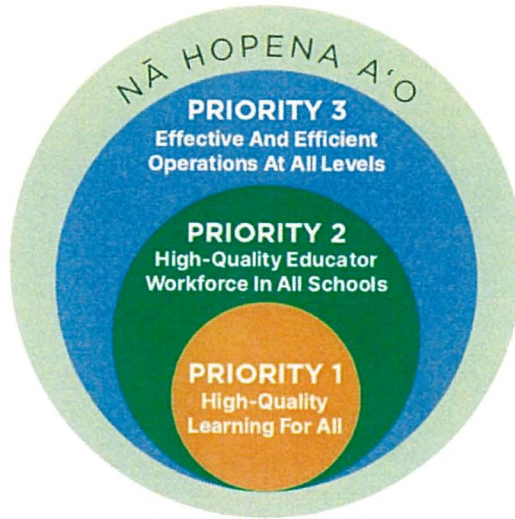


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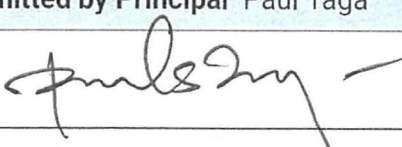
LEEWARD DISTRICT OFFICE

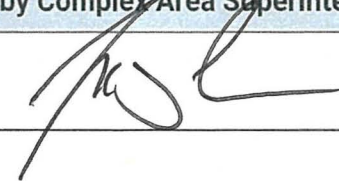


Keone'ula Elementary Academic Plan SY 2026-2027

91-970 Kaileolea Drive
Ewa Beach, HI 96707
(808)307-2100
keoneula.k12.hi.us

- ☐ Title I School
☒ Non-Title 1 School

Submitted by Principal Paul Taga	
	Apr 10, 2026

Approved by Complex Area Superintendent JonHenry Lee	
	7/13/26

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

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VIABLE QUALITY CURRICULUM

This section highlights the **comprehensive instructional programs** and **supplementary instructional materials** used by each core subject area.

Please utilize the dropdown list to select the **comprehensive instructional program(s)** being used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the program. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
Grades K-5	Teacher Created ▾	Teacher Created ▾	Teacher Created	Teacher Created

Please list all **supplementary instructional materials** used to extend the comprehensive instructional programs identified above, and specify the grade level(s) or course name. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
Grades K-5	Wonders, Starfall, RAZ, Achieve 3000, Smarty Ants, Freckle	Stepping Stones, IXL, Freckle	PLTW, Mystery Science, Discovery Education	Moana A Kea

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
Grades K-5	STAR Enterprise ▾	STAR Enterprise ▾
	Other: ▾ DRA	Teacher Created ▾
	Teacher Created ▾	

HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

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

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

☐ Panorama ☒ School-created template ☐ Other:

IDENTIFIED SCHOOL NEEDS

Academic Plans require the identification of school needs based on data and other information analyzed as part of the school improvement process. The **Comprehensive Needs Assessment (CNA) Data Workbook** (linked [here](#)) and **Lei Kulia** (linked [here](#)) are data resources to help guide and support continuous school improvement.

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

- ☐ Current CNA
- ☐ Other current assessment/self-study report:
- ☒ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: Spring 2025

Type of Last Visit: Full Self-Study

Year of Next Action: NA

Type of Next Action: NA

Year of Next Self-Study:

NA

Please identify **critical student learning needs** and the **root/contributing cause** why these needs have been prioritized.

"What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?"

Please number the student need and root/contributing cause for ease of cross-referencing.

