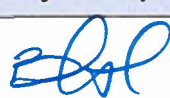


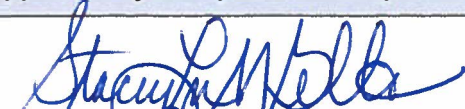


Kea'au Elementary School Academic Plan SY 2025-2026

16-680 Kea'au-Pāhoa Road
808-313-4600
keaauelementary.org

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

Submitted by Principal Brandon Tanabe	
	4/11/25

Approved by Complex Area Superintendent Stacey Bello	
	4/11/2025

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
K-2	'23 Wonders ▾	ORIGO Stepping Stones 2.0 ▾	Amplify Science	
3-5	'23 Wonders ▾	ORIGO Stepping Stones 2.0 ▾	Amplify Science	

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	ECRI Heggerty Footsteps to Brilliance iReady Reading A-Z BrainPop Smekens	IXL iReady BrainPop	BrainPop	BrainPop
Grade 1	ECRI Heggerty Footsteps to Brilliance LETRS Skill Packet iReady Reading A-Z BrainPop Smekens	IXL iReady BrainPop	BrainPop	BrainPop
Grade 2	ECRI Heggerty Footsteps to Brilliance LETRS Skill Packet iReady	IXL Struggly iReady BrainPop	BrainPop	BrainPop

	Reading A-Z BrainPop Smekens			
Grade 3	KKP Fluency Foundations Footsteps to Brilliance Phonics For Reading LETRS Skill Packet iReady Reading A-Z BrainPop Smekens	IXL Struggly iReady BrainPop	BrainPop	BrainPop
Grade 4	KKP Fluency Foundations Phonics For Reading Rewards LETRS Skill Packet iReady Reading A-Z BrainPop Smekens	IXL Struggly iReady BrainPop	BrainPop	BrainPop
Grade 5	KKP Fluency Foundations Phonics For Reading Rewards LETRS Skill Packet iReady Reading A-Z BrainPop Smekens	IXL Struggly iReady BrainPop	BrainPop	BrainPop

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: eCSSS

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
K-5	I-Ready ▾ DIBELS ▾	I-Ready ▾
Kindergarten	Other: ▾ Kindergarten Readiness Assessment	Other: ▾ Kindergarten Readiness Assessment

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: 2025

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

Year of Next Action:

Type of Next Action: **Select One ▾**

Year of Next Self-Study:

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 proficiency and growth in Math, ELA, and Science

Increase student achievement in ELA, Math and Science based on EOY SBA scores, based on 23-24 Data.

Content Area	All Students	SPED	EL	Disadvantaged
ELA	33%	6.12%	12%	23.53%
Math	29%	4.08%	5.88%	20.54%
Science	21%	5.26	0%	11.24%

Root/Contributing cause(s):

- **1A. There's a need for teachers schoolwide to intentionally implement evidence based practices:**
 - Consistently use a variety of differentiated instructional strategies and modes
 - Actively engage all students in learning
 - Guided by a document that aligns standards, curriculum, instruction, and assessment.
 - Consistently model and communicate expectations that result in improved student learning.
- **1B. There is a need to ensure students' proficiency and growth using a system of progress monitoring and response to intervention to support all learners.**

- Provide all students with academic support (e.g., tutoring, co-curricular activities, tiered interventions) to promote greater achievement.
- Instructional teams review the results of assessments to provide and monitor targeted interventions
- Create instructional plans in response to student performance on pre-tests and other assessment materials to provide support or enhanced learning opportunities for students.

• **1C. There is a need for the school to engage in professional learning that drives continuous school improvement.**

- promotes collaboration, collegiality, and effectiveness through differentiated, high-quality opportunities that benefit teachers both individually and collectively.
- professional development for teachers to include strategies for working effectively with families (attendance).
- provide all school personnel with support on a growth mindset (through effort, self-regulation, and persistence to mastery).

• **1D. There is a need for school leaders to provide clear communication of schoolwide expectations regarding academics, behavior, social and emotional, and physical health of the students.**

2 **Student Need:** Increase student perceptions in Growth Mindset (social emotional learning)

Root/Contributing cause(s):

- **2A. There is a need for teachers schoolwide to consistently teach and reinforce social/emotional competencies (positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions).**
- **2B. There is a need to promote, recognize, and celebrate academic achievement in school rituals and routines, such as morning announcements, awards assemblies, hallway and classroom wall displays, and student competitions.**

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 Needs

Identified Student Need(s): Increase student perception in Growth Mindset (social emotional learning).

