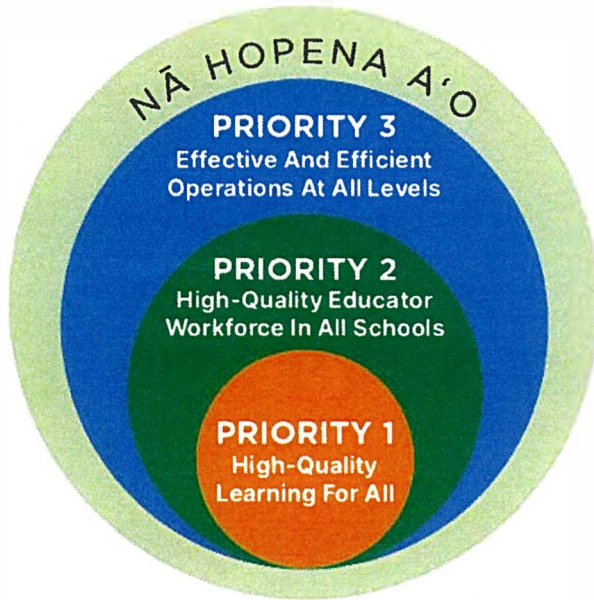




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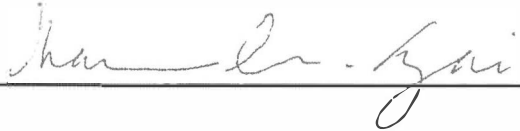


Keolu Elementary School Academic Plan SY 2025-2026

1416 Keolu Drive
Kailua, HI 96734
(808) 210-0250

<https://keoluelementary.k12.hi.us/>

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

Submitted by Principal Maureen Dunn-Anzai	
	04/04/2025

Approved by Complex Area Superintendent Lanelle Hibbs	
	04/04/2025

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

VIABLE QUALITY CURRICULUM

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

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

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
Kindergarten - 2nd Grade	'23 Wit & Wisdom ▾ Geodes ▾ Heggerty ▾ Foundations ▾	ORIGO Stepping Stones 2.0 ▾	Teacher-created curriculum based on NGSS	Teacher-created curriculum based on HCSSS
3rd Grade	'23 Wit & Wisdom ▾ Foundations ▾	ORIGO Stepping Stones 2.0 ▾	Teacher-created curriculum based on NGSS	Teacher-created curriculum based on HCSSS
4th Grade & 5th Grade	'23 Wit & Wisdom ▾	ORIGO Stepping Stones 2.0 ▾	Teacher-created curriculum based on NGSS	Teacher-created curriculum based on HCSSS
6th Grade	'23 Wit & Wisdom ▾	ORIGO Stepping Stones 2.0 ▾	Teacher-created curriculum based on NGSS	Teacher-created curriculum based on HCSSS

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

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
Kindergarten	Epic, iReady	iReady	Mystery Science, Pāhana 'Āina Lupalupa	
1st Grade	Epic, iReady, Sora	Prodigy Math, iReady	IXL Mystery Science	IXL
2nd Grade	IXL	IXL	Mystery Science	
3rd Grade	IXL, iReady, Prodigy	IXL, iReady, Prodigy	Mystery Science, Videos/Books from Epic	Videos/Books from Epic
4th Grade	IXL, Prodigy ELA, Super	IXL, Prodigy Math, Super	Mystery Science, BrainPop	

	Teacher Worksheets, iReady, EPIC, Sora, Not so Wimpy Writing Curriculum	Teacher Worksheets, Mathzor, Struggly, iReady, 99Math		
5th Grade	IXL Prodigy ELA, iReady Reading, Sora,	IXL Math, iReady Math, Struggly, Prodigy Math	Mystery Science	United States History Textbook
6th Grade	IXL, iReady, Edpuzzle, New Path Worksheets	IXL, iReady, Edpuzzle, New Path Worksheets, XtraMath	IXL, Edpuzzle, New Path Worksheets	IXL, Edpuzzle, New Path Worksheets

HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

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

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

☒ Panorama ☒ School-created template ☐ Other:

UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

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

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

Grade Level(s)/Course Name	English Language Arts	Mathematics
Kindergarten	KEA ▾ I-Ready ▾ Other: CORE Reading Assessments ▾	I-Ready ▾
1st Grade - 6th Grade	I-Ready ▾ Other: CORE Reading Assessments ▾	I-Ready ▾

IDENTIFIED SCHOOL NEEDS

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

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

Year of Last Visit: 2022

Year of Next Action: 2025

Year of Next Self-Study:

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

Type of Next Action: Full Self-Study -

2025

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

Student Need: Increase student achievement across all content areas to ensure comprehensive academic growth and success

State & Universal Screener Data		SY 2021-22	SY 2022-23	SY 2023-24
i-Ready Reading Data (on or above grade level) Fall & Spring Testing Window with Growth Percentage Lei Kulia	BOY	34%	33%	32%
	EOY	67%	58%	68%
	Growth	↑ 33%	↑ 25%	↑ 36%
i-Ready Math Data (on or above grade level) Fall & Spring Testing Window with Growth Percentage Lei Kulia	BOY	25%	20%	17%
	EOY	63%	55%	64%
	Growth	↑ 38%	↑ 35%	↑ 47%
SBA ELA (% met or exceeds) Lei Kulia		55.93%	58.62%	52.17%
SBA Math (% met or exceeds) Lei Kulia		50.85%	41.67%	41.30%
HSA Science (% met or exceeds) Lei Kulia		41.18%	33.33%	28.57%

Root/Contributing Cause:

1A: Persistent challenges with ELA curriculum and implementation

1B: Curriculum does not consistently align with expectations outlined by state standards (Stepping Stones, Questions in i-Ready, etc.)