1	<u>Student Need:</u> Continued academic progress and growth for all students <u>Root/Contributing Cause:</u> Continuous improvement of DDIC process through Curriculum, Instruction and Assessment (C-I-A system); refining curriculum maps based on new standards (ELA, Computer Science, Social Studies, Health); continue creating common assessments in Science and Social Studies (<i>starting the process with the understanding of Science standards</i>)
2	<u>Student Need:</u> Increase engagement and improve learning for all students <u>Root/Contributing Cause:</u> Providing professional development to improve instructional delivery to meet the needs of all diverse learners through targeted instruction; Continuous training in DDIC process
3	<u>Student Need:</u> Continued development and student participation in our "whole child" continuum of extended learning opportunities <u>Root/Contributing Cause:</u> Maintain and increase Keoneula students' exposure and opportunity to engage in a variety of career, community, and civic opportunities

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	<u>Targeted Subgroup:</u> SPED <u>Identified Student Need(s):</u> Continued progress in closing the achievement gap; 54% ELA; 48% Math proficiency for High Needs students in 2023-24; 55% ELA; 46% Math proficiency for High Needs students in 2024-25.
2	<u>Targeted Subgroup:</u> EL <u>Identified Student Need(s):</u> Continued progress in closing the achievement gap; 54% ELA; 48% Math proficiency for High Needs students in 2023-24; 55% ELA; 46% Math proficiency for High Needs students in 2024-25
3	<u>Targeted Subgroup:</u> <u>Identified Student Need(s):</u>



PRIORITY 1: High-Quality Learning For All

★ GOAL 1.1 All students experience rigorous, high-quality learning that results in equitable outcomes for all learners.				
Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and <u>provided necessary and timely support</u> to develop foundational skills for learning.	Continuous improvement of DDIC process through Curriculum, Instruction and Assessment (C-I-A system); refining curriculum maps based on new standards (ELA, Computer Science, Social Studies, Health); continue creating common assessments in Science and Social Studies]	Every Kinder teacher will continue to be trained on KEA administration All Kinder students will be assessed via KEA within their first 30 days KEA data will be utilized in our DDIC implementation when appropriate.	100% of incoming Kindergarteners will be given KEA within 30 days	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

Reading Proficiency 1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently <u>receive necessary and timely support</u> to become proficient.	Continuous improvement of DDIC process through Curriculum, Instruction and Assessment (C-I-A system); refining curriculum maps based on new standards (ELA, Computer Science, Social Studies, Health); continue creating common assessments in Science and Social Studies	Continuous improvement of DDIC process for ELA: DDIC is a systematic collaboration by teacher teams to help all students with mixed abilities reach their academic potential and close the achievement gap within the areas of ELA. Through the DDIC Learning Progressions and the results of the common formative assessments, students will show progress in acquiring understanding of the priority standard(s). All grade level DDIC cycles documentation will demonstrate that teachers have: Aligned assessments Identified Success Criteria for each unit of study Analyzed student data Utilized data to implement instructional strategies based on individual student needs Grades 3-5 will continue to utilize their data analysis to coordinate instruction prior to the opening of the SBA testing window. Grades K-2 will utilize their data analysis to identify ways to prepare students for SBA proficiency by Grade 3 All students will be assessed 3 times a year on STAR and DRA (Pre, Mid, Post)	77% proficiency in ELA SBA performance by 2029 (73% proficiency in ELA SBA in 2025)	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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Mathematics Proficiency 1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient.	Continuous improvement of DDIC process through Curriculum, Instruction and Assessment (C-I-A system); refining curriculum maps based on new standards (ELA, Computer Science, Social Studies, Health); continue creating common assessments in Science and Social Studies	Continuous improvement of DDIC process for Math and Science: DDIC is a systematic collaboration by teacher teams to help all students with mixed abilities reach their academic potential and close the achievement gap within the areas of ELA. Through the DDIC Learning Progressions and the results of the common formative assessments, students will show progress in acquiring understanding of the priority standard(s). All grade level DDIC cycles documentation will demonstrate that teachers have: Aligned assessments Identified Success Criteria for each unit of study Analyzed student data Utilized data to implement instructional strategies based on individual student needs Grades 3-5 will continue to utilize their data analysis to coordinate instruction prior to the opening of the SBA testing window. Grades K-2 will utilize their data analysis to identify ways to prepare students for SBA proficiency by Grade 3 All students will be assessed 3 times a year on STAR and DRA (Pre, Mid, Post)	67% proficiency in Math SBA performance by 2029 (66% proficiency in Math SBA in 2025) 64% proficiency in Science SBA performance by 2029 (65% proficiency in Science SBA in 2025)	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. <i>Required for all schools.</i>	Continuous improvement of DDIC process through Curriculum, Instruction and Assessment (C-I-A system); refining curriculum maps based on new standards (ELA, Computer Science, Social Studies, Health); continue creating common assessments in Science and Social Studies	Keone'ula teachers will continue to track student progress by analyzing multiple pieces of data to ensure that we understand the current status and starting point for each student in order to make meaningful decisions on how and what to do with each student to allow them to successfully progress during the school year. Grades 3-5 will continue to utilize their data analysis to coordinate instruction prior to the opening of the SBA testing window. Grades K-2 will utilize their data analysis to identify ways to prepare students for SBA proficiency by Grade 3 All students will be assessed on STAR and DRA 3 times a year (Pre, Mid, Post) for progress monitoring.	STAR measure in ELA and Math DRA in ELA SBA results in ELA and Math Classroom assessment data Summative report card grades Establish a 10-Month Student Services Coordinator(SSC) position 2026-27	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school. <i>Required for all schools.</i>	Continuous improvement of DDIC process through Curriculum, Instruction and Assessment (C-I-A system); refining curriculum maps based on new standards (ELA, Computer Science, Social Studies, Health); continue creating common assessments in Science and Social Studies	Transition to Kindergarten: Keoneula offers a Kindergarten Kick-Start Summer program for students with no pre-school experience. Transition between grade levels: Our vertical articulation allows for our teachers to be able to understand the transition from one grade level to the next. Transition to Ewa Makai Middle School: Fifth grade students have the opportunity to participate in rotations as they prepare for the transition to middle school.	STAR measure in ELA and Math DRA in ELA SBA results in ELA and Math Classroom assessment data Summative report card grades	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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★ **GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.**

