, the next step will be to departmentalize the grade.

[SW6iiiiii]

Principal, VP, SSC, Counselor, SpEd DH

-Action research planning with specific duties assigned

-Meeting agendas

-Data Review

-STEAM Activities

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- ☒ Title I, \$
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- ☐ Title III, \$
- ☐ Title IV-A, \$
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- ☐ IDEA, \$
- ☐ SPPA, \$
- ☐ Homeless, \$
- ☐ Grant: __, \$
- ☐ Other: __, \$

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

Desired Outcome "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?" Reference the Identified School Needs section.	Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress (Initial & Intermediate Outcomes) "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed to execute the enabling activity.
<p>1.2.1. All students desire to and attend school regularly.</p> <p><i>Required for all schools.</i></p>	1,4	<p>The mission of Ha'iku Elementary School's counseling program is to provide a comprehensive counseling program that supports the whole child. The School Counselor will focus on the needs, interests, and issues related to social-emotional, academic, and college/career development of all students through a multi-tiered system of support. The School Counselor will advocate, collaborate and facilitate actions that promote a positive school climate, provide an opportunity for all students to access their education and achieve personal and academic success to meet the challenges of a rapidly changing world.</p> <p>a. Attendance Task Force led by counselor and supported by office staff, admin, and NCTs.</p> <p>i. Attendance letters sent home for 10 or more absences. Teachers communicate with families after 5 absences. Admin + Social Worker communicate with families after 10</p> <p>ii. School-wide Attendance Recognition</p> <ul style="list-style-type: none"> Monthly Attendance Lunch Bunch <ul style="list-style-type: none"> Perfect 	<p>-Percent of students, parents/guardians, and staff agreeing that the school encourages positive behaviors as measured by Student/Parent Voice Survey</p> <p>-Panorama Surveys</p> <p>-Percent of students attending 90% or more days of instruction. The PBIS program will have targets/goals for each grade level and a clear process for assessing student behavior and formulating student support.</p> <p>-Social Emotional</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 checked="" 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 checked="" type="checkbox"/> Other:__, \$</p>

- Most Improved
 - Semester recognition
 - Improved Attendance Recognition
 - Class Rider Attendance of the Month-class recognition for the highest percent
- iii. Attendance RTI to provide targeted support for chronically absent students
 - Welcome Meeting for families who have struggled with attendance in previous years emphasizing the importance of daily attendance on student learning, social inclusion and mental health.
 - Monday Morning Meeting with the counselor to check in and celebrate being present
 - Student-friendly data wall
- iv. Monthly Wednesday meeting time will be utilized to analyze attendance data, submit referrals
- b. Student Voice lessons designed by the Quaglia Institute will be embedded into the curriculum
- c. Guest speakers and video broadcasting will be utilized to deliver messages and reinforce expectations.
- d. Continue offering after-school opportunities to provide students with a sense of belonging such as Animanga Club, Kōkua Club, Da Kind Club, and other community offerings such as Maui Tumblers, A+, and Girl Scouts.
- e. SEL & Student Voice programs will be implemented with fidelity in all classrooms. Teachers will follow the scope and sequence for proper implementation of these programs.
- f. Components of 'Ōlelo Hawai'i and Hawaiian culture will be built into the curriculum via Hawaiian Studies, Social Studies, and Project-Based Learning units of study.

Learning and
-Restorative Justice practices will be included in the SEL curriculum and be an organized venue for Student Voice.
-The curriculum will also include HĀ outcomes and Student Voice to create a Sense of Belonging, Aloha, and Hawai'i.



[SW6iil]
Principal, VP, Counselor



1.2.2. All students demonstrate positive behaviors at school.

1,2,3,4

Required for all schools.

The PBIS program will have targets/goals for each grade level and a clear process for assessing student behavior and formulating student support. Social Emotional Learning and Restorative Justice practices will be included in the SEL curriculum and be an organized venue for Student Voice. The curriculum will also include HĀ outcomes and Student Voice to create a Sense of Belonging, Aloha, and Hawai'i.