1C: Lack of science and social studies curriculum

1D: No RTI systems in place

1E: Decreased instructional time for ELA-focused small group instruction

2**Student Need:** Emphasize the importance of fostering a growth mindset in students to enhance resilience, motivation, and a positive attitude toward learning challenges**Teacher Perception (Panorama Survey Grades K-2) and Student Perception Data (Panorama Survey Grades 3-6)****Teacher** Perception of Students in **Grades K-2** - How did educators perceive their students' social-emotional learning skills?

(Highest Scores in green. Lowest Scores in pink.)

Topic Description	Fall 2021	Winter 2022	Spring 2022	Fall 2022	Winter 2023	Spring 2023	Fall 2023	Spring 2024	Fall 2024
Emotion Regulation	61%	74%	74%	63%	81%	48%	83%	64%	74%
Social Awareness	64%	83%	79%	80%	67%	72%	80%	73%	67%
Self-Management	57%	64%	66%	63%	52%	75%	45%	59%	44%
Self-Efficacy	48%	45%	55%	59%	56%	45%	63%	55%	33%
Grit	55%	54%	54%	59%	41%	52%	38%		
Perseverance								41%	26%

Student SEL - How did students perceive their own social-emotional skills? **Grades 3-5**

(Highest Scores in green. Lowest Scores in pink.)

Topic Description	Fall 2021	Winter 2022	Spring 2022	Fall 2022	Winter 2023	Spring 2023	Fall 2023	Spring 2024	Fall 2024
Sense of Belonging	74%	70%	63%	63%	65%	65%	67%	84%	72%
Self-Management	71%	80%	78%	64%	72%	75%	63%	77%	75%

Social Awareness	63%	55%	70%	65%	66%	72%	64%	70%	62%
Growth Mindset	49%	59%	55%	43%	46%	46%	55%	56%	45%
Grit	49%	75%	56%	55%	56%	52%	52%	60%	
Self-Efficacy	49%	58%	64%	50%	58%	45%	48%	56%	51%
Emotion Regulation	45%	54%	51%	37%	43%	48%	44%	55%	41%
Perseverance									58%
Supportive Relationships									93%

Student SEL - How did students perceive their own social-emotional skills? Grade 6

(Highest Scores in green. Lowest Scores in pink.)

Topic Description	Fall 2021	Winter 2022	Spring 2022	Fall 2022	Winter 2023	Spring 2023	Fall 2023	Spring 2024	Fall 2024
Social Awareness	72%	73%	77%	63%	53%	54%	67%	71%	46%
Self-Management	76%	80%	81%	72%	65%	63%	79%	73%	63%
Growth Mindset	43%	41%	41%	59%	50%	59%	39%	42%	25%
Self-Efficacy	33%	42%	54%	45%	43%	48%	52%	50%	25%
Sense of Belonging	54%	68%	71%	33%	57%	48%	53%	62%	44%
Grit	37%	48%	53%	42%	53%	48%	45%	56%	
Emotion Regulation	37%	46%	50%	38%	45%	48%	56%	55%	43%
Perseverance									50%
Supportive Relationships									88%

Root/Contributing Cause:

2A: Growth mindset concepts are not explicitly talked about or taught school wide.

2B: Students do not receive enough exposure to growth mindset concepts.

2C: The language that we teach growth mindset in, doesn't explicitly say "growth mindset;" therefore, students may not know the difference between fixed mindset vs. growth mindset or know when they are exhibiting a growth mindset

Student Need: Enhance school systems and communication processes to support efficient collaboration and ensure consistent, transparent information flow among all stakeholders

Faculty and Staff Perception Strengths and Challenges

**The following table summarizes the strengths and challenges identified by the faculty and staff in their responses to the [Keolu Faculty and Staff Survey Oct.-Nov. 2024](#). Detailed response percentages can be found on pages 62-72 on our [SY2024-2025 Comprehensive Needs Assessment](#).*

Faculty and Staff Perception Strengths	Faculty and Staff Perception Challenges
<ul style="list-style-type: none"> Some of the staff and faculty are currently satisfied with Keolu Elementary. Teachers enjoy having more planning time due to specials and collaboration time, especially with a new ELA curriculum. Some responses mentioned that individuals appreciated having the opportunity to share their opinion and are hopeful that the responses will provide opportunities for growth. 	<ul style="list-style-type: none"> We still did not have a majority of staff represented in the responses. Lack of Clear Communication: Staff feel communication is lacking, especially regarding new changes and administrative decisions. Unclear Roles and Purpose: There is a lack of clear definitions for staff roles and responsibilities, leaving many uncertain about their purpose. Poor Organizational Processes: A lack of structured processes and organization leads to inefficiency and frustration. Leadership and Cohesion Issues: Faculty meetings lack effective leadership and cohesion, resulting in unclear priorities and school action plans. Limited Resources and Support: Due to the school's smaller size, resources, support, and professional development opportunities are limited. Heavy Workloads: Fewer staff members lead to increased workloads, which can be overwhelming, especially for newer teachers. Lack of Support for New Teachers: First-year teachers feel unsupported and often seek help elsewhere, impacting their satisfaction and effectiveness. Insufficient Support Staff: A shortage of support staff strains existing resources and staff capacity.