Desired Outcome "What do we plan to accomplish?"	Root/Contributing Cause "Why are we doing this?"	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 for enabling activities.
1.2.1. All students desire to and attend school regularly. <i>Required for all schools.</i>	Maintain and increase Keoneula students' exposure and opportunity to engage in a variety of career, community, and civic opportunities	Keone'ula classrooms will continue to encourage full attendance through our KEONEULA CUBS incentive program that rewards classrooms for all students attending school consistently for 12 school days.	90% of students will achieve "Regular Attendance" which is defined by having 17 or fewer days absent over 170 school days	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
1.2.2. All students demonstrate positive behaviors at school. <i>Required for all schools.</i>	Maintain and increase Keoneula students' exposure and opportunity to engage in a variety of career, community, and civic opportunities	Continue to utilize our STRIPES/GLO crosswalk and Second Step Program to increase the number of students who achieve STRIPES/GLO proficiency.	School wide GLO measures: Percent of students receiving consistently and usually in all GLOs (Q1 (pre) - Q4 (post) data)	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

1.2.3. All students experience a Nā Hopena A'o environment for learning. <i>Required for all schools.</i>	Maintain and increase Keoneula students' exposure and opportunity to engage in a variety of career, community, and civic opportunities	Our "STRIPES for all" culture is our way of incorporating the Na Hopena A'o for our students and families. Keone'ula will maintain our unique programs that make our school a special place for our students, staff, and families. (Fall Fair, Career and Literacy Day, Grade Level Volunteer Training, Grade level parent activities, Field trips, Fitness Fair). Continue parent involvement activities in grade levels and school wide to keep our families and community engaged with a sense of belonging	School wide GLO measures: Percent of students receiving consistently and usually in all GLOs (Q1 (pre) - Q4 (post) data)	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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★ **GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.**

