

COMPREHENSIVE ACADEMIC PLAN (AcPlan) Summary of Implementation

MISSION: Hakipuu Academy is a Hawaiian-focused public charter school of life-long learners (haumana) who build a sense of integrity (Pono), place (Piko), and stewardship (Kuleana). Hakipuu Academy is committed to experiential education influenced by the world around us (Aina) - inspiring students to be innovative, reflective, and passionate problem-solvers through critical thinking and exhibition (Ho'ike). Hakipuu Academy fosters culturally sensitive and rigorous academic program suitable for all students (Haumana).

VISION: A Hakipuu Academy student is deeply connected to Hawai'i through culturally relevant practices, values, and place (Piko). A Hakipuu student is a life-long learner who continues to be a positive (kuponu) contributor within their community and a conscientious voice globally. Through gained experiences, supported by sound academics, each student is prepared to maintain their unique course with confidence (imua).

Performance Challenges			
Title I		Title II	
Identified Need (CNA)	Increase reading proficiency as measured by STAR	Identified Need (CNA)	Not Applicable
Root /Contributing Causes (CNA, Column B on the FRF)	HIA has kumu who need PD in reading literacy interventions. Development of curriculum based strategies and monitoring the effectiveness of the reading interventions.	Root /Contributing Causes	Not Applicable
Identified Need (CNA)	Increase math proficiency as measured by STAR	Identified Need (CNA)	Not Applicable
Root /Contributing Causes (CNA, Column B on the FRF)	HIA has kumu who need PD in math problem-solving and skill-building interventions. In addition, HA needs to develop more curriculum-based strategies. HIA needs to be able to track and monitor the development of math skills in order to determine the effectiveness of the math interventions.	Root /Contributing Causes	Not Applicable
Identified Need (CNA)	Increase daily attendance rate	Identified Need (CNA)	Not Applicable
Root /Contributing Causes (CNA, Column B on the FRF)	HA needs more professional development to integrate mission-aligned classroom management and instruction. In addition HIA needs to develop a more visible method of tracking student attendance and monitoring progress toward attendance goals. Furthermore, HIA needs to develop a strong incentive system designed to intrinsically motivate students. HA needs to seek a more personal approach with Hakipuu ohana with regard to the importance of daily attendance.	Root /Contributing Causes	Not Applicable

Title III		Title IV WRL (At least 20% of Title IV funds spent here)	
Identified Need (CNA)	Not Applicable	Identified Need (CNA)	Not Applicable
Root /Contributing Causes	Not Applicable	Root /Contributing Causes	Not Applicable
Identified Need (CNA)	Not Applicable	Identified Need (CNA)	Not Applicable
Root /Contributing Causes	Not Applicable	Root /Contributing Causes	Not Applicable
Identified Need (CNA)	Not Applicable	Identified Need (CNA)	Not Applicable
Root /Contributing Causes	Not Applicable	Root /Contributing Causes	Not Applicable

Title IV SLS (At least 20% of Title IV funds spent here)		Title IV EOI (No minimum funding requirement, no more than 15% of funds spent on equipment)	
Identified Need (CNA)	Not Applicable	Identified Need (CNA)	Not Applicable
Root /Contributing Causes	Not Applicable	Root /Contributing Causes	Not Applicable
Identified Need (CNA)	Not Applicable	Identified Need (CNA)	Not Applicable
Root /Contributing Causes	Not Applicable	Root /Contributing Causes	Not Applicable
Identified Need (CNA)	Not Applicable	Identified Need (CNA)	Not Applicable
Root /Contributing Causes	Not Applicable	Root /Contributing Causes	Not Applicable

Targeted Subgroups	
None	

Major Improvement Strategies (Column C on the FRF)	
Strategy/Goal 1 Enabling Activity	

How will we achieve the desired outcome?				
Desired Outcome *What do you plan to accomplish?	Root/Contributing Cause * Why are we doing this?	Name of Accountable Lead (s) Who is responsible to oversee outcome & monitor implementation & progress	Monitoring of Progress * How will we know progress is being made	Funding Source
Use end of SY 25-26 results to develop a literacy intervention plan as a data team using the RTI frameworks.	SY25-26 literacy results indicate that there's a need to improve student literacy skills.	Data team (Admin, sped teacher, curriculum coordinator) and ELA kumu and EA	Diagnostic Tool:/Screener: STAR Start: Summer planning in June and July	Title I
Provide professional development on RTI framework.	HIA has kumu who need PD in reading literacy interventions.	Administration and Curriculum Coordinator	Beginning: July '26 and August '26 Method: Meeting with Administration and MyPerspectives online training as a way to monitor whether the kumu and staff are effective in the curriculum based strategies and	Title I
Continue to train our Kumu on MyPerspectives evidence-based ELA curriculum.	Development of curriculum based strategies			
Utilize Tier 2 and Tier 3 interventions to support our reading interventions for targeted students.	To monitor the effectiveness of the reading interventions.	ELA Kumu, Educational Assistant in the classroom and Data Team	Middle: September '26 to March '27 Method: Bi-Weekly Meetings as a Team, a Data Wall, and STAR as a way to monitor whether 20% of our students met their individual growth goals in the reading intervention program.	Title I
Meetings to discuss RTI planning and goal setting, implementing, monitor progress and adjust programming as needed. Use mid-year STAR results for an overall view of proficiency.				

