

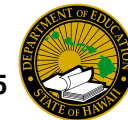
# Hau'ula Elementary Academic Plan SY 2024-2025

54-046 Kamehameha Hwy Hau'ula, HI 96717  
(808) 305-2100  
<https://www.hauulaelementary.com/>

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

|  |          |
|--|----------|
| Submitted by Principal U'ilani Kaitoku |          |
|  | 04/05/24 |

|   |            |
|---|------------|
| Approved by Interim Complex Area Superintendent Matt Ho |            |
|   | 04/18/2024 |



### VIABLE QUALITY CURRICULUM

This section highlights the school’s comprehensive instructional programs used by each core subject area. *For SY 2024-2025, identifying Science and Social Studies instructional programs in the Academic Plan is optional.*

Please identify the **comprehensive instructional program(s)** used by each core subject area. Schools may indicate specific demographic subgroup(s) as appropriate.

*To add additional information, please insert a new row as needed.*

| Grade Level / Course Name | <a href="#">English Language Arts</a> | <a href="#">Mathematics</a> | Science | Social Studies |
|---------------------------|---------------------------------------|-----------------------------|---------|----------------|
| K-5                       | 2017 Reading Wonders                  | Ready Math                  |         |                |
| 6                         | 2017 Reading Wonders                  | ORIGO Stepping Stones 2.0   |         |                |

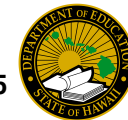
### SCREENING ASSESSMENTS

This section highlights school-administered universal screeners designed to quickly identify the needs of students in **Kindergarten through Grade 9** who may require additional academic support.

Please utilize the dropdown list to identify the **universal screener(s)** used for English Language Arts and Mathematics and specify the grade level or course name. If “Other” is selected, please manually identify the universal screener.

*To add additional information, please insert a new row and/or duplicate the dropdown list as needed.*

| Grade Level / Course Name | English Language Arts | Mathematics |
|---------------------------|-----------------------|-------------|
| Grades K-6 English        | iReady ▾              | iReady ▾    |
| Grades K-6 HLIP           | Loilo ▾               | Loilo ▾     |



**IDENTIFIED SCHOOL NEEDS**

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

- Current Comprehensive Needs Assessment (CNA)

**Please identify critical student learning needs and the contributing cause(s) 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?”*  
*To identify additional critical student needs, please insert a new row and duplicate the “Student Need” and “Root/Contributing cause(s)” text as needed. Please number the student need and contributing cause(s) for ease of cross-referencing.*

**Problem-Solving Cycle Evidence:** [Link](#)

**1**      **Student Need:** Low Math Proficiency

**Contributing cause(s):**

- Curriculum not taught with fidelity
- Students struggle to retain information
- Math skills not being reinforced/taught to mastery
- Math standards unpacked by some teachers
- Math strategies not being taught, not valued
- Students not connecting to the curriculum
- Teachers don't understand all the components

**2**      **Student Need:** Low ELA Proficiency

**Contributing cause(s):**

- Curriculum not taught with fidelity
- Monthly assessments are not consistent
- Key skills not identified
- Large range of abilities in each group
- Vertical alignment in progress

**3** **Student Need:** Needs of students not being met

**Contributing cause(s):**

- Inconsistent beliefs about student learning
- Inconsistent shared vision about student learning
- Data not used to make informed decisions
- Not enough time for teachers to collaborate
- Lack of buy-in to the common core standards
- Teachers not held accountable
- Too many assessments
- Not familiar with Common core standards
- New teachers, new to grade need training

**In order to address student equity, please list the targeted subgroup(s) and their identified needs. Enabling activities should address identified subgroup(s) and their needs.**

*To add additional subgroups, please insert a new row and duplicate "Targeted Subgroup" and "Identified Student Need(s)" text as needed.*

**1** **Targeted Subgroup:** Low SES

**Identified Student Need(s):**

- 5% Increase in growth in ELA and Math reported by iReady
- 2% increase in stretch growth in ELA and Math reported by iReady
- 2% increase in StriveHI scores in ELA and Math reported by iReady

**2** **Targeted Subgroup:** Pacific Islander

**Identified Student Need(s):**

- 5% Increase in growth in ELA and Math reported by iReady
- 2% increase in stretch growth in ELA and Math reported by iReady
- 2% increase in StriveHI scores in ELA and Math reported by iReady