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. <i>Required for all schools.</i>	Maintain and increase Keoneula students' exposure and opportunity to engage in a variety of career, community, and civic opportunities	Keone'ula Elementary will continue to offer a range of opportunities for all students to understand the needs of their community and participate through field trips, service learning and volunteer projects (One'ula beach clean-up, Kapāpāpuhi Park restoration, Genki balls Ala Wai project, Ronald McDonald House of Charities, US Vets donation, Laulima Giving Tree, Paws of Hawaii, etc.) Keone'ula will maintain our unique programs that make our school a special place for our students, staff, and families. (Fall Fair, Career and Literacy Day, Grade Level Volunteer Training, Grade level parent activities, Field trips, Fitness Fair). Our goal is to allow our students to continue to have places to extend their participation in service learning and civic opportunities throughout the K-12 continuum. (NEHS to NJHS to NHS; KIC to Saber Service; CubBots to Robotics; KES Student Ambassadors to EMMS Aloha Ambassadors; Student Council to Student Government; KES UAV Program to EMMS)	Service clubs based on students interests and strengths will offer opportunities for real world application of the skills learned as participants in each club.	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

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.	Maintain and increase Keoneula students' exposure and opportunity to engage in a variety of career, community, and civic opportunities	Service clubs based on students interests and strengths will continue to be offered at Keone'ula Elementary in order to allow students to take the lead in a variety of projects and ventures to promote real world application of the skills learned as participants in each club. Our goal is to allow our students to continue to have places to extend their participation in service learning throughout the K-12 continuum. (NEHS to NJHS to NHS; KIC to Saber Service; CubBots to Robotics; KES Student Ambassadors to EMMS Aloha Ambassadors; Student Council to Student Government; KES UAV Program to EMMS)	Increase in the number of students who either participate or apply to be in a service club for 2026-27	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
1.3.3. All students graduate high school with a personal plan for their future.	N/A	N/A	N/A	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$



PRIORITY 2: High-Quality Educator Workforce In All Schools

- ★ All students are taught by effective teachers.
- ★ All schools are staffed by effective support staff.
- ★ All schools are led by effective school administrators.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
Every member of our school community will strive to "Earn Their STRIPES" during the school year	Maintain and increase Keoneula students' exposure and opportunity to engage in a variety of career, community, and civic opportunities	Each year the members of our school community set goals for our SUCCESS, have TRUST in our people, to implement RESPONSIBLE practices, with INTEGRITY to a fidelity of PURPOSE, all the while being EMPATHETIC to the needs of each individual, so that we maintain a SAFE learning environment where everyone has the opportunity to earn their STRIPES as a Keone'ula Cub	Amount of parents who attend each grade level volunteer training will increase in 2026-27	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$



PRIORITY 3: Effective and Efficient Operations At All Levels

★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.				
Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. <i>Required for all schools.</i>	Continuous improvement of DDIC process through Curriculum, Instruction and Assessment (C-I-A system); refining curriculum maps based on new standards (ELA, Computer Science, Social Studies, Health); continue creating common assessments in Science and Social Studies	Keone'ula Elementary will maintain a SCC with full membership that carries out their duties and responsibilities as laid out in our bylaws.	The SCC will meet once each quarter in the 2026-27 school year	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
Keone'ula Elementary will continue to include parents and families as partners in their students' academic success.	Maintain and increase Keoneula students' exposure and opportunity to engage in a variety of career, community, and civic opportunities	Each grade level will provide at least one parent involvement activity during the school year that will showcase student work and inform parents on how they can support their student's academic success	Evidence (agendas, sign in sheets, evaluations) will document efforts to have students share their successes with their parents and increase parent awareness of standards based teaching and learning.	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