2 **Targeted Subgroup:** English Language Learners

Identified Student Need(s): Increase student achievement in ELA, Math and Science based on EOY SBA and WIDA scores.

3 **Targeted Subgroup:** SPED

Identified Student Need(s): Increase student achievement in ELA, Math and Science based on EOY SBA scores.



Priority 1 High-Quality Learning For All

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

Desired Outcomes <i>"What do we plan to accomplish?"</i>	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 (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>Please 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 provided necessary and timely support to develop foundational skills for learning.	1B	EA 1.1.1 (1) Continue to screen new kindergarten students using the Kindergarten Readiness Assessment. (Lead: April Baptiste)	Evidence: <ul style="list-style-type: none"> • 100% of students will be administered KRA and data inputted by deadline • Small groups and progress monitoring 	<input type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$3,000 <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$

<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 receive necessary and timely support to become proficient.</p>	<p>1A 1B 1C</p>	<p>EA 1.1.2 (1) Teachers will implement the 2023 Reading Wonders curriculum and demonstrate evidence of student achievement and growth.</p> <p>Supplementary Programs include:</p> <ul style="list-style-type: none"> • Heggerty (PK, K, 1) • ECRI (K, 1, 2) • KKP Fluency Foundations (3, 4, 5) <p>(SW6) (Lead: Jackie Weber, Windy Berrigan-Sanchez)</p> <p>EA 1.1.2 (2) Coaches will monitor the implementation and effectiveness of ELA Tier 1 instruction.</p> <p>(Lead: Administration)</p> <p>EA 1.1.2 (3) Assess all K-5 students in reading at least 3 times per year (iReady and DIBELS) and provide targeted support based on reading needs.</p> <ul style="list-style-type: none"> • Provide time in weekly Student Achievement Team meetings to analyze student data and create an intervention plan for each student. • Structure and time to deliver interventions • Providing appropriate interventions • Consistently collecting and inputting data <p>(SW6) (Lead: Jackie Weber, Windy Berrigan-Sanchez)</p> <p>EA 1.1.2 (4) Use findings of the federally funded Comprehensive Literacy State Development (CLSD) Grant, piloted in six complex areas, to inform training, coaching and resources for K-5 teachers.</p> <p>(SW5, SW6) (Lead: Jackie Weber, Windy Berrigan-Sanchez)</p>	<p>Evidence:</p> <ul style="list-style-type: none"> • Observation Data • Plan for Implementing Look for Tools • Instructional Schedules • Committee Minutes • Staff self-reflection • Participation in professional learning 	<p> <input type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$70,000 <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$ </p>
--	-------------------------	---	--	---

<p>Mathematics Proficiency</p> <p>1.1.3. All students are proficient in mathematics by the end of fifth grade, and those who are not proficient receive necessary and timely support to become proficient.</p>	<p>1A 1B 1C</p>	<p>EA 1.1.3 (1) Teachers will implement Stepping Stones 2.0, and demonstrate evidence of student achievement and growth. (SW6) (Lead: Kristen Tanaka)</p> <p>EA 1.1.2 (2) Coaches will monitor the implementation and effectiveness of Math Tier 1 instruction. (Lead: Administration)</p> <p>EA 1.1.3 (3) Assess all K-5 students in mathematics at least three times per year (i-Ready) and provide targeted support based on mathematical needs.</p> <ul style="list-style-type: none"> • Provide time in weekly Student Achievement Team meetings to analyze student data and create an intervention plan for each student. • Structure and time to deliver interventions • Providing appropriate interventions • Consistently collecting and inputting data <p>(SW6) (Lead: Kristen Tanaka)</p> <p>EA 1.1.3 (4) Provide training and coaching for teachers to integrate interactive activities for students that engage in hands-on, real-world applications of mathematical concepts in and beyond the mathematics instruction. (SW6) (Lead: Kristen Tanaka)</p>	<p>Evidence:</p> <ul style="list-style-type: none"> • Stepping Stones GL Assessment Spreadsheet • GL Core meeting notes • Committee minutes • Participation in professional learning • Stepping Stones quarterly teacher survey 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$50,000 <input checked="" type="checkbox"/> Title I, \$65,000 <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$
--	-------------------------	--	--	---

<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 1B 1D</p>	<p>EA.1.1.4 (1) Consistently implement Tier 1, evidence-based, best practices such as:</p> <ul style="list-style-type: none"> • Collaborative conversations • Differentiation • Explicit instruction • Active engagement • Pacing guides and diary maps • Model and communicate expectations <p>(SW6) (Lead: Lauryn Castro)</p> <p>EA1.1.4 (2) All teachers will work with students on setting and achieving individual academic and