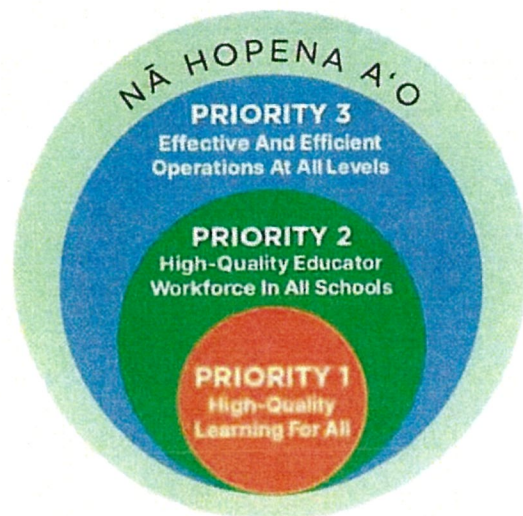




Keolu Elementary School Academic Plan SY 2026-2027

1416 Keolu Drive
808-210-0250

[https://keoluelementary.K12.hi.us./](https://keoluelementary.K12.hi.us/)

- ☒ Title I School
☐ Non-Title 1 School

Submitted by Principal Maureen Dunn-Anzai	
	Apr 6, 2026

Approved by Complex Area Superintendent Lanelle Hibbs	
	Apr 6, 2026

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-6	'16 Wit & Wisdom ▾	ORIGO Stepping Stones 2.0 ▾		
Grades K-6	Select One ▾	Select One ▾		
Grades 4 and 5	Select One ▾	Select One ▾	Amplify	

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-3	Foundations			
Grades K-2	Heggerty			
Grades K-2	Geodes			
Grades K-6			Teacher Created Curriculum based on NGSS, Mystery Science, and Generation Genius	Teacher Created Curriculum based on HCSSS

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-6	I-Ready ▾	I-Ready ▾
Grades K-6	DIBELS ▾	Select One ▾
Kindergarten	KEA ▾	Select One ▾

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:
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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: SY 2025-26

Year of SY 2027-28

Year of Next Self-Study:

Type of Last Visit: Full Self-Study -

Type of Next Action: Mid-Cycle Report & Visit -

June 30, 2031

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

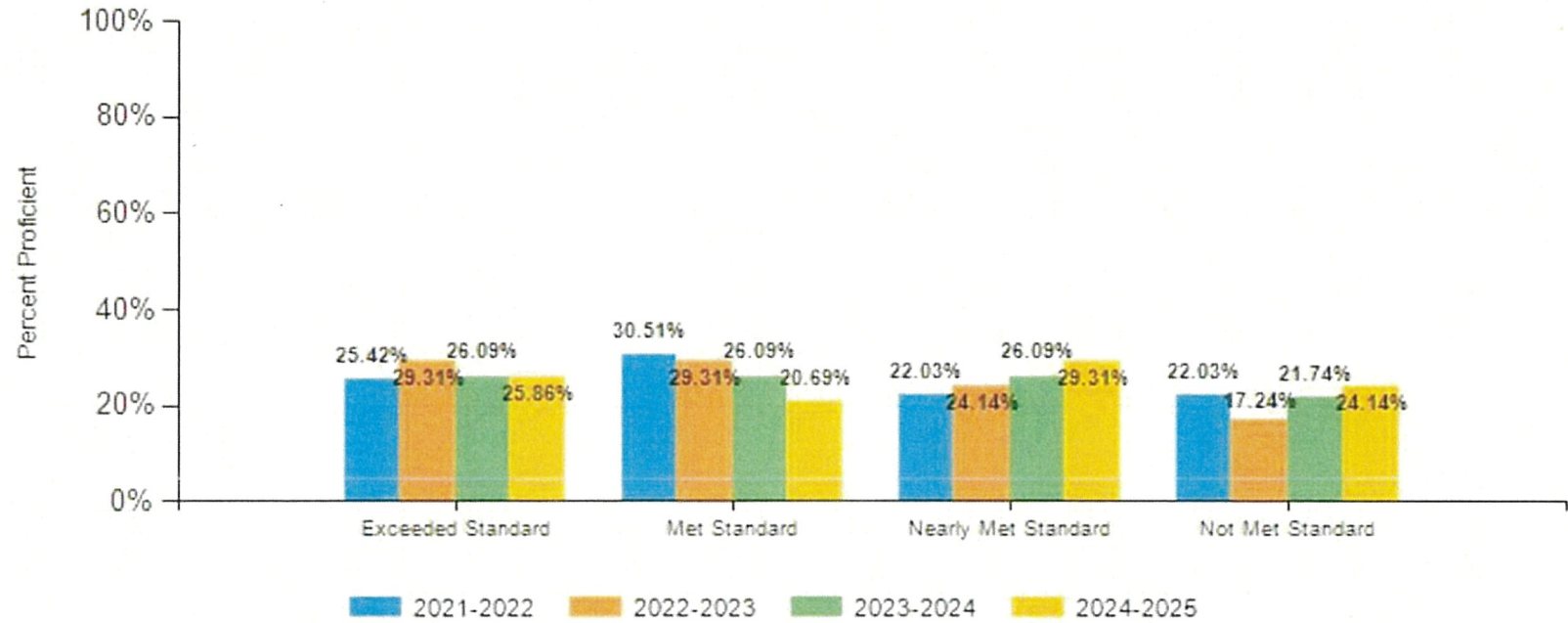
"What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?"