★ Other Systems of Support				
Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
A systematic collaboration by teacher teams to help all students with mixed abilities reach their academic potential and close the achievement gap within the areas of ELA, Math, and Science.	Providing professional development to improve instructional delivery to meet the needs of all diverse learners through targeted instruction; Continuous training in DDIC process	Teachers shall receive professional development and planning time to ensure that curriculum, instruction, and assessment are aligned to the standards in all content areas. • Review/revise clear learning targets and success criteria for priority standards • Review/revise/implement a pacing guide/learning progression • Aligned/common grade level assessments • Data reviews that focus on student strengths and needs in order to adjust teaching strategies • Unit/lesson planning focused on student engagement and progression • Reading, writing and math instruction through the workshop model utilizing a variety of instructional strategies that will meet the learning modalities of all students. • Vertical articulation opportunities to ensure K-5 alignment and collaboration All Grade Levels will utilize: Teacher Study Group ○ Data Team Meetings ○ Generate a data sheet for DRA & STAR (3 times a year) which identifies RTI tiers and implementation strategies	All grade level DDIC cycles documentation will demonstrate that teachers have: 1. Aligned assessments 2. Identified Success Criteria for each unit of study 3. Analyzed student data 4. Utilized data to implement instructional strategies based on individual student needs	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

		(next steps) for red/yellow tiers ○ Sanctioned time (TSG) for regular ed and ELL/SPED teacher to meet ○ Planning and Collaboration Days ○ Grade level PD Day In order to: 1. Align assessments 2. Identify Success Criteria for each unit of study 3. Analyze student data 4. Utilize data to implement instructional strategies based on individual student needs 5. Share best practices through vertical classroom visits between teacher colleagues 6. Implement components of a Lesson Study process if possible Grades 3-5 will continue to utilize their data analysis to coordinate instruction prior to the opening of the SBA testing window. Grades K-2 will utilize their data analysis to identify ways to prepare students for SBA proficiency by Grade 3		
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APPENDIX A: SCHOOL COMMUNITY COUNCIL ASSURANCES FORM

One of a School Community Council's (SCC) main functions is to review the school's Academic Plan and Financial Plan for the upcoming school year and either recommend revisions of the plans to the principal or recommend the plans for approval by completing the SCC Assurances Form.

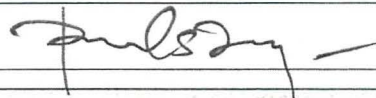
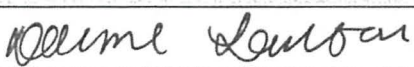
The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name and signature of the SCC chairperson must be included on both pages of the form, regardless of revisions or comments added to the second page.

Hawaii State Department of Education School Academic Plan and Financial Plan Annual Assurances and Recommendation for Approval

The **Keone'ula Elementary** School Community Council (SCC) recommends the school plans to the Complex Area Superintendent for approval and assures the following:

1. The SCC is correctly constituted and was formed in accordance with the Board of Education policy, Department of Education procedures and state law.
2. The SCC reviewed its responsibilities under the Board of Education policy, Department of Education procedures and state law, including those related to the review of the Academic Plan and Financial Plan.
3. The SCC sought and considered all recommendations from the school community or committees before recommending the plans for approval. (Check all that apply)
 - ☒ A School Community Council Meeting was conducted on **Oct 16, 2025** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Dec 18, 2025** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☐ Other (list): [Insert text. *Examples: School Leadership Team, Curriculum Committee, School Safety Committee*]
4. The SCC reviewed the Academic Plan and Financial Plan and found that they are based upon a thorough analysis of student performance data, and use evidence-based interventions.
5. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The principal has provided a clear explanation to the SCC about the status of each of the recommendations made by the SCC regarding the Academic Plan and Financial Plan.
7. This school plan was adopted through consensus or by vote by the School Community Council on: **Apr 10, 2026**

Attested:

Keone'ula Elementary Principal	Signature	Date
Paul Taga		Apr 10, 2026
SCC Chairperson	Signature	Date
Dawnne Laufou		Apr 10, 2026