1. Increase schoolwide practices and interventions that address the mental health and well-being of students and support a positive school environment, based on needs identified by the Student Voice and Parent Survey (School Quality Service) as well as the Panorama SEL Survey.
2. Provide students with an evidence-based and vetted social and emotional learning curriculum. Pilot of Wayfinder for SY25-26.
3. Offer professional development for teachers on tiered behavior management interventions, ensuring that all teachers recognize the appropriate manner in which to address various types of behaviors. Revise the Referral process so that it is aligned with the tiered behavior management framework..
4. At the start of the new school year, revisit the school-wide Behavior Matrix expectations. Revisit throughout the year to embed throughout the school day and as part of the school culture.
5. Schedule and celebrate positive behaviors, such as monthly Rider Rewards, iReady Rewards, Attendance Awards, and Rider of the Month aligned to GLOs and academic performance.

-Percent of students, parents/guardians, and staff agree that the school encourages positive behaviors measured by the year-end survey.
-Zones of regulation posters placed in each classroom, reviewed school-wide

- ☒ WSF, \$
- ☒ Title I, \$
- ☐ Title II, \$
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- ☒ Title IV-A, \$
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- ☐ IDEA, \$
- ☐ SPPA, \$
- ☐ Homeless, \$
- ☐ Grant:__, \$
- ☒ Other:__, \$

		<p>[SW6iiiIII]</p> <p>Principal, VP, Counselor, Curriculum Coordinator, Behavior Specialist</p>		
<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>1,2,4</p>	<p>Development of a schoolwide framework that supports the development of skills, behaviors, and dispositions that are demonstrative of Hawai'i's unique context, and that honors the qualities and values of the indigenous language and culture of Hawai'i.</p> <ol style="list-style-type: none"> Staff will engage in place-based learning activities to better understand the unique characteristics of Ha'ikū and how to connect their classroom teaching to the land and culture. Examine the (GLOs) and how to incorporate these into HĀ outcomes and initiatives. Work with community organizations in gathering resources that support Hawaiian Studies (for teachers and students). Engage in lessons and activities rooted in Hawaiian language, culture, and practice. Morning Broadcast will include the Hawaiian word of the week, the GLO of the week in Hawaiian and in English. The Student Voice curriculum scope and sequence is aligned to HĀ. The Wayfinder SEL program pilot is also aligned to HĀ, with specific HĀ-focused lessons. <p>Principal, VP, Counselor, Hawaiian Studies Teacher, Curriculum Coordinator, Student Voice Teacher, Leadership Team</p>	<p>-Aloha 'Āina grant -Huaka'i within the surrounding moku/ahupua'a -Student Voice surveys -Student Voice lessons -HĀ lessons and demonstrations -Weekly Hawaiiana Class -Community partnerships -May Day Celebration</p>	<p><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 checked="" type="checkbox"/> Other:__, \$</p>

★ **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> 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>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>Develop and sustain a community service project led by the counselor, admin, teachers, and PCNC that will connect students to opportunities within the community.</p> <ul style="list-style-type: none"> • Project-Based Learning each semester • Guest speakers from various community groups • Field Trips <p>Provide training, coaching, and resources for staff to offer age-appropriate experiences for career exploration and development that advance progressively through the K-12 continuum</p> <ul style="list-style-type: none"> • Host Career Day(s) appropriate for various grade levels. • Guest speakers, artists, and performers from various industries <p>Design active civic engagement and instructional experiences that connect 5th-grade students with local and/or global real-world issues</p> <ul style="list-style-type: none"> • lessons in Debate and Collaborative Conversations • Participation in KidsVote Hawai'i <p>[SW5, SW6iiiil]</p>	<p>-PBL Activities -Field Trips -Girl Scouts -Community Outreach -Kokua Club -Scholastic website offers career exploration articles, student interest assessments, etc. - Career Day with community</p>	<p><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 checked="" type="checkbox"/> Other:__, \$</p>

	Principal, VP, CC, IC, Counselor		
K-12 Alignment 1.3.2. All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.	N/A	N/A	<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: __, \$
1.3.3. All students graduate high school with a personal plan for their future.	N/A	N/A	<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: __, \$

- A. Targeted school-led PD specifically designed for support staff
- B. Campus visits by higher education representatives to inform support staff of opportunities to pursue higher learning

Allow support staff to join grade-level PLCs for the Walk-To program planning.