	<ul style="list-style-type: none"> ● Low Morale and Job Satisfaction: General indifference and low morale are prevalent, with staff feeling undervalued and disengaged.
Wonderings	
<ul style="list-style-type: none"> ● Were the staff and faculty worried that by responding to some of the questions, their identity would be easy to determine? ● Was the survey too long for staff and faculty to fill out with their busy schedules? ● What are some things that can be implemented this school year to boost morale? 	
Faculty and Staff Perception Implications	
<ul style="list-style-type: none"> ● We need to think about the contributing causes as to why staff and faculty are still not filling out the survey so that we can try to continue increasing our response rate. ● The responses imply that overall morale is quite low. The staff and faculty are exhausted and frustrated with the way things currently are. This could be due to the lack of communication mentioned in the short response answers. When staff and faculty do not feel as though they have input or are communicated with, it is difficult for them to feel excited to come to work or successful in their job. ● To prevent an increase in teacher turnover, teachers need to feel more supported, especially those who are new to teaching. More visibility and support from school leaders would potentially boost morale among staff and faculty, especially those newer to the education profession. 	
Parent Perception Strengths and Challenges <i>*The following table summarizes the strengths and challenges identified by Keolu families in their responses to the Keolu Parent Survey October 2024. Detailed response percentages can be found on pages 74-83 on our SY2024-2025 Comprehensive Needs Assessment.</i>	
Parent Perception Strengths	Parent Perception Challenges
<ul style="list-style-type: none"> ● All responses are somewhat satisfied or higher ● Over 82% of families are highly satisfied or satisfied with communication regarding important updates, events, and children’s performance 	<ul style="list-style-type: none"> ● Many of the responses say the communication from the administrative side is lacking and/or unorganized ● Some parents feel teachers could communicate more ● Some feel in the dark about their child’s progress ● Specials seem to be something that the parents want to see implemented more consistently ● 17% of families are unsure of what growth mindset is.
Wonderings	

- Several teachers communicate via ClassDojo. But, many parents fail to check ClassDojo regularly for updates
- Different ways of communication for different teachers and whole school.

Parent Perception Implications

- How does the school communicate information to families outside of fliers/through teachers?
- What are these bullying incidents that are being referenced?

Root/Contributing Cause:

3A: Undeveloped protocol and routine procedures

3B: Job descriptions for NCT's are often ambiguous or changing regularly/Roles and responsibilities need to be clearly defined and followed

3C: Lack of communication across various cadres, committees, and other stakeholders

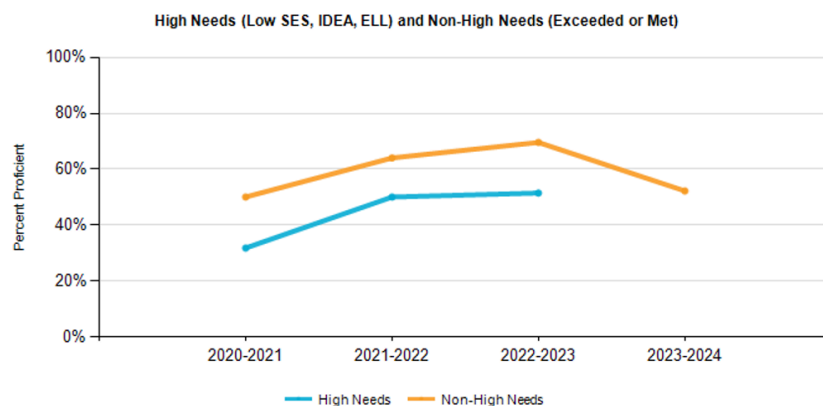
3D: School-wide communication systems are not in place or lack consistency for principal/teacher/family communication

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

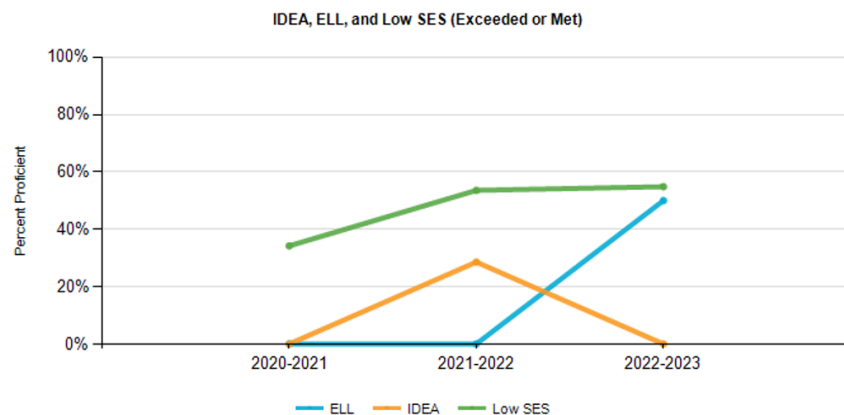
1 Targeted Subgroup: High-Need Students (SPED, ELL, Low SES)

Identified Student Need(s): Increasing ELA and math achievement for high-need students to close the achievement gap.

