



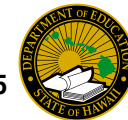
Lā'ie Elementary Academic Plan SY 2024-2025

55-109 Kulanui Street Lā'ie, HI 96762
(808) 305-0400
<https://www.laie.k12.hi.us/>

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

Submitted by Principal Loha Kaka	
	4/8/24

Approved by Interim Complex Area Superintendent Matt Ho	
	04/15/2024



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	English Language Arts	Mathematics	Science	Social Studies
K-6	2017 Wonders	Origo Stepping Stones (K) 2020 Everyday Math (1-6)		

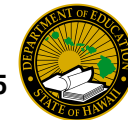
SCREENING ASSESSMENTS

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 ▾



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:

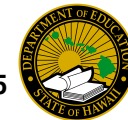
- Current Comprehensive Needs Assessment (CNA)

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: Evidence [document](#).

1	<p><u>Student Need:</u> Improve ELA skills specifically fluency, phonics, decoding, reading stamina, writing</p> <p><u>Contributing cause(s):</u></p> <ul style="list-style-type: none"> • Significant increase of EL students • Special education population continues to increase (out of state IEPs and steady referrals made) COVID learning loss is attributed to the increase • Unusual amount of turnover in teacher staffing • Language arts scores continue to be a concern due to fundamental skills including phonics, reading fluency, decoding, reading comprehension, reading stamina, writing • Wrap around services still building their expertise and capacity to meet the growing needs of students and teachers • Lack of focus on growth mindset
2	<p><u>Student Need:</u> Improve math skills</p> <p><u>Contributing cause(s):</u></p> <ul style="list-style-type: none"> • Iready continues to be a new tool that not all teachers have bought into using, feel that students are being over tested • Learning loss due to COVID

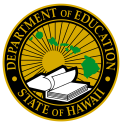


3

Student Need: Improve science proficiency

Contributing cause(s):

- Decreased science scores new testing grade level unfamiliar with assessment will focus on test taking skills and strategies to better prepare for assessment



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.

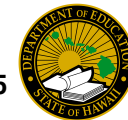
1	<p><u>Targeted Subgroup:</u> Special Education</p> <p><u>Identified Student Need(s):</u> Increase proficiency levels in all areas</p>
2	<p><u>Targeted Subgroup:</u> EL Student Population</p> <p><u>Identified Student Need(s):</u> Effective instruction support in the classroom</p>
3	<p><u>Targeted Subgroup:</u> Economically disadvantaged students</p> <p><u>Identified Student Need(s):</u> Increased opportunities to read, write, do math and discuss what they have learned</p>



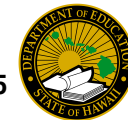
Priority 1 High-Quality Learning For All

★ **GOAL 1.1 All students experience rigorous, high-quality learning that results in equitable outcomes for all learners.**

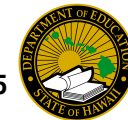
Desired Outcomes <i>"What do we plan to accomplish?"</i>	Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities and Name of Accountable Lead(s) <i>"How will we achieve the desired outcome?"</i> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the amount needed to execute the enabling activity.</i>
<p>1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and provided necessary and timely support to develop foundational skills for learning.</p>	<p>State of Hawaii Act 210</p>	<p>Administer the Kindergarten Readiness Assessment (KRA) within the first month of school.</p> <p>Raeme, Dionne, Jassmayne, Lela</p>	<ul style="list-style-type: none"> ● Weekly grade level assessment ● iReady ● Fluency assessments ● Gates 	<p><input checked="" type="checkbox"/> WSF, \$ 5,000</p>