**3** **Targeted Subgroup:** Female

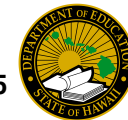
**Identified Student Need(s):**

- 5% Increase in growth in Math reported by iReady
- 2% increase in stretch growth in Math reported by iReady

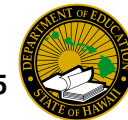


## Priority 1 High-Quality Learning For All

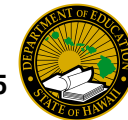
| ★ GOAL 1.1 All students experience rigorous, high-quality learning that results in equitable outcomes for all learners.  |   |   |   |  |
|--|---|---|---|--|
| Desired Outcomes<br><i>"What do we plan to accomplish?"</i>  | Contributing Cause<br><i>"Why are we doing this?"</i> | Enabling Activities<br><i>"How will we achieve the desired outcome?"</i><br><b>and Name of Accountable Lead(s)</b><br><i>"Who is responsible to oversee and monitor implementation and progress?"</i> | Monitoring of Progress<br><b>(Initial &amp; Intermediate Outcomes)</b><br><i>"How will we know progress is being made?"</i> | Source of Funds<br><i>"What funding source(s) should be utilized?"</i><br><i>Please estimate the amount needed to execute the enabling activity.</i> |
| 1.1.1.<br>All entering kindergarten students are assessed for social, emotional, and academic readiness and provided necessary and timely support to develop foundational skills for learning. | <a href="#">State of Hawai'i Act 210</a> (§302A-A)    | All kindergarten students are assessed for social, emotional, and academic readiness.<br><br>Accountable Lead: Kindergarten Teachers  | KEA assessment data (LEI Kūlia)   | 2 Kindergarten Teachers<br><input checked="" type="checkbox"/> WSF, \$136,000  |



|  |   |   |  |  |
|--|---|---|--|--|
| <p><b>Reading Proficiency</b></p> <p>1.1.2.<br/>All students read proficiently by the end of <i>third grade</i>, and those who do not read proficiently receive necessary and timely support to become proficient.</p> | <ul style="list-style-type: none"> <li>• Academic systems are not aligned</li> <li>• Expectations are not consistent</li> </ul> | <p>Develop high quality teaching including the <b>K-6 alignment of standards</b>.</p> <p>Accountable Leads: Ui, Noah</p>  | <ul style="list-style-type: none"> <li>• GL Entry/Exit Skills</li> <li>• Taught/Assess data</li> <li>• Meeting Minutes</li> <li>• Universal Screener Data</li> <li>• Teacher Survey</li> <li>• Learning Walk data</li> <li>• STRIVE HI Data</li> </ul> | <p>Data Coordinator</p> <p><input checked="" type="checkbox"/> WSF, \$68,000</p> |
|  |   | <p>Incorporate an <b>RTI system</b> into the HMTSS system to implement quality Tier 1, 2, &amp; 3 instruction.</p> <p>Accountable Leads:<br/>Matt, Teuila, Sherry, Kristen, Nohea</p> | <ul style="list-style-type: none"> <li>• Universal Screener and Progress Monitoring Data</li> <li>• Student Perceptual Survey</li> <li>• Meeting Agenda and Minutes (Dept, PLC)</li> <li>• STRIVE HI Data</li> </ul>                                   | <p>RTI Lead</p> <p><input checked="" type="checkbox"/> WSF, \$68,000</p>         |
|  |   | <p>Continue to <b>unpack prioritized standards</b> and <b>align prioritized standards</b> to curriculum.</p> <p>Accountable Leads: PLC Lead Teacher</p>                               | <ul style="list-style-type: none"> <li>• Taught/Assess data</li> <li>• Meeting Minutes</li> <li>• Universal Screener Data</li> <li>• STRIVE HI Data</li> </ul>   | <p>PLC at Work PD</p> <p><input checked="" type="checkbox"/> WSF, \$10,000</p>   |