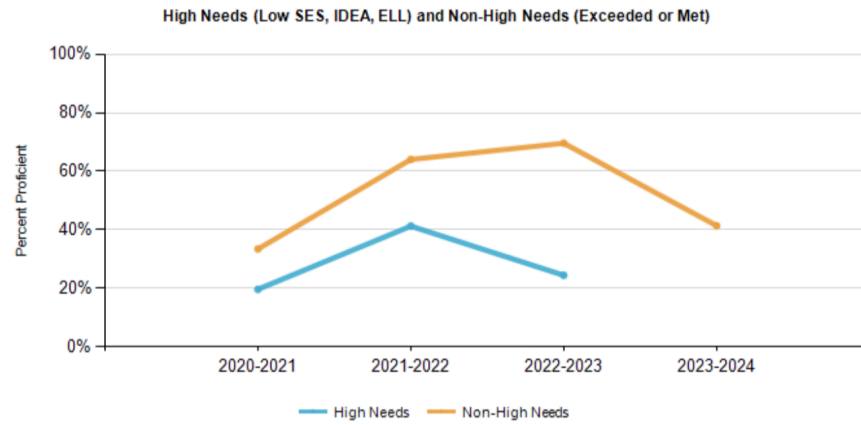
Reading Comparison Data: High Needs and Non-High Needs



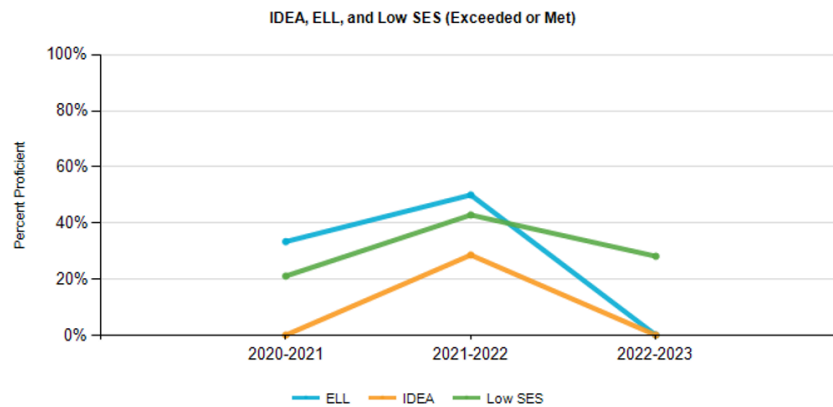
Reading Disaggregated Data



Math Comparison Data: High Needs and Non-High Needs



Math Disaggregated Data



2

Targeted Subgroup: 6th Grade

Student SEL - How did students perceive their own social-emotional skills? Grade 6

(Highest Scores in green. Lowest Scores in pink.)

Topic Description	Fall 2021	Winter 2022	Spring 2022	Fall 2022	Winter 2023	Spring 2023	Fall 2023	Spring 2024	Fall 2024
Social Awareness	72%	73%	77%	63%	53%	54%	67%	71%	46%
Self-Management	76%	80%	81%	72%	65%	63%	79%	73%	63%
Growth Mindset	43%	41%	41%	59%	50%	59%	39%	42%	25%
Self-Efficacy	33%	42%	54%	45%	43%	48%	52%	50%	25%
Sense of Belonging	54%	68%	71%	33%	57%	48%	53%	62%	44%
Grit	37%	48%	53%	42%	53%	48%	45%	56%	
Emotion Regulation	37%	46%	50%	38%	45%	48%	56%	55%	43%
Perseverance									50%
Supportive Relationships									88%

Identified Student Need(s): Build a stronger growth mindset in our students, with a strong focus on our sixth graders, as they have consistently scored the lowest in growth mindset on the panorama perception survey



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?" Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?" Estimate the additional amount needed to execute the enabling activity.</i>
1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and <u>provided necessary and timely support</u> to develop foundational skills for learning.		<p>EA 1.1.1 (1) All entering kindergarten students will complete the KEA.</p> <p>EA 1.1.1 (2) Kindergarten teacher will use iReady Diagnostic and CORE assessments to continually monitor academic progress throughout the year.</p> <p>EA 1.1.1 (3) Kindergarten teacher will use Panorama survey to monitor SEL skills.</p> <p>Accountable Lead: Kierstan Sussman (Classroom Teacher)</p>	<p>KEA System</p> <p>Panorama SEL Survey (Fall & Spring)</p> <p>i-Ready Diagnostic</p> <p>Core Assessments</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: __, \$</p> <p><input type="checkbox"/> Other: __, \$</p>