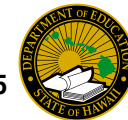
<p>Reading Proficiency</p> <p>1.1.2. All students read proficiently by the end of <u>third grade</u>, and those who do not read proficiently receive necessary and timely support to become proficient.</p>	<p>Students lacking ELA skills specifically phonics, decoding, reading stamina, fluency, writing, vocabulary</p>	<p>1. All students will:</p> <p>a) participate in the RTI ELA block 30 minutes 4 times a week focusing on double dose, triple dose or extension. No new instruction or concepts to be introduced.</p> <p>b) Work on grade level reading stamina goals and increasing reading stamina. Students will be provided with more opportunities to listen/read and read aloud.</p> <p>c) Work on three writing types: Opinion/argumentative, informative/explanatory, and narrative throughout the year.</p> <p>2. All teachers will:</p> <p>a) Grade level teachers will submit quarterly RTI block lesson schedules, complete grade level templates and report weekly data and next steps.</p> <p>b) Teachers will participate in the academic review process at the end of each semester identifying progress, impact on student learning and citing relevant supporting evidence.</p> <p>GLCs, Courtney, Ruta, Loha</p>	<ul style="list-style-type: none"> ● schedules ● Classroom walkthroughs ● Collaboration minutes ● Assessment results ● Pacing guides ● Student data (weekly, quarterly, SBA) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$112,890 <input checked="" type="checkbox"/> Title I, \$112,890
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<p>Mathematics Proficiency</p> <p>1.1.3. All students are proficient in mathematics by the end of <u>5th grade</u>, and those who are not proficient receive necessary and timely support to become proficient.</p>	<p>Struggling students lack some fundamental skills and struggle with the advanced concepts</p>	<p>1.All students will:</p> <ul style="list-style-type: none"> a) continue to complete the math certification. a) continue to use Everyday Math utilizing all the embedded resources. b) use the supplemental resources including but not limited to iReady, fraxmath, reflexmath, IXL. 	<ul style="list-style-type: none"> ● Weekly data submitted ● iReady data ● Collaboration minutes ● ART report 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$98,702 <input checked="" type="checkbox"/> Title I, \$112,890
		<p>2. Teachers will:</p> <ul style="list-style-type: none"> a) continue to analyze student work and data to inform instruction and next steps. b) Teachers will participate in the academic review process at the end of each semester identifying progress, impact on student learning and citing relevant supporting evidence. 		

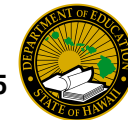


<p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p>	<ul style="list-style-type: none"> • RTI tier 2 & 3 instruction that mitigates student learning gap needs to be strengthened 	<p>Focus on:</p> <ul style="list-style-type: none"> • Strengthening RTI blocks ensuring grade level consistency. • Updating pacing guides and curriculum maps. • Using resources we have with fidelity including human resources. • Providing professional development based on student and teacher need. <p>Teachers, Counselors, Administrators</p>	<ul style="list-style-type: none"> • Schedules • Pacing guides • Classroom walkthroughs • Student data (weekly, quarterly, SBA) • Professional Development agendas and survey results 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$40,000 <input checked="" type="checkbox"/> Title I, \$30,000
<p>1.1.5. 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 Graduate Profile will align and shape a common vision for graduates through a clearly articulated K-12 continuum.</p> <ul style="list-style-type: none"> • Civic & Cultural Responder • Critical Thinker • Intentional Collaborator • Productive Communicator • Socially & Emotionally Adaptive <p>Teachers, Counselors, Administrators</p>	<ul style="list-style-type: none"> • Teacher, parent survey 	<p>No additional cost</p>

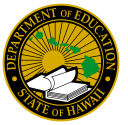


★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment

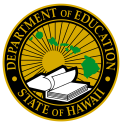
<p>Desired Outcomes "What do we plan to accomplish?"</p>	<p>Contributing Cause "Why are we doing this?"</p>	<p>Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"</p>	<p>Monitoring of Progress (Initial & Intermediate Outcomes) "How will we know progress is being made?"</p>	<p>Source of Funds "What funding source(s) should be utilized?" Please estimate the amount needed to execute the enabling activity.</p>
<p>1.2.1. All students desire to and attend school regularly.</p>	<p>School systems are not working effectively enough to meet the needs of all students.</p>	<p>Multi step approach including:</p> <ul style="list-style-type: none"> • School to home communication, support, engagement opportunities. • School Wide incentives, campaigns, information • Student learning opportunities that excite, engage and provide real world applications (e.g. PBL). • Building the effectiveness of our wrap around services through regular team meetings, communication and team feedback. • Continue to work on efficiency of school wide behavior management system focusing on clear processes, fluid 	<ul style="list-style-type: none"> • Decrease in chronic absenteeism 	<p><input checked="" type="checkbox"/> WSF, \$18.815</p>



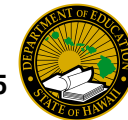
		communication and consistency. PCNCP Title I Coordinator Teachers Counselors Administrators		
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<p>1.2.2. All students demonstrate positive behaviors at school.</p>	<p>School systems are not working effectively enough to meet the needs of all students.</p>	<p>Multi step approach including:</p> <ul style="list-style-type: none"> ● School to home communication, support, engagement opportunities. ● School Wide incentives, campaigns, information. ● Student learning opportunities that excite, engage and provide real world applications. ● Building the effectiveness of our wrap around services through regular team meetings, communication and team feedback. ● Continue to work on efficiency of school wide behavior management system focusing on communication and consistency. <p>PCNC Title I Coordinator Counselors Teachers Administrators</p>	<ul style="list-style-type: none"> ● Decrease in student behavior referrals ● Increase in positive perceptual data 	<p><input checked="" type="checkbox"/> WSF, \$23,815</p>
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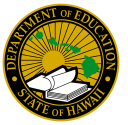