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

1

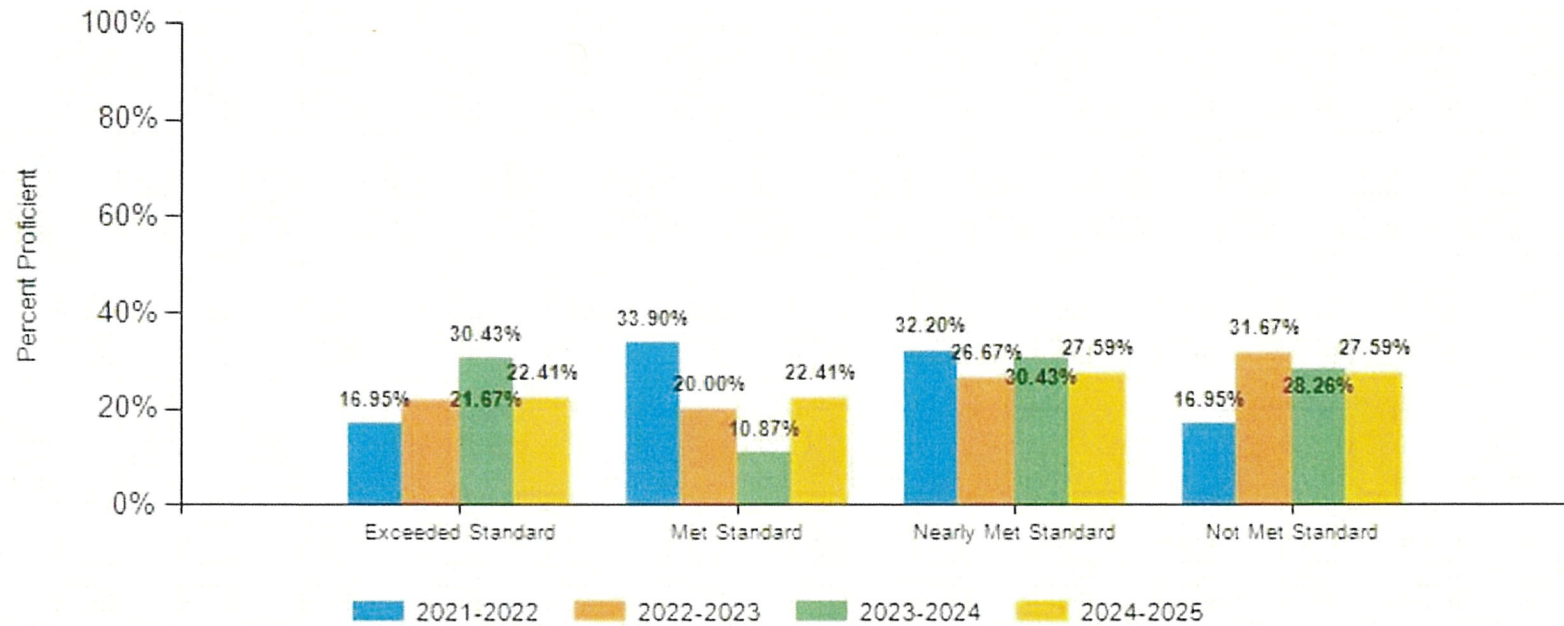
Student Need: Improving Student Achievement in ELA and Math. This is a critical need and requires support for the implementation of new curricula and targeted interventions to meet diverse learning needs, including reintroducing small-group learning during ELA blocks.

**Keolu Elem School
English Language Arts Proficiency Levels**



	Year	Total Proficient (Exceeded or Met)		Exceeded Standard		Met Standard		Nearly Met Standard		Not Met Standard	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Keolu Elem School	2021-2022	33	55.93%	15	25.42%	18	30.51%	13	22.03%	13	22.03%
	2022-2023	34	58.62%	17	29.31%	17	29.31%	14	24.14%	10	17.24%
	2023-2024	24	52.17%	12	26.09%	12	26.09%	12	26.09%	10	21.74%
	2024-2025	27	46.55%	15	25.86%	12	20.69%	17	29.31%	14	24.14%