<p>Reading Proficiency</p> <p>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.</p>	<p>1A 1D 1E</p>	<p>EA.1.1.2 (1) Implementation of ELA curriculum: Wit & Wisdom, Geodes, Foundations, and Heggerty supported by the Science of Reading and selected from DOE approved list</p> <p>EA 1.1.2 (2) Utilizing the data team process to identify and meet student needs in ELA</p> <p>EA 1.1.2 (3) Dedicated teacher collaboration time focusing on reading instruction strategies and improvements</p> <p>EA 1.1.2 (4) iReady growth monitoring (every 4-6 weeks) of reading achievement for students in K-6.</p> <p>EA 1.1.2 (5) A half-time RTI Coordinator and additional RTI support staff will work alongside teachers to implement interventions and monitor student growth. Teachers and intervention staff will provide evidence-based reading interventions for students identified as below proficiency, using data-driven strategies to address specific literacy gaps.</p> <p>EA 1.1.2 (6) Participate in Comprehensive Literacy State Development (CLSD) Grant to implement evidence-based early literacy screenings for pre-K students to identify foundational skill gaps & provide targeted instructional support for students at risk for literacy-related disabilities, including dyslexia.</p> <p>Accountable Leads: (ILT Lead), (CLSD Preschool Literacy Coach) & Emily Moore (RTI Coordinator)</p>	<p>iReady</p> <p>CORE Reading assessments</p> <p>ELA curriculum assessments</p> <p>Data team process and minutes</p> <p>Collaboration meeting minutes</p>	<p><input checked="" type="checkbox"/> WSF, \$18,624.96</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input checked="" type="checkbox"/> Grant: CLSD, \$3510</p> <p><input type="checkbox"/> Other:__, \$</p> <p>12 classroom (PS, PreK (EOEL), K, 1, 2, 3, 4, 5,6, Sped, EL, Preschool Literacy coach x 2 sub days for data teams and professional development per quarter (8 for the year); 12 x 8 = 96 days</p> <p>96 x \$194.01 + fringe= \$18,624.96</p> <p>Sub days for data teams/PD covering Desired Outcomes 1.1.2, 1.1.3, 1.1.4, and 1.3.2</p>
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				CLSD Grant \$195 x 3 teachers x 6 days = \$3510
Mathematics Proficiency 1.1.3. Increase the percentage of students K-6 that are on grade level in math.	1B 1D	<p>EA 1.1.3 (1) Keolu will have a team participating in the Kailua Math Task Force.</p> <p>EA 1.1.3 (2) Math Task Force team will share updates and initiatives with Keolu faculty.</p> <p>EA 1.1.3 (3) Keolu teachers will implement plans and strategies of the Kailua Math Task Force.</p> <p>EA 1.1.2 (4) Utilizing the data team process to identify and meet student needs in Math.</p> <p>EA 1.1.2 (5) Dedicated teacher collaboration time focusing on math instruction strategies and improvements.</p> <p>EA 1.1.2 (6) iReady growth monitoring (every 4-6 weeks) of math achievement for students in K-6.</p> <p>EA 1.1.2 (7) Implementation of Stepping Stones 2.0 across all grade levels K-6 to ensure consistency of curriculum.</p> <p>Accountable Leads: (SSC) & Veronica West (Classroom Teacher)</p>	iReady Stepping Stones Quarterly Benchmarks Data team process and minutes Collaboration meeting minutes	<input checked="" type="checkbox"/> WSF, \$ 18,624.96 <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$ Sharing funding planned in 1.1.2

<p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p> <p><i>Required for all schools.</i></p>	<p>1A-1E 2A</p>	<p>EA 1.1.4 (1) Revise MTSS Framework and present to staff.</p> <p>EA 1.1.4 (2) Establish a dedicated RTI block within and out of the classroom schedule to provide targeted, evidence-based interventions that support students' diverse academic needs & accelerate skill development.</p> <p>EA 1.1.4 (3) Utilize data teams to progress monitor, identify, and plan to address student needs.</p> <p>EA 1.1.4 (4) Implementation of updated RTI process</p> <ul style="list-style-type: none"> Identifying student concerns and implementing/monitoring tier 1 interventions before referral to specialist Provide targeted interventions during the RTI block using supplemental training kits, ensuring differentiated instruction and improved student outcomes. <p>EA 1.1.4 (5) Enhance systems and structures (i.e., each school will have a team of educators that participates in EL Success Initiative ELLT and ELDT team) at the Complex and school level to support the teaching of language and content in tandem through professional learning opportunities to close the achievement gap for all of our EL students.</p> <p>Accountable Leads: Emily Moore (EL & RTI Coordinator), (SSC), and Gavin Okada (SpEd Teacher)</p>	<p>Slidedeck (of shared presentation with staff)</p> <p>Flowchart of RTI Process</p> <p>SBA Data</p> <p>i-Ready Data</p> <p>CORE assessments</p> <p>RTI and small-group schedules</p> <p>Data team process and minutes</p>	<p><input checked="" type="checkbox"/> WSF, \$3,000</p> <p><input checked="" type="checkbox"/> Title I, \$3,000</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p> <p>\$3,000 for supplemental materials to support RTI for grades K, 1, 2, 3, 4, 5, 6, SpEd, EL)</p> <p>\$3,000.00 to Support RTI training (i.e. Orton-Gillingham)</p>
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<p>1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.</p> <p><i>Required for all schools.</i></p>		<p>EA 1.1.5 (1) Continue current transition procedures:</p> <ul style="list-style-type: none"> • Sixth-grade students attend orientation at their future middle school to visit classrooms, ask future teachers and peers questions, and get acquainted with their new environment. • Counselors from middle school come to visit sixth-grade students and answer middle school-related questions. • Statewide student support system used for quick access to information regarding student needs. • Transition meetings and support processes for incoming middle-schoolers: <ul style="list-style-type: none"> • Our SSC shares students with additional needs (SPED, EL, 504) with middle school SSC <ul style="list-style-type: none"> ○ Meetings for those identified students with all stakeholders • Diagnostic data is shared between schools for all sixth-grade students <p>EA 1.1.5 (2) Organize "Level Up" transition activities where students visit next-grade classrooms, interact with future teachers, & engage in Q&A sessions to build familiarity, ease anxiety, & set expectations for a smooth academic transition.</p> <p>EA 1.1.5 (3) PreS/PreK students, including the SpEd team, will participate in a "Level Up to Kindergarten" transition by engaging in classroom visits, interactive activities, and Q&A sessions with Kinder peers and teachers to ease their move into Kindergarten.</p> <p>Accountable Leads: Tara Foster (Counselor) & (SSC), Jolene Chang (FRC)</p>	<p>Transition documents</p> <p>Panorama Survey (Belonging)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$397 <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$ <p>\$397.00 Funds for Bus Transportation to Middle School</p>
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1.1.6. All students will engage in a rigorous, standards-aligned science and social studies curriculum that fosters critical thinking, real-world connections, and well-rounded academic growth.	1C	<p>EA 1.1.6 (1) Utilize a cadre to evaluate and adopt high-quality, standards-aligned science and social studies curricula.</p> <p>EA 1.1.6 (2) Provide professional development to ensure effective integration of new science and social studies curricula into weekly instruction.</p> <p>Accountable Leads: (Academic Coach) & Maureen Dunn-Anzai (Principal)</p>	<p>Curriculum Cadre process and minutes</p> <p>Professional development agendas and materials</p> <p>Field-trips, agenda and materials</p>	<p> <input type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$20,000 <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$ </p> <p>\$20,000.00 to support Science and Social Studies Curriculum/ PD</p>
1.1.7. Implement an optimized daily schedule that maximizes instructional time across all subjects, ensuring a balanced and rigorous academic experience for all students.	1A 1D 1E	<p>EA 1.1.7 (1) Evaluate and adjust daily schedules to optimize instructional time for all subject areas while minimizing transition disruptions.</p> <p>EA 1.1.7 (2) Hire additional PPTs or EAs to support RTI blocks within classrooms, ensuring targeted intervention for students.</p> <p>EA 1.1.7 (3) Align RTI blocks outside the classroom with small-group instruction to prevent students from missing core direct instruction.</p> <p>Accountable Leads: (RTI Coordinator) & Maureen Dunn-Anzai (Principal)</p>	Master Schedule Including RTI Block	<p> <input checked="" type="checkbox"/> WSF, \$48,375 <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$ </p> <p>Hire 3 PPTs for 39 weeks \$48,375.00 (K/1, 2/3, 4/5/6)</p>