<p>1.2.3. All students experience a Nā Hopena A’o environment for learning.</p>	<p>School systems are not working effectively enough to meet the needs of all students.</p>	<p>Multi step approach including:</p> <ul style="list-style-type: none"> ● School to home communication, support, engagement opportunities. ● School Wide incentives, campaigns, information. ● Student learning opportunities that excite, engage and provide real world applications. ● Building the effectiveness of our wrap around services through regular team meetings, communication and team feedback. ● Continue to work on efficiency of school wide behavior management system focusing on communication and consistency. 	<ul style="list-style-type: none"> ● PCNC ● Title I Coordinator ● Counselors ● Teachers ● Administration 	<p>No additional cost</p>
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★ GOAL 1.3 All students' graduate high school prepared for college and career success and community and civic engagement

<p>Desired Outcomes <i>"What do we plan to accomplish?"</i></p>	<p>Contributing Cause <i>"Why are we doing this?"</i></p>	<p>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></p>	<p>Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i></p>	<p>Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the amount needed to execute the enabling activity.</i></p>
<p>1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.</p>	<p>There is a need for clear transitions between and across schools.</p>	<p>A Graduate Profile will align and shape a common vision for graduates through a clearly articulated K-12 continuum.</p> <ul style="list-style-type: none"> ● Kahuku Graduate Portrait <ul style="list-style-type: none"> ■ Productive Communicator ■ Critical Thinker ■ Intentional Collaborator ■ Civic and Cultural Responder ■ Socially and Emotionally Adaptive 		<p><input checked="" type="checkbox"/> WSF, \$8,000</p>



<p>K-12 Alignment</p> <p>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.</p>	<p>There is an absence of a developed and implemented K-12 academic and vision alignment in the Kahuku Complex.</p>	<p>A Graduate Profile will align and shape a common vision for graduates through a clearly articulated K-12 continuum.</p> <ul style="list-style-type: none"> ● Kahuku Graduate Portrait <ul style="list-style-type: none"> ■ Productive Communicator ■ Critical Thinker ■ Intentional Collaborator ■ Civic and Cultural Responder ■ Socially and Emotionally Adaptive <p>Principals develop agreements on the graduate profile/portrait in their respective complex principal meetings.</p> <p>Leads: Principal</p>	<p>Kahuku Complex will identify key indicators at each level to support the graduate portrait by Summer 2024.</p>	<p>No additional cost</p>
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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.

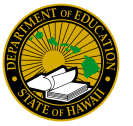
<p>Desired Outcomes <i>"What do we plan to accomplish?"</i></p>	<p>Contributing Cause <i>"Why are we doing this?"</i></p>	<p>Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i></p>	<p>Monitoring of Progress <i>"How will we know progress is being made?"</i></p>	<p>Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the amount needed to execute the enabling activity.</i></p>
<p>Increase effectiveness of data team processes including data analysis and next steps to close the achievement gap</p>	<p>Unsure of next steps when teachers and teams feel like they have exhausted all their strategies</p>	<ul style="list-style-type: none"> ● Data team time built into the school work day. ● Grade level collaboration time built within the school work day. ● PD refreshers to review the data analysis process, planning next steps and access needed support. <p>GLCs, CC, Loha</p>	<ul style="list-style-type: none"> ● Data team minutes ● PD schedule and feedback form ● Collaboration minutes 	<p><input checked="" type="checkbox"/> WSF, \$200,000</p>

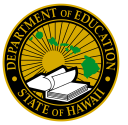


Priority 3 Effective and Efficient Operations At All Levels

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

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities and Name of Accountable Lead(s) <i>"How will we achieve the desired outcome?"</i> <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>	Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the amount needed to execute the enabling activity.</i>
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.	So we can have stakeholders represented in the decision making process.	<ul style="list-style-type: none"> Continue to advertise and communicate the need for volunteers and the importance of their input. <p>Loha</p>	<ul style="list-style-type: none"> Full council membership 	No additional 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 **Lā'ie 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 <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>	1810 minutes
Did your school submit a SCC Waiver Request Form? Please explain.	Yes, requested 5 waivers days
Bell Schedule: Lā'ie Bell Schedule	