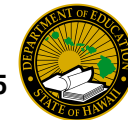


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| <p><b>Mathematics Proficiency</b></p> <p>1.1.3.<br/>All students are proficient in mathematics by the end of <i>5th grade</i>, and those who are not proficient receive necessary and timely support to become proficient.</p> | <ul style="list-style-type: none"> <li>• Academic systems are not aligned</li> <li>• Expectations are not consistent</li> </ul> | <p>Develop high quality teaching including the <b>K-6 alignment of standards</b>.</p> <p>Accountable Leads: Ui, Noah</p>  | <ul style="list-style-type: none"> <li>• GL Entry/Exit Skills</li> <li>• Taught/Assess data</li> <li>• Meeting Minutes</li> <li>• Universal Screener Data</li> <li>• Teacher Survey</li> <li>• Learning Walk data</li> <li>• STRIVE HI Data</li> </ul> | <p>Data Coordinator</p> <p><input checked="" type="checkbox"/> WSF, \$68,000 (repeat cost)</p> |
|  |   | <p>Incorporate an <b>RTI system</b> into the HMTSS system to implement quality Tier 1, 2, &amp; 3 instruction.</p> <p>Accountable Leads:<br/>Matt, Teuila, Sherry, Kristen, Nohea</p> | <ul style="list-style-type: none"> <li>• Universal Screener and Progress Monitoring Data</li> <li>• Student Perceptual Survey</li> <li>• Meeting Agenda and Minutes (Dept, PLC)</li> <li>• STRIVE HI Data</li> </ul>                                   | <p>RTI Lead</p> <p><input checked="" type="checkbox"/> WSF, \$68,000 (repeat cost)</p>         |
|  |   | <p>Continue to <b>unpack prioritized standards</b> and <b>align prioritized standards</b> to curriculum.</p> <p>Accountable Leads: PLC Lead Teacher</p>                               | <ul style="list-style-type: none"> <li>• Taught/Assess data</li> <li>• Meeting Minutes</li> <li>• Universal Screener Data</li> <li>• STRIVE HI Data</li> </ul>   | <p>PLC at Work PD</p> <p><input checked="" type="checkbox"/> WSF, \$10,000 (repeat cost)</p>   |
| <p>All students are proficient in Science, and those who are not proficient receive necessary and timely support to become proficient.</p>   | <ul style="list-style-type: none"> <li>• Academic systems are not aligned</li> <li>• Expectations are not consistent</li> </ul> | <p>Address the need to <b>align their science curriculum standards to NGSS</b> to prepare for NGSS implementation next year.</p> <p>Accountable Leads: Dani Lenix</p>                 | <ul style="list-style-type: none"> <li>• 'Āina Schedule</li> <li>• PD</li> </ul>   | <p>'Āina Teacher</p> <p><input checked="" type="checkbox"/> WSF, \$68,000</p>                  |

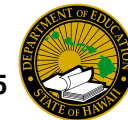


|  |  |   |  |  |
|--|--|---|--|--|
| <p>1.1.4.<br/>All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p> | <ul style="list-style-type: none"> <li>• Academic systems are not aligned</li> <li>• Expectations are not consistent</li> <li>• Inconsistent shared vision about student learning</li> </ul> | <p>Incorporate an <b>RTI system</b> into the HMTSS system to implement quality Tier 1, 2, &amp; 3 instruction.</p> <p>Accountable Leads:<br/>Noah, Matt, Marcus, Teuila, Sherry, Kristen, Nohea</p>   | <ul style="list-style-type: none"> <li>• Universal Screener and Progress Monitoring Data</li> <li>• Student Perceptual Survey</li> <li>• Meeting Agenda and Minutes (Dept, PLC)</li> <li>• STRIVE HI Data</li> </ul> | <p>RTI Lead</p> <p><input checked="" type="checkbox"/> WSF, \$68,000 (repeat cost)</p> |
| <p>1.1.5.<br/>All students transition successfully at critical points, from elementary to intermediate school and from intermediate to high school.</p>  | <p>There is a need for clear transitions between and across schools.</p>   | <p>A <b>Graduate Profile</b> will align and shape a common vision for graduates through a clearly articulated K-12 continuum.</p> <p><b>Kahuku Graduate Portrait</b></p> <ul style="list-style-type: none"> <li>• Productive Communicator</li> <li>• Critical Thinker</li> <li>• Intentional Collaborator</li> <li>• Civic and Cultural Responder</li> <li>• Socially and Emotionally Adaptive</li> </ul> <p>Accountable Lead: Noah, Marcus, Leona, Maile</p> | <ul style="list-style-type: none"> <li>• Graduate Profile shared with Staff</li> <li>• Graduate Profile indicators by GL</li> </ul>  | <p>No additional cost</p>  |