Keolu Elem School Mathematics Proficiency Levels



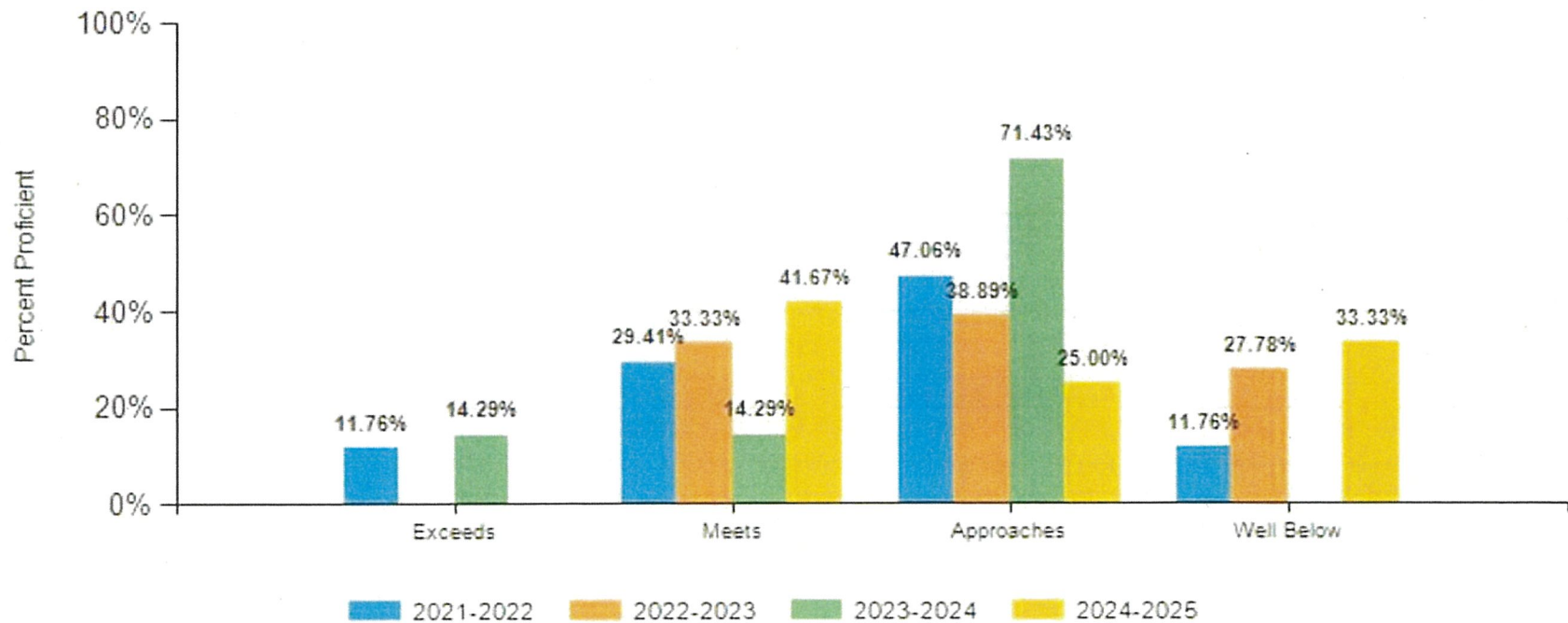
	Year	Total Proficient (Exceeded + Met)		Exceeded Standard		Met Standard		Nearly Met		Not Met Standard	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Keolu Elem School	2021-2022	30	50.85%	10	16.95%	20	33.90%	19	32.20%	10	16.95%
	2022-2023	25	41.67%	13	21.67%	12	20.00%	16	26.67%	19	31.67%
	2023-2024	19	41.30%	14	30.43%	5	10.87%	14	30.43%	13	28.26%
	2024-2025	26	44.83%	13	22.41%	13	22.41%	16	27.59%	16	27.59%

Root/Contributing Cause: Variability in instructional rigor, particularly within geometry, exists across grade levels due to the need for continued professional development and ongoing revision of curriculum maps to strengthen vertical alignment and ensure consistent implementation of grade-level standards from Kindergarten through Grade 6. The reliance on publisher-paced curriculum also puts a filter between instruction and standards.

Implementation of the new ELA curriculum is uneven, and small-group instruction and RTI are inconsistent with a lack of clear definition. The new ELA curriculum lesson plans also reduce opportunities for small group instruction; Teacher turn-over and not enough support training for new teachers and educational assistants have impacted consistency and the effectiveness of interventions.

2 **Student Need:** Ensuring consistent access to science, social studies, and specials while maintaining rigor in core subjects.