<p>1.1.8 Students will benefit from high-quality instruction as teachers engage in targeted professional learning, and collaboration to enhance their instructional practices, leading to improved assessment, differentiation, and overall student achievement.</p>		<p>EA 1.1.8 (1) Instructional Leadership Team (ILT) Process:</p> <ul style="list-style-type: none"> • ILT will identify a schoolwide area of need to focus on • ILT will create a SMARTe goal and determine the Powerful Instructional Practice that our faculty will learn about and implement • ILT will engage faculty in four (quarterly) cycles of professional learning which include: <ul style="list-style-type: none"> ○ Professional development ○ Professional reading ○ Safe practice ○ Peer visits ○ Collaborative meetings ○ ILT monitoring and measurement <p>EA 1.1.8 (2) Professional Learning & Development:</p> <ul style="list-style-type: none"> • Engage faculty in additional professional development for schoolwide identified areas of need: <ul style="list-style-type: none"> ○ Standards-based grading ○ Formative assessment systems ○ Tier 1 and Tier 2 instructional practices <p>Accountable Leads: (Academic Coach), (ILT Lead), and Maureen Dunn-Anzal (Principal)</p>	<p>Cycles of Professional Learning</p> <p>Teacher Feedback</p> <p>Classroom Visit Data</p> <p>Upper/ Lower</p> <p>PC Waiver</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$2,552.08</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:____, \$</p> <p><input type="checkbox"/> Other:____, \$</p> <p>Summer stipend day (2 teachers, RTI Coordinator, SSC, VP) 4 x \$194.01+ fringe = \$1000.00</p> <p>Quarterly ILT meetings (4) x 2 classroom teachers (1 Upper & 1 Lower) requiring subs = 8 days</p> <p>8 x \$194.01 = \$1,552.08</p>
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★ **GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.**

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
<p>1.2.1. All students desire to and attend school regularly.</p> <p><i>Required for all schools.</i></p>		<p>EA 1.2.1 (1) Building school community by continuing to implement Caring School Community curriculum K-6</p> <p>EA 1.2.1 (2) Update attendance policy included in Keolu Handbook</p> <ul style="list-style-type: none"> Follow updated attendance policy <p>EA 1.2.1 (3) Continue tracking & analyzing attendance data to identify trends, assess its impact on behavior & academic progress, & implement targeted interventions that support student engagement & success.</p> <p>EA 1.2.1 (4) Use EveryDay Labs to inform families of attendance</p> <p>Accountable Leads: Tara Foster (Counselor), SSC, & Maureen Dunn-Anzai (Administrator)</p>	<p>Attendance data</p> <p>Panorama</p> <p>EveryDay Labs</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>