[SW6iiiIV]

Principal, Vice Principal, Curriculum Coordinator

opportunities for classified school support staff.

-Sign- In Sheets at PD events

-Appropriate professional development for support staff during waiver days



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.
<p>3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.</p> <p><i>Required for all schools.</i></p>	1,3,4	<p>Strengthen the School Community Council (SCC) with all seats filled with clear roles and responsibilities established, set meeting calendar, and shared agenda/minutes.</p> <ol style="list-style-type: none"> Determine all SCC representative seats and establish terms, roles/responsibilities and share with the school community. Establish a meeting calendar and agenda/minutes document that is shared with the school community. Develop a system for publicizing SCC meetings and a way to gather input from the community, especially for those who cannot attend meetings. Utilize website and social media outlets to recruit and remind SCC members about meeting times and dates. 	<p>- Shared Google Drive calendar and agenda/minutes document folder</p> <p>-All SCC representative seats filled with a clear calendar for expiring terms</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input 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 checked="" type="checkbox"/> Other: __, \$</p>



[SW2, SW3]
Principal, Suzy Aguirre, SCC Board



★ 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> <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 <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>
3.3.2 Increase parent and community involvement and participation at Haiku School.	1,2,3,4	<p>Host opportunities to welcome families and community members to Haiku School as a means of learning about the diverse academic programs, STEM opportunities, schoolwide initiatives, testing data, etc.</p> <ol style="list-style-type: none"> Coffee Hour Back to School Night Trunk or Treat Holiday Night May Day PBL Showcase Math Night Family Game Night Mad Scientist Night Snap Circuit Night Alumni Night HĀ Family Engagement Night SBA Parent Informational Session Cultural Showcase/Exchange Read Across America Book Fair <p>Increase communication between school and community. The website is shared with all families. A</p>	<p>- Attendance Logs - Agendas - Feedback Forms</p> <p>What we have done this year/will continue next year:</p> <ul style="list-style-type: none"> • 'Ohana Night • Color Run Day • Trunk or Treat • Science Night • Kupuna Day • Holiday Night • Book Fair • Back to School Night • Fifth Grade Parent Info Night • Literacy Night • Monthly Rider of the Month awards 	<p><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: __, \$</p>

link to the school's current academic plan is available on the site. The website is maintained and regularly updated by DPUST.

The school will explore additional parent communication tools, such as Talking Points and Parent Squared, available in families' home languages.

PCNC will support outreach to parents and families.

[SW4]

Principal, VP, CC, IC, Counselor, PCNC

- Alumni Living Legacy Night
- Cultural Exchange Day/Night

Upcoming this year:

- ☐ Math Night
- ☐ May Day
- ☐ SBA Parent Informational Session

★ Other Systems of Support				
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 <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>
Instruction in all classes will show evidence of differentiation in curriculum, instruction, and assessment (content, processes, and product) that supports achievement of Common Core Standards across all content areas.	2	<p>1. Provide PD on instructional strategies that will help teachers to meet the needs of ALL learners.</p> <p>2. Develop clear teaching expectations including a strong guaranteed and viable curriculum. In addition, constant feedback for teachers to reflect using the common framework language (Danielson)</p> <p>3. NCTs, Mentors, and Admin will conduct informal observations, providing consistent feedback, and instructional strategies to support teacher development in instruction and delivery of best practices.</p> <p>4. All teachers will participate in professional development during PLC periods and/or after-school PD sessions on identified school-wide initiatives, differentiated curriculum, instruction, and assessment, to increase effective instruction and consistent application in all classes (Primary/Tier 1).</p>	<p>- Academic achievement on SBA</p> <p>- Achievement gap data</p> <p>- Small-group instruction practice</p> <p>- PLC Data</p> <p>- Admin Feedback</p> <p>- Walk-through observations</p> <p>- Instructional Coaching</p> <p>- Mentoring by expert teachers</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> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: __, \$</p> <p><input checked="" type="checkbox"/> Other: __, \$</p>

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 HAIKU Elementary'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)	1,071
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Did your school submit a SCC Waiver Request Form? Please explain.	No
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Bell Schedule: [Haiku School SY25-26 Bell Schedule](#)