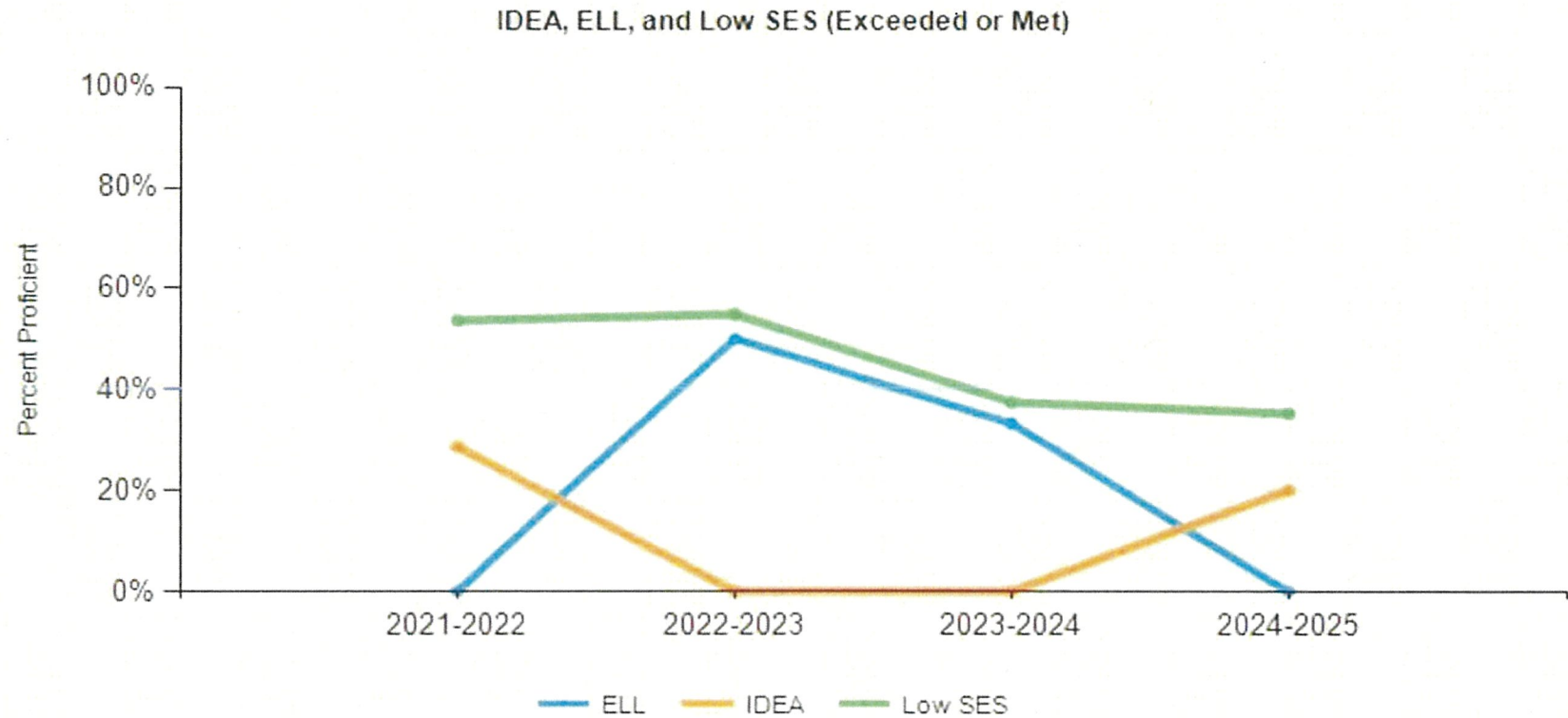
**Keolu Elem School
Science Proficiency Levels**



	<u>Root/Contributing Cause:</u> There is no official science curriculum, and the supplemental programs used (like Mystery Science) only offer a "surface level overview" of the scientific process, limiting students' ability to practice the investigative skills needed for assessments; Paused specials rotation. Upper and lower grade rotations for co-curricular classes (like art, Spanish, PE, Guidance, Library, Hawaiiana, and computer science) were paused due to teacher vacancy and scheduling difficulties, resulting in inconsistent access.
3	<u>Student Need:</u> Focusing on refining curriculum and operational alignment that directly impact student learning and well-being. <u>Root/Contributing Cause:</u> Underdeveloped protocols; Ambiguous job descriptions/ roles; Lack of communication across cadres; Lack of consistent systems.

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



Year	High Needs Indicator	Total Proficient (Exceeded or Met)		Exceeded Standard		Met Standard		Nearly Met Standard		Not Met Standard	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2021-2022	All Students	33	55.93%	15	25.42%	18	30.51%	13	22.03%	13	22.03%
	Non-High Needs	16	64.00%	8	32.00%	8	32.00%	7	28.00%	2	8.00%
	High Needs	17	50.00%	7	20.59%	10	29.41%	6	17.65%	11	32.35%
	Low SES	15	53.57%	6	21.43%	9	32.14%	4	14.29%	9	32.14%
	IDEA	2	28.57%	1	14.29%	1	14.29%	2	28.57%	3	42.86%
	ELL	0	0.00%	0	0.00%	0	0.00%	0	0.00%	2	100.00%
2022-2023	All Students	34	58.62%	17	29.31%	17	29.31%	14	24.14%	10	17.24%
	Non-High Needs	16	69.57%	10	43.48%	6	26.09%	5	21.74%	2	8.70%
	High Needs	18	51.43%	7	20.00%	11	31.43%	9	25.71%	8	22.86%
	Low SES	17	54.84%	7	22.58%	10	32.26%	6	19.35%	8	25.81%
	IDEA	0	0.00%	0	0.00%	0	0.00%	3	42.86%	4	57.14%
	ELL	1	50.00%	0	0.00%	1	50.00%	0	0.00%	1	50.00%
2023-2024	All Students	24	52.17%	12	26.09%	12	26.09%	12	26.09%	10	21.74%
	Non-High Needs	14	70.00%	8	40.00%	6	30.00%	5	25.00%	1	5.00%
	High Needs	10	38.46%	4	15.38%	6	23.08%	7	26.92%	9	34.62%
	Low SES	9	37.50%	4	16.67%	5	20.83%	6	25.00%	9	37.50%
	IDEA	0	0.00%	0	0.00%	0	0.00%	2	66.67%	1	33.33%
	ELL	1	33.33%	0	0.00%	1	33.33%	1	33.33%	1	33.33%
2024-2025	All Students	27	46.55%	15	25.86%	12	20.69%	17	29.31%	14	24.14%
	Non-High Needs	14	60.87%	10	43.48%	4	17.39%	4	17.39%	5	21.74%
	High Needs	13	37.14%	5	14.29%	8	22.86%	13	37.14%	9	25.71%
	Low SES	12	35.29%	5	14.71%	7	20.59%	13	38.24%	9	26.47%
	IDEA	2	20.00%	0	0.00%	2	20.00%	3	30.00%	5	50.00%
	ELL	0	0.00%	0	0.00%	0	0.00%	1	100.00%	0	0.00%