<p>1.2.2. All students demonstrate positive behaviors at school.</p> <p><i>Required for all schools.</i></p>		<p>EA 1.2.2A (1) Implementation of school-wide behavior matrix</p> <p>EA 1.2.2A (2) Implementation of a school-wide PBIS system to reinforce positive behavior, which students can earn and redeem honu bucks at the PBIS store for incentives.</p> <p>EA 1.2.2A (3) Celebrate and reinforce school wide expectations through quarterly assemblies, recognize students for demonstrating core values and positive behaviors.</p> <p>EA 1.2.2A (4) Building school community by continuing to implement Caring School Community curriculum K-6</p> <p>Accountable Leads: Tara Foster (Counselor) and (SSC)</p>	<p>School Wide behavior matrix</p> <p>PBIS system</p> <p>Student referrals</p> <p>Student awards</p> <p>GLOs</p> <p>Panorama</p>	<p><input checked="" type="checkbox"/> WSF, \$2,328.12</p> <p><input checked="" type="checkbox"/> Title I, \$800</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p> <p>Quarterly MTSS meetings x 3 classroom teachers (Uppers/Lowers, SpEd) requiring subs = 3 x 4 = 12 sub days</p> <p>12 x \$194.01= \$2,328.12</p> <p>Materials for PBIS Store \$800</p>
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<p>1.2.3. All students experience a Nā Hopena A'o environment for learning.</p> <p><i>Required for all schools.</i></p>		<p>EA 1.2.3 (1) Create theme of the month based on Hawaiian values (lokahi, malama, kuleana, etc.)</p> <p>EA 1.2.3 (2) Create word of the week for 'ōlelo Hawai'i to be shared on KKN.</p> <p>EA 1.2.3 (3) All students attend weekly Hawaiiana lessons with a Kupuna.</p> <p>EA 1.2.3 (4) Engage students in hands-on cultural and environmental stewardship activities to deepen their connection to the land and Hawaiian traditions. (e.g. Field trip to Kauluakalana)</p> <p>EA 1.2.3 (5) Participate in a school-wide educational session regarding conservation efforts (e.g. Sea Life Park).</p> <p>Accountable Leads: Tara Foster (Counselor), Veronica West (Classroom Teacher)</p>	<p>Calendar of themes</p> <p>Posters in classrooms</p> <p>Hawaiiana Schedule</p> <p>Field trips</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$ 2880.00</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input checked="" type="checkbox"/> Title IV-A, \$1588.00</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p> <p>School-wide educational conservation efforts 18hrs x \$160 = \$2880 + HI GE tax</p> <p>Transportation for 1 or 2 field trips per year (Uppers / Lowers, Pre-K/ Preschool, K, 1, 2, and 3-6); Bus - \$397 x 4 = \$1,588.00</p>
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<p>1.2.4. Students will develop a growth mindset, building confidence in embracing challenges and recognizing effort as a key factor in their academic and personal growth.</p>	<p>2A - 2C</p>	<p>EA 1.2.4 (1) Establish a Growth Mindset Cadre to oversee planning, implementation, and resource support for integrating growth mindset principles into classrooms.</p> <p>EA 1.2.4 (2) Provide professional development for teachers and staff on growth mindset and brain science to equip them with strategies for fostering a growth-oriented perspective in students.</p> <p>EA 1.2.4 (3) Analyze the current SEL curriculum to identify and strengthen growth mindset lessons, ensuring alignment across all grade levels.</p> <p>EA 1.2.4 (4) Develop a pacing guide to systematically implement targeted growth mindset lessons throughout the school year.</p> <p>EA 1.2.4 (5) Host parent education sessions on growth mindset to build awareness and alignment between school and home practices.</p> <p>EA 1.2.4 (6) Implement a schoolwide plan incorporating classroom routines, language, and activities that promote a growth mindset culture.</p> <p>Accountable Leads: Tara Foster (Counselor), (Growth Mindset Cadre Lead), Maureen Dunn-Anzai (Principal), Jolene Chang (FRC)</p>	<p>Professional development agendas and materials</p> <p>Pacing guide</p> <p>Growth Mindset Cadre minutes</p> <p>Slide Decks from presentations to stakeholders</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$200</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p> <p>Funds to support cadre and parent education sessions \$200</p>
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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> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
<p>1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.</p> <p><i>Required for all schools.</i></p>		<p>EA 1.3.1 (1) Continue career day for all grades, allowing for student voice in determining which careers they experience and engage with.</p> <p>EA 1.3.1 (2) Invite guest speakers from various professions to share their career journeys.</p> <p>EA 1.3.1 (3) Use field trips to provide students opportunities to volunteer and work in group opportunities within our community.</p> <p>Accountable Lead: Tara Foster (Counselor), Maureen Dunn-Anzai (Principal), and Jolene Chang (FRC)</p>	<p>Career Day Schedule</p> <p>Field Trip event schedule</p> <p>Sign-up</p>	<p> <input type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$200 <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$ </p> <p>Makana for guest speakers \$200</p> <p>Shared funding from 1.2.3 to support field trips</p>

<p>1.3.2. All students engage in a Gold Standard Project-Based Learning (PBL) experience.</p>		<p>EA 1.3.2 (1) Teachers will revise and improve existing PBL projects to implement in their classrooms.</p> <p>EA 1.3.2 (2) Every student will experience at least one high-quality, gold-standard project.</p> <p>Accountable Leads: (Academic Coach) & (Vice Principal)</p>	<p>PBL Project Planner</p> <p>PBL PD</p> <p>Staff PBL Sharing Day</p>	<p> <input type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$3,600 <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$ </p> <p>Sharing funding planned in 1.1.2</p> <p>Additionally, funds for PBL projects for each classroom: \$400 per classroom x 9 classrooms = \$3,600</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.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
2.1.1. All students are taught by effective teachers who are engaged in ongoing improvement.	1A 1B 1D 1E	<p>2.1.1 (1) Establish a mentorship program (New Teacher Committee) where experienced teachers provide guidance and support to new and developing educators, fostering continuous professional growth.</p> <p>2.1.1 (2) Provide teachers with informational sessions on professional certification opportunities, such as LETRS, including the certification process, benefits, and available funding or support, while inviting certified educators to share their experiences and insights.</p> <p>Accountable Leads: (Academic Coach) & Maureen Dunn-Anzai (Administrator)</p>	<p>New Teacher Committee Agendas, emails, and Minutes</p> <p>Professional Certification Information Slide Decks Presented to Staff</p>	<p><input checked="" type="checkbox"/> WSF, \$2,016</p> <p><input type="checkbox"/> Title I,</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:____, \$</p> <p><input type="checkbox"/> Other:____, \$</p> <p>Mentoring PTT rate 42.16 (tentative 3 teachers) \$2,016.00</p>