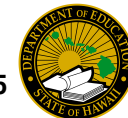




| ★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment |   |   |  |  |
|---|---|---|--|--|
| Desired Outcomes<br><i>"What do we plan to accomplish?"</i>                               | Contributing Cause<br><i>"Why are we doing this?"</i>   | Enabling Activities<br><i>"How will we achieve the desired outcome?"</i><br><b>and Name of Accountable Lead(s)</b><br><i>"Who is responsible to oversee and monitor implementation and progress?"</i> | Monitoring of Progress<br><b>(Initial &amp; Intermediate Outcomes)</b><br><i>"How will we know progress is being made?"</i>  | Source of Funds<br><i>"What funding source(s) should be utilized?"</i><br><i>Please estimate the amount needed to execute the enabling activity.</i> |
| 1.2.1.<br>All students desire to and attend school regularly.                             | <ul style="list-style-type: none"> <li>Academic systems are not aligned</li> <li>Expectations are not consistent</li> </ul> | Foster the total well-being of students by <b>consistent implementation and monitoring of longitudinal data</b> to track absences.<br><br>Accountable Leads: Angela                                   | <ul style="list-style-type: none"> <li>Chronic Absenteeism Data</li> <li>Attendance Minutes</li> <li>Attendance intervention data</li> </ul>   | Counselor<br><input checked="" type="checkbox"/> WSF, \$68,000   |
|   |   | Strengthen <b>Data System</b><br><br>Accountable Leads: Angela  | <ul style="list-style-type: none"> <li>GL Entry/Exit Skills</li> <li>Taught/Assess data</li> <li>Meeting Minutes</li> <li>Universal Screener Data</li> <li>Teacher Survey</li> <li>Learning Walk data</li> <li>STRIVE HI Data</li> </ul> | Data Coordinator<br><input checked="" type="checkbox"/> WSF, \$68,000 (repeat cost)  |



|   |   |  |   |  |
|---|---|--|---|--|
| <p>1.2.2.<br/>All students demonstrate positive behaviors at school.</p>            | <ul style="list-style-type: none"> <li>Academic systems are not aligned</li> <li>Expectations are not consistent</li> </ul> | <p>Systematize <b>PBIS (CHAMPS &amp; Safe &amp; Civil)</b> to include training and implementation of school-wide behavioral expectations.</p> <p>Accountable Leads: Noah, Marcus, Teuila, Leona, Maile</p> | <ul style="list-style-type: none"> <li>Professional Development</li> <li>All staff are trained</li> <li>Learning Walks</li> </ul> | <p>RTI Coordinator</p> <p><input checked="" type="checkbox"/> WSF, \$68,000 (repeat cost)</p>  |
| <p>1.2.3.<br/>All students experience a Nā Hopena A'o environment for learning.</p> |   | <p>Revisit the <b>GLO rubric</b> to determine schoolwide alignment and agreement K-6.</p> <p>Accountable Leads: Ui, Nohea, Teuila, Sherry, Kristen</p>   | <ul style="list-style-type: none"> <li>Schoolwide GLO data</li> <li>Establish a rubric (draft)</li> </ul>                         | <p>Data Coordinator</p> <p><input checked="" type="checkbox"/> WSF, \$68,000 (repeat cost)</p> |



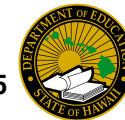
★ GOAL 1.3 All students' graduate high school prepared for college and career success and community and civic engagement

| <p><b>Desired Outcomes</b><br/><i>"What do we plan to accomplish?"</i></p>  | <p><b>Contributing Cause</b><br/><i>"Why are we doing this?"</i></p>     | <p><b>Enabling Activities</b><br/><i>"How will we achieve the desired outcome?"</i><br/><b>and Name of Accountable Lead(s)</b><br/><i>"Who is responsible to oversee and monitor implementation and progress?"</i></p>   | <p><b>Monitoring of Progress (Initial &amp; Intermediate Outcomes)</b><br/><i>"How will we know progress is being made?"</i></p> | <p><b>Source of Funds</b><br/><i>"What funding source(s) should be utilized?"</i><br/><i>Please estimate the amount needed to execute the enabling activity.</i></p> |
|---|--|--|--|--|
| <p>1.3.1.<br/>All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.</p> <p>1.3.2.<br/>All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.</p> | <p>There is a need for clear transitions between and across schools.</p> | <p>A <b>Graduate Profile</b> will align and shape a common vision for graduates through a clearly articulated K-12 continuum.</p> <ul style="list-style-type: none"> <li>● Kahuku Graduate Portrait <ul style="list-style-type: none"> <li>■ Productive Communicator</li> <li>■ Critical Thinker</li> <li>■ Intentional Collaborator</li> <li>■ Civic and Cultural Responder</li> <li>■ Socially and Emotionally Adaptive</li> </ul> </li> </ul> <p>Accountable Lead: Noah, Marcus, Matt, Leona, Maile</p> | <ul style="list-style-type: none"> <li>● Student Survey</li> <li>● Roster Student Clubs</li> </ul>                               | <p>No additional cost</p>  |