	Identified Student Need(s): Increase ELA and Math achievement to close the achievement gap			
2	Targeted Subgroup: Grade 6			
	Self-Management ⓘ	74% 	 60th–79th percentile	▼ 1
	Social Awareness ⓘ	65% 	 60th–79th percentile	▲ 1
	Perseverance ⓘ	64% 	 80th–99th percentile Greatest increase	▲ 5
	Sense of Belonging ⓘ	63% 	 60th–79th percentile	▼ 4
	Growth Mindset ⓘ	54% 	 80th–99th percentile	0
	Emotion Regulation ⓘ	50% 	 60th–79th percentile	▲ 2
	Self-Efficacy ⓘ	50% 	 60th–79th percentile	▲ 4
	Identified Student Need(s): Build a stronger growth mindset (consistently scored lowest on Panorama from Winter 2025)			

3	<u>Targeted Subgroup:</u> [Insert text] <u>Identified Student Need(s):</u> [Insert text and/or image]
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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> Estimate the additional amount needed for enabling activities.
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.	1 State of Hawai'i Act 210 (§302A-A) To establish a baseline of needs and measure the growth of newly enrolled students.	EA 1.1.1 (1) All entering kindergarten students will complete the KEA within 30 days from the start of school or when a child enrolls. EA 1.1.1 (2) Kindergarten teacher will use iReady Diagnostic and CORE/ Dibels assessments to continually monitor academic progress throughout the year. EA 1.1.1. (3) Kindergarten teachers will use the Panorama survey to monitor SEL skills. Accountable Lead: Kindergarten Teacher and Principal	KEA assessment data (LEI Kūlia) DIBELS progress monitoring (beginning, middle, and end) iReady universal screeners (beginning, middle, and end)	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$ iReady and CORE cost Dibels deadline March 27, 2026

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.	1 Effective implementation of Tier 1 instruction is not yet consistent across all classrooms schoolwide. Outdated or incomplete curriculum maps and pacing guides.	EA 1.1.2 (1) All students in grades K–2 will have a minimum of 75 minutes of daily, standards-aligned English Language Arts instruction with focus on foundational literacy skills, including phonological awareness, phonics, spelling, fluency, and comprehension. EA 1.1.2 (2) All students in grades 3–6 will have up to 90 minutes of daily, standards-aligned English Language Arts instruction focused on our Wit and Wisdom Curriculum. EA 1.1.2 (3) Strengthen Implementation of Wit & Wisdom Through Professional Learning and School Visits. (e.g. Pu’ukukui Elementary) • Observe classroom instruction and instructional routines aligned to Wit & Wisdom • Learn how teachers scaffold complex texts and support student discussion and writing • Examine pacing, lesson structures, and module implementation • Engage in professional dialogue with host teachers and administrators • Identify strategies to strengthen implementation at Keolu Elementary EA 1.1.3 (4) Utilize the data team process to identify and meet student needs in ELA.	Revised curriculum maps and pacing guides iReady universal screeners: DIBELS -decoding, fluency, ORF (oral reading fluency), (beginning, middle, and end) End of quarter reading foundation progress as noted for each student	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$ PTT/ EA/ PPT to provide foundational reading interventions. Travel to visit school: \$1,500.00 for 3 teachers.
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		EA 1.1.2 (5) Students in grades 1–3 identified as performing below grade-level expectations in reading will receive Tier 2 or Tier 3 targeted interventions addressing foundational literacy skill gaps. EA 1.1.2 (6) Growth Monitoring (e.g. i-Ready) (every 4-6 weeks) of reading achievement for students in K-6 EA 1.1. 2(7) Participate in Comprehensive Literacy State Development (CLSD) Grant to implement evidence-based early literacy screenings for preK students to identify foundational skill gaps and provide targeted instructional support for students at risk for literacy-related disabilities. EA 1.1.2 (6) Teachers will collaboratively review and update the ELA curriculum map to ensure alignment with priority standards, pacing through MOY/EOY diagnostics, and upcoming writing PIP focus areas. Accountable Leads: Vice Principal, Principal, and Grades K-6		