Priority 3

Effective and Efficient Operations At All Levels

★ GOAL 3.1 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> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. <i>Required for all schools.</i>	3C	EA 3.3.1 (1) Established School Community Council with full membership EA 3.3.1 (2) SCC monthly meetings Maureen Dunn-Anzai (Administrator)	SCC meeting agendas and minutes	<input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:____, \$ <input type="checkbox"/> Other:____, \$

★ **GOAL 3.2 Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.**

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
3.2.1. Strengthen communication between the school and families to ensure timely, clear, and effective information sharing.	3A 3C 3D	<p>3.2.1 (1) Utilize School Messenger, School Marquee, and School Website to provide consistent communication with families about school events, emergency updates, and important announcements.</p> <p>3.2.1 (2) Implement one consistent platform (e.g., ClassDojo) for teachers to message families, ensuring streamlined and accessible communication.</p> <p>3.2.1 (3) Establish a quarterly progress monitoring system (i.e. iReady or Panorama) to keep families informed about student academic performance and growth.</p> <p>Accountable Leads: Maureen Dunn-Anzai (Principal) and (Academic Coach/Vice Principal)</p>	<p>School Messenger Emails</p> <p>Communication Platform Analytics</p> <p>Schedule of Progress Report Communication</p> <p>Progress Report Template</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$5,000</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:____, \$</p> <p><input type="checkbox"/> Other:____, \$</p> <p>Annual website service fee \$5,000.00</p>

★ GOAL 3.3 Other Systems of Support

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
3.3.1 Improved collaboration and coordination among educators, support staff, and administrators through regular cross-grade level meetings and shared digital workspaces for streamlined decision-making.	3B-3D	<p>3.3.1 (1) Utilize Academic Coach to schedule, facilitate, and ensure consistency in cross-grade level collaboration meetings, providing guidance and resources to enhance effectiveness.</p> <p>3.3.1 (2) Implement a centralized digital platform where educators can document discussions, track progress toward goals, and share best practices to maintain continuity and accountability.</p> <p>Accountable Lead: Academic Coach</p>	<p>Collaboration Meeting Agendas and Minutes</p> <p>Keolu Matrix</p> <p>Keolu Shared Drive</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:____, \$</p> <p><input type="checkbox"/> Other:____, \$</p>
3.3.2 Implement tools to encourage open dialogue and ensure that all voices are heard in school-related decision-making.	3A-3D	<p>3.3.2 (1) Use Google Forms and other survey platforms to gather input from all staff, ensuring anonymity and inclusivity in decision-making.</p> <p>3.3.2 (2) Provide ample time and a platform (i.e. discussion forums or live Q&A sessions) for discussions before finalizing decisions, allowing staff to review information, reflect, and contribute thoughtful feedback.</p> <p>3.3.2 (3) Set clear deadlines for survey completion (e.g., two weeks prior to a decision), and review results as a whole staff to address comments, questions, and concerns before implementation.</p>	<p>Google Forms and Survey Links</p> <p>Survey Responses</p> <p>Discussion Platform Notes</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:____, \$</p> <p><input type="checkbox"/> Other:____, \$</p>

		Accountable Lead: Maureen Dunn-Anzai		
3.3.3 Foster clear, consistent, and efficient communication between administration and teachers to support collaboration, transparency, and informed decision-making.	3A-3D	<p>3.3.3 (1) Implement a shared digital platform (e.g., Google Drive, Google Calendar) where all school events, responsibilities, timelines, and updates are posted in a clear and accessible format.</p> <p>3.3.3 (2) Conduct brief, scheduled updates from administration to teachers (via email or meetings) outlining upcoming events, assigned leads, expectations, and any changes to plans.</p> <p>3.3.3 (3) Utilize a consistent system (e.g., referral logs, digital tracking) that includes the classroom teacher for documenting student behavior incidents, applied consequences, and parental notifications to ensure transparency.</p> <p>Accountable Leads: Tara Foster (Counselor) and Maureen Dunn-Anzai</p>	<p>Keolu Shared Drive</p> <p>Keolu Master Calendar</p> <p>Principal's Weekly Bulletin</p> <p>Keolu Matrix with Communication Procedures/ Systems</p>	<input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:____, \$ <input type="checkbox"/> Other:____, \$

APPENDIX A: SCHOOL BELL SCHEDULE

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

This section showcases Keolu's current bell schedule(s) and total student instructional hours per year. To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided [bell schedule tool](#).

Total student instructional hours per year (Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)

1,080

Did your school submit a SCC Waiver Request Form? Please explain.

Keolu Elementary has applied for two SCC waivers:

- 1) To hold parent-teacher conferences during two full days of school (10/30 & 10/31) instead of 10 early release days.
- 2) To have two additional PC days (11/10 & 3/27) to to have school-wide professional development in our new curriculum and PBL.

Bell Schedule: Please access this [link](#) to view Keolu's Bell Schedule for the 2025-2026SY.