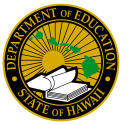


## Priority 3 Effective and Efficient Operations At All Levels

| ★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.                                  |  |   |   |  |
|---|--|---|---|--|
| Desired Outcomes<br><i>"What do we plan to accomplish?"</i>   | Contributing Cause<br><i>"Why are we doing this?"</i>  | Enabling Activities<br><i>"How will we achieve the desired outcome?"</i><br><b>and Name of Accountable Lead(s)</b><br><i>"Who is responsible to oversee and monitor implementation and progress?"</i> | Monitoring of Progress<br><b>(Initial &amp; Intermediate Outcomes)</b><br><i>"How will we know progress is being made?"</i> | Source of Funds<br><i>"What funding source(s) should be utilized?"</i><br><i>Please estimate the amount needed to execute the enabling activity.</i> |
| 3.3.1.<br>All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. | Hawai'i Revised Statutes Section §302A-1124<br><a href="#">Mandate to initiate school community councils</a> | Our school has a full-membership SCC that meets at least quarterly.<br><br>Accountable Lead: Leona, Maile, Noah   | <ul style="list-style-type: none"> <li>• SCC Roster</li> <li>• SCC Agenda/Minutes</li> </ul>                                | No additional cost   |



| ★ Other Systems of Support   |  |   |   |  |
|--|--|---|---|--|
| Desired Outcomes<br><i>"What do we plan to accomplish?"</i>  | Contributing Cause<br><i>"Why are we doing this?"</i>  | Enabling Activities<br><i>"How will we achieve the desired outcome?"</i><br><b>and Name of Accountable Lead(s)</b><br><i>"Who is responsible to oversee and monitor implementation and progress?"</i> | Monitoring of Progress<br><b>(Initial &amp; Intermediate Outcomes)</b><br><i>"How will we know progress is being made?"</i> | Source of Funds<br><i>"What funding source(s) should be utilized?"</i><br><i>Please estimate the amount needed to execute the enabling activity.</i> |
| Effective and efficient PLC/Data Team process is consistently implemented across all grade levels. | <ul style="list-style-type: none"> <li>Academic systems are not aligned</li> <li>Expectations are not consistent</li> <li>Inconsistent shared vision about student learning</li> </ul> | Continue <b>collecting and analyzing data</b> to evaluate the effectiveness of programs and practices to make instructional decisions.<br><br>Accountable Leads: Angela                               | <ul style="list-style-type: none"> <li>PLC Outcomes</li> <li>PLC Meeting notes</li> <li>Peer Learning Walks</li> </ul>      | Data Coordinator<br><input checked="" type="checkbox"/> WSF, \$68,000 (repeat cost)  |
|  |  | Continue to refine their <b>PLC/data team process</b> .<br><br>Accountable Leads: PLC Lead Teacher  | <ul style="list-style-type: none"> <li>PLC Outcomes</li> <li>PLC Meeting notes</li> <li>Survey</li> </ul>                   | PLC at Work PD<br><input checked="" type="checkbox"/> WSF, \$10,000 (repeat cost)  |



**APPENDIX: SCHOOL BELL SCHEDULE**

Pursuant to [Hawaii Revised Statutes Section 302A-251](#), as well as the current Hawaii State Teachers Association (HSTA) 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 <b>Hau'ula Elementary's</b> 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 <a href="#">bell schedule tool</a> . |                              |
| <b>Total student instructional hours per year</b> <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                        |
| <b>Did your school submit a SCC Waiver Request Form? Please explain.</b>  | Yes, requested 5 waiver days |
| <b>Bell Schedule:</b> <a href="#">Bell Schedule</a>   |                              |