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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.	1 Complex Area Plan: There is a need for K-12 alignment. Effective implementation of Tier 1 instruction is not yet consistent across all classrooms schoolwide. Outdated or incomplete curriculum maps and pacing guides.	EA 1.1.3 (1) Keolu will have a team participating in the Kailua Math Task Force and will share updates and initiatives with Keolu Faculty. EA 1.1.3 (2) Utilize the data team process to identify and meet student needs in math. EA 1.1.3 (3) Growth Monitor (e.g. i-Ready) (every 4-6 weeks) of math achievement for students in K-6. EA 1.1.3 (4) Teachers will collaboratively review and update the Math curriculum map to ensure alignment with priority standards, pacing through MOY/EOY diagnostics, and upcoming writing PIP focus areas. EA 1.1.3 (5) All students performing one or more grade level below in math will receive RTI in target skills. Accountable Leads: Academic Vice Principal and Principal	Revised curriculum maps and pacing guides iReady universal screeners: End of quarter math progress as noted in student report cards.	☒ 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>	1 Complex Area Plan: There is a need for K-12 alignment. Need to strengthen Tier 1 Instruction Intentional use of Teacher Collaboration (PLCs) Students lack foundation skills in reading and math Need for Professional Learning Communities (PLC)/Data team system and structures to be established and consistently implemented.	EA 1.1.4 (1) Keolu will have a committee to support our MTSS framework and present it to the staff updates. EA 1.1.4 (2) Schedule weekly collaborative data-driven process to continuously improve our curriculum, instruction, and assessment. EA 1.1.4 (3) Establish a dedicated RTI block within classroom schedule to provide targeted evidence-based interventions that support students diverse academic needs and accelerate skill development. EA 1.1.4 (4) Revisit our RTI flow chart for academic and behavior concerns. EA 1.1.4 (5) Enhance systems and structures (i.e. each school will have a team of educators that participates in EL success initiatives ELLT and ELDT) 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. • Integrating cultural identity into PBL projects • Partner with FRC to strengthen family engagement • Establish regular PLC, MTSS, and data teams for collaboration EA 1.1.4 (6) Implement at least one high-leverage instructional strategy aligned to KK EL Success Plan goal to support integrated language and content instruction.	DIBELS progress monitoring (beginning, middle, and end) iReady universal screeners: PLC/Data Team minutes SIQ/ TESOL	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$ Pull-Out Days MTSS: Materials MTSS
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		EA 1.1.4 (7) The EL Coordinator will conduct regular check-ins with teachers to monitor progress toward meeting SIQ or TESOL qualification requirements and provide support as needed. Accountable Lead(s): Vice Principal, Student Services Coordinator, EL Coordinator, and Principal		
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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>	3 Strengthen systems and structures to support clear and consistent student transitions within school(s)	EA 1.1.5 (1) Continue current transition procedures: • Sixth-grade students attend orientation at Kailua Intermediate to visit classrooms, ask future teachers and peers questions, and get acquainted with their new environment. • Counselors from Kailua Intermediate 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 meeting and support processes for incoming middle schoolers: 1. Our SSC / Counselor shares students with additional needs (SPED, EL, 504) with the middle school SSC and Counselor 2. Diagnostic data is shared between schools for all sixth-grade students 3. Grade 6 Cum folders will be hand-delivered to Kailua Middle School 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. Accountable Leads: Counselor, Grade 6 teacher, and all Classroom Teachers (Preschool - Grade 5)	Schedule	☒ WSF, \$ ☐ Title I, \$600.00 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$ Bus to Kailua Intermediate
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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. <i>(To add additional desired outcomes, duplicate this row)</i>	2 Limited fiscal resources. Need to do it in grade level phases. Prioritizing pilot grade levels to evaluate effectiveness before schoolwide expansion.	EA 1.1.6 (1) Grades 4 and 5 will pilot Amplify Science to evaluate its effectiveness, alignment to high-quality standards-based instruction, and overall impact on student learning. The pilot will help us determine next steps for potential future adoption across additional grade levels. EA 1.1.6 (2) Provide Grades 4 and 5 professional development to ensure effective integration of new science curricula into weekly instruction. EA 1.1.6 (3) Grade 6 will increase the number and percentage of students participating in the Science Fair by providing structured support, dedicated project time, and clear expectations aligned to grade-level science standards. Accountable Leads: Vice Principal, Grade 4 and Grade 5 teachers, and Principal	PD Training Science Fair Projects entered	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$ Science Consumables Pull-Out Days to visit other Amplify Schools-Subs \$400.00 Materials Science Fair Bus Transportation \$500.00