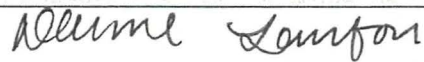
SCC Recommendations to the Academic Plan and Financial Plan:

The School Community Council, in review of the Academic and Financial Plans, has provided the principal with the following recommendations for consideration. These recommendations are included as a means to share these issues with the Complex Area Superintendent and to identify the action taken by the principal on the SCC recommendations. If no recommendations were made, please write "N/A." **SCC Chairperson signature is required on both pages.**

SCC Recommendation:	Rationale for the SCC Recommendation:	Principal's Response to SCC Recommendation:
N/A		

SCC Comments: Statement of Problem or Concerns regarding the Academic Plan and Financial Plan review process.
N/A

Attested:

SCC Chairperson	Signature	Date
Dawnne Laufou		Apr 10, 2026

APPENDIX B: BELL SCHEDULE

Pursuant to [Hawaii Revised Statutes Section \(HRS\) 302A-251](#), as well as the current Hawaii State Teachers Association collective bargaining agreement, all Hawaii public schools must establish school schedules (including teacher work year, teacher schedule, and bell schedules) that meet student instructional hours and school year requirements. **However, in certain circumstances, a preferred bell schedule may not comply with existing regulations and will therefore require a School Community Council (SCC) waiver, effective for up to one school year.**

To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided [bell schedule tool](#).

Total student instructional hours per year (Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)	1094 Instructional hours
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement

Keone'ula Elementary Bell Schedule: [SY 26-27 Keone'ula Elementary Bell Schedule](#)

Keone'ula Bell Schedule SY 2026-2027

M/T/Th/F	Grade K & 2	M/T/Th/F	Grade 1 & 3	M/T/Th/F	Grade 4 & 5
7:45 - 8:00	Morning Business	7:45 - 8:00	Morning Business	7:45 - 8:00	Morning Business
8:00 - 10:25	Instructional Block	8:00 - 9:40	Instructional Block	8:00 - 10:05	Instructional Block
10:25 - 10:30	Passing	9:40 - 9:55	Recess	10:05 - 10:20	Recess
10:30 - 11:00	Lunch	9:55 - 11:05	Instructional Block	10:20 - 11:45	Instructional Block
11:00 - 11:05	Passing	11:05 - 11:10	Passing	11:45 - 11:50	Passing
11:05 - 12:40	Instructional Block	11:10 - 11:40	Lunch	11:50 - 12:20	Lunch
12:40 - 12:55	Recess	11:40 - 11:45	Passing	12:20 - 12:25	Passing
12:55 - 1:48	Instructional Block	11:45 - 1:48	Instructional Block	12:25 - 1:48	Instructional Block
1:48 - 2:00	Afternoon Business	1:48 - 2:00	Afternoon Business	1:48 - 2:00	Afternoon Business

Wed.	Grade K & 2	Wed.	Grade 1 & 3	Wed.	Grade 4 & 5
7:45 - 8:00	Morning Business	7:45 - 8:00	Morning Business	7:45 - 8:00	Morning Business
8:00 - 10:25	Instructional Block	8:00 - 9:40	Instructional Block	8:00 - 10:05	Instructional Block
10:25 - 10:30	Passing	9:40 - 9:55	Recess	10:05 - 10:20	Recess
10:30 - 11:00	Lunch	9:55 - 11:05	Instructional Block	10:20 - 11:45	Instructional Block
11:00 - 11:05	Passing	11:05 - 11:10	Passing	11:45 - 11:50	Passing
11:05 - 12:40	Instructional Block	11:10 - 11:40	Lunch	11:50 - 12:20	Lunch
12:40 - 12:55	Recess	11:40 - 11:45	Passing	12:20 - 12:25	Passing
12:55 - 1:10	Afternoon Business	11:45 - 1:03	Instructional Block	12:25 - 12:58	Instructional Block
		1:03 - 1:10	Afternoon Business	12:58 - 1:10	Afternoon Business