Analyze our intervention plan to determine goals are met, program adjustments and progress as measured by STAR.	To increase reading proficiency as measured by STAR	ELA Kumu and Data Team	End of year: April '27 to May '27 Method: STAR	Title I
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Strategy/Goal 2
Enabling Activity

How will we achieve the desired outcome?

Desired Outcome *What do you plan to accomplish?	Root/Contributing Cause * Why are we doing this?	Name of Accountable Lead (s) Who is responsible to oversee outcome & monitor implementation & progress	Monitoring of Progress * How will we know progress is being made	Funding Source
Use the end of SY 25-26 results to develop a math intervention plan as a data team using the RTI	SY 25-26 math results indicate that there's a need to improve student math skills.	Data team (Admin, sped teacher, curriculum coordinator) and ELA kumu and	Diagnostic Tool:/Screener: STAR Start: Summer planning in June and July	Title I
Provide professional development on RTI framework.	HA has kumu who need PD in math problem-solving and skill-building interventions.	Administration and Curriculum Coordinator	Beginning: July '26 and August '26 Method: Meeting with Administration and Big Ideas Online Training as a way to monitor whether the kumu and staff are effective in the curriculum based strategies and interventions.	Title I
Continue to train our Kumu on My Big Ideas evidence-based math curriculum.	Development of curriculum based strategies			
Utilize Tier 2 and Tier 3 interventions to support math interventions for targeted students.			Middle: September '26 to March '27 Method: Bi-Weekly Meetings as a Team, a Data Wall, and STAR as a way to monitor whether 20% of our students met their individual growth goals in the math intervention program.	Title I
Meetings to discuss RTI planning and goal setting, implementing, monitor progress and adjust programming as needed. Use mid-year STAR results for an overall view of proficiency.	To monitor the effectiveness of the math interventions.	Math Kumu, Educational Assistant in the classroom and Data Team		
Analyze our intervention plan to determine goals are met, program adjustments and progress as measured by STAR.	To increase math proficiency as measured by STAR	Math Kumu and Data Team	End of year: April '27 to May '27 Method: STAR	Title I

Strategy/Goal 3
Enabling Activity

How will we achieve the desired outcome?

Desired Outcome *What do you plan to accomplish?	Root/Contributing Cause * Why are we doing this?	Name of Accountable Lead (s) Who is responsible to oversee outcome & monitor implementation & progress	Monitoring of Progress * How will we know progress is being made	Funding Source
Use SY 25-26 attendance data to develop a plan of action and goals.	Daily attendance HA needs to seek a more personal approach with Hakipuu ohana with regard to the importance of daily attendance.	Registrar, Administration and Curriculum Coordinator	Diagnostic Tool:/Screener: Jupiter Student Information System Start: Summer planning in June and July	Title I
Training Kumu on student information system and review attendance data monthly to adjust programming.	HA needs to develop a more visible method of tracking student attendance and monitoring progress toward attendance goals.	Registrar and Curriculum Coordinator	Beginning: July '26 to August '26 Method: HA providing training	Title I

Provide professional development on mission-aligned instruction and classroom management.	HIA needs more professional development to integrate mission-aligned instruction and classroom management strategies.	Administration and Curriculum Coordinator	Middle: September '26 to January '26 Method: HIA providing professional development	Title I
Provide professional development in creating multi-sensory and aiaa based lessons that engage students.	HIA needs to develop a strong incentive system designed to intrinsically motivate students.	Cultural Practitioner, Administration and Curriculum Coordinator		
Continue reviewing attendance data monthly and adjust programming as needed.	Increase daily attendance	Registrar, Curriculum Coordinator and Administration	End: Feb '27 to May '27	Title I

I certify that I have reviewed this plan and the information reported herein is correct:

School Leader Name	Signature
Date: 5-4-26	
Governing Board Chair Name Sandra Ann Kau'ionālanī Pratt-Aquino	Signature
Date: May 04, 2026	

SPCSC APPROVAL

APPROVED

Effective Date:

Reviewer General Comments:
The Federal Programs Department of the Hawaii State Public Charter School Commission will wait for the submittal of your school's disbursement request form accompanied by the pertinent Invoices, Purchase Orders