				☒ 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 <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>
1.2.1. All students desire to and attend school regularly. <i>Required for all schools.</i>	3 Decrease chronic absenteeism Continue to build a sense of belonging and Growth Mindset among students, staff, and families Need to continue motivating students in positive behaviors and attendance (incentives)	1.2.1. (1) Building school community by continuing to implement the Caring School Community curriculum, K-6 1.2.1. (2) Strengthen Classroom Management through Professional Development and Coaching (e.g. Grace Dearborn) - Classroom walkthrough observations - Teacher feedback and reflection - Reduction in classroom disruptions and behavior referrals - Increased instructional engagement during classroom visits 1.2.1 (3) Continue to improve the attendance policy and include it in the school handbook 1.2.1 (4) Continue to use Everyday Labs to inform families of attendance 1.2.1 (5) Develop a tracking system to analyze attendance data and identify trends, assess its impact	Panorama student data Teacher schedules reflect regularly planned Caring School Community lessons Attendance Data Student assemblies and activities reflected in the Master Calendar	☒ WSF, \$10,000 ☒ Title I, \$ 5,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☒ Other:__, \$ Professional Development -Classroom Management -SEL

		on behavior & academic progress & implement targeted interventions that support student engagement and success during 1x/ month peer review. 1.2.1 (6) Implement a schoolwide attendance incentive to reinforce daily attendance through earning and redeeming Honu Bucks at the PBIS store. Accountable Leads: Counselor, SSC, Vice Principal, and Principal		
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1.2.2. All students demonstrate positive behaviors at school. <i>Required for all schools.</i>	3 Need to address student Growth Mindset Continue to build a sense of belonging and positive relationships among students, staff, and families Need to continue motivating students in positive behaviors	EA 1.2.2 (1) Continue to implement a school-wide behavior matrix. EA 1.2.2 (2) Implement a schoolwide PBIS system that reinforces positive behavior through tangible incentives, allowing students to earn and redeem Honu Bucks at the PBIS store. EA 1.2.2 (3) Celebrate and reinforce school-wide expectations through quarterly assemblies, and recognize students for demonstrating GLOs. EA 1.2.2 (4) Continue to host 'Ohana Nights to increase family engagement and strengthen students' and families' sense of belonging within the Keolu community. EA 1.2.2 (5) Continue to host Semester Wellness Days to support student and staff well-being, promote positive school culture, and strengthen social-emotional health across the school. EA 1.2.2 (6) Continue to host Grandparents Day to honor our kūpuna, strengthen intergenerational connections, and foster a sense of belonging and community within our school. Accountable Leads: Counselor, SSC, All Classroom Teachers, and Principal	School Wide behavior matrix PBIS system Student Referrals Student GLO awards Panorama Survey Parent sign -in at Ohana nights	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$ Materials: GLO Certificates Bus for field trips Materials for Wellness Day; Turkey Trot, 100th Day, Winter Craft, Kupuna Day, etc... Materials for Ohana Nights
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1.2.3. All students experience a Nā Hopena A'o environment for learning. <i>Required for all schools.</i>	2 Inconsistent implementation of schoolwide social-emotional learning practices and behavior supports has impacted classroom climate, student sense of belonging, and the reinforcement of positive student behaviors.	1.2.3 (1) Continue to provide a dedicated Hawaiiana teacher to support students' cultural identity, language development, and connection to 'āina, while strengthening our schoolwide sense of belonging and 'ike Hawai'i. 1.2.3 (2) 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) 1.2.3. (3) Provide schoolwide educational experiences focused on conservation efforts (e.g., Sea Life Park) to deepen students' understanding of environmental stewardship, sustainability, and real-world science applications. Accountable Leads: Hawaiiana Teacher, Counselor, Librarian, All Classroom Teachers, Vice Principal, and Principal		☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☒ Grant:__, \$5000.00 Aloha Mindset? ☐ Other:__, Kaluakalana Contract \$2,000.00 Bus \$2,400.00 Materials \$1,000.00 Professional Development \$3,2000.00
				☐

★ **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>	3 State Strategic Plan (Implementation Plan) - Desired Outcome 1.3.1 All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities	EA 1.3.1 (1) Continue Career Day for all grades, allowing for student voice in determining which careers they experience and engage with. EA 1.3.1 (2) Invite guest speakers from various professions to share their career journeys. EA 1.3. (3) Use field trips to provide students with opportunities to volunteer and work in group opportunities with our community. Accountable Lead: Counselor, SSC, Vice Principal, and FRC	Career Day Schedule Field Trip Development of at least one Project-Based Activity	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$ Leis Refreshments for Guests Field Trips - Bus

1.3.2 All students engage in a Gold Standard Project Based Learning (PBL) experience <i>(To add additional desired outcomes, duplicate this row)</i>	3 Teacher turnover and professional development have impacted staff capacity to consistently design and implement high-quality Project Based Learning (PBL) experiences across grade levels.	EA 1.3.2 (1) Librarian will collaborate with the grade level bands or grade level to design and implement a semester-long Project-Based Learning (PBL) project aligned to grade-level standards and research skills. Accountable Leads: Librarian, Counselor, All Classroom teachers, and Principal	PBL Project Planner Staff PBL Share out	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$ Professional Development Materials Field Trip Bus
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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>	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>
2.1 Students will benefit from high quality instruction as teachers engage in targeted professional learning, and collaboration to enhance their instructional practices, leading to improved assessments and overall student achievement.	3 Structures to support data-informed goal setting, collaborative professional learning, and continuous instructional improvement are not yet consistently implemented schoolwide.	2.1 (1) Instructional Leadership Team (ILT) Process: • 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 • Professional Development • Professional Reading • Safe Practice • Peer visits/ Gallery Walk • Collaborative meetings • ILT monitoring 2.1(2) Professional learning & Development • Engage faculty in additional professional development for schoolwide identified areas of need: • CORE Curriculum Map • ILT -Writing • Standards-Based Grading	Cycles of Professional Learning Teacher Feedback Classroom Visit Pullout Day agenda and minutes PC Waiver Day PD Pullouts agenda and minutes	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$ ILT: Materials (Professional Textbooks for staff) ILT Pullout Days Core Consumables



PRIORITY 2: High-Quality Educator Workforce In All Schools

		• RTI - Tier 1 and Tier 2 instructional practices • Wit & Wisdom/ Stepping Stones • Accountable Leads: Vice Principal, ILT team, and Principal		ILT Pullout days to visit classrooms Professional Development 1) Facilitator Training
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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>	3 Hawai'i Revised Statutes Section §302A-1124 Mandate to initiate school community councils	EA 3.3.1 (1) Established School Community Council with full membership EA 3.3. 1 (2) SCC monthly meetings Accountable Leads: Principal	Agendas and minutes posted to the school website SCC Self-Evaluation Survey	☐ WSF, \$ ☒ Title I, ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$ No Cost

★ 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>
3.2.1 Strengthen communication between the school and families to ensure timely, clear, and effective information sharing. <i>(To add additional desired outcomes, duplicate this row)</i>	3 Inconsistent communication systems have limited timely and clear information sharing with families, impacting opportunities for strong school-family partnerships.	3.2.1 (1) Utilize School Messenger, School Marque, School Website, and Class Dojo to provide consistent communication with families about school events, emergency updates, and important announcements. 3.2.1 (2) Continue to implement one consistent platform (e.g., ClassDojo) for teachers to message families, ensuring streamlined and accessible communication. 3.2.1 (3) Establish a stakeholder committee to develop a standardized mid-quarter progress report template to ensure clear, consistent communication with families. Accountable Leads: Principal and Vice Principal	School Messenger Notices ClassDojo Teacher and Parent Accounts Mid-Quarter Progress Report Template	☐ WSF, \$ ☒ Title I, \$5,000.00 (website) ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
3.3.1 Improved collaboration and coordination among educators, support staff, and administrators through regular cross-grade level meetings and shared digital workspaces for	3 Inconsistent opportunities for structured collaboration and shared communication systems have limited cross-grade	3.3.1 (1) Continue to Implement a landing page where staff can document discussion, track progress toward goals, and share best practices to maintain continuity and accountability. 3.3.1 (2) The Vice Principal and Librarian will survey teachers to gather input on anticipated consumable materials and preferred instructional subscriptions to inform ordering for the following school year.	Google Drive Google Spreadsheet for curriculum consumable order	☐ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$

streamlined decision making.	alignment and coordinated support among educators, support staff, and administrators.	Accountable: Vice Principal, Librarian, and Principal		☐ Grant:___ \$ ☐ Other:___ \$
3.3.3 Foster clear,consistent, and efficient communication between administration and teachers to support collaboration, transparency, and informed decision making.	3 Inconsistent communication processes between administration and teachers have limited opportunities for shared understanding, collaboration, and transparent decision-making.	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. 3.3.3 (2) Continue to conduct weekly scheduled updates from administration to teachers (via email or meetings) outlining upcoming events, assigned leads, expectations, and any changes to plans. 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 parent notification to ensure transparency. 3.3.3 (4) Each grade level will implement a classroom management system aligned to our SEL Curriculum "Caring School Community" that includes calm redirection, structured student reflection, and restorative actions to repair harm and reinforce responsibility and belonging. 3.3.3 (5) During Peer Review meetings, tracking and analyzing behavior data and reviewing Panorama survey results to strengthen and refine our MTSS behavioral tiered supports.	Google Master Calendar Principal and Vice Principal Weekly Schedules Hard Copy Discipline Referral Form Classroom Behavioral System Peer Review Spreadsheet	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:___ \$ ☐ Other:___ \$

		Accountable Leads: Counselor, All Classroom Teachers, Principal, Vice Principal, and SSC		
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★ 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>
[Insert school specific desired outcome] (To add additional desired outcomes, duplicate this row)	[If applicable, reference the root/contributing cause from the Identified School Needs section]	[Include specific enabling activities or strategic actions being taken to achieve your desired outcome]; [Reference name of accountable lead(s) here]	[List the measures and/or evidence that will be used to monitor progress here]	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

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.

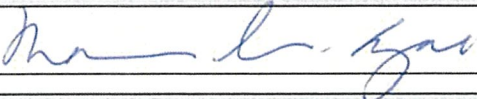
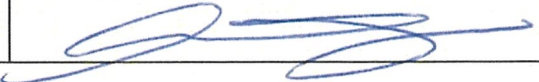
The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name 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 **Keolu Elementary School** 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 **Nov 20, 2025** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Feb 26, 2026** 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: **Feb 26, 2026**

Attested:

Keolu Elementary School Principal	Signature	Date
Maureen Dunn-Anzai		Feb 26, 2026
SCC Chairperson	Signature	Date
Eren Avegalio		Feb 26, 2026

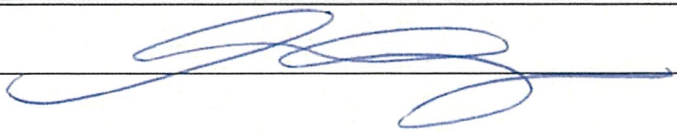
SCC Recommendations to the Academic Plan and Financial Plan:

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		
N/A		
N/A		

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

Attested:

SCC Chairperson	Signature	Date
Eren Avegalio		Feb 26, 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 <u>hours per year</u> <i>(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)</i>	1,083 minutes
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement
Keolu Elementary School Bell Schedule:	

Keolu Elementary School — Bell Schedules

☐ Print schedules on separate pages

Preschool & Grades K-6

	Start Time	End Time	Length
Breakfast Served	7:15 AM	7:45 AM	30 min
First Bell	7:45 AM	—	—
Tardy Bell	7:50 AM	—	—
Preschool Recess	9:30 AM	9:45 AM	15 min
Preschool Lunch	11:10 AM	11:40 AM	30 min
K-6 Lunch	11:15 AM	11:45 AM	30 min
K-6 Recess	11:45 AM	12:00 PM	15 min
Dismissal M/T/TH/F	2:00 PM	—	—
Dismissal Wednesdays	1:15 PM	—	—

Pre-K Program

	Start Time	End Time	Length
Start	7:30 AM	—	—
Recess	9:30 AM	9:45 AM	15 min
Lunch	11:10 AM	11:40 AM	30 min
Dismissal M/T/TH/F	1:45 PM	—	—
Dismissal Wednesday	1:00 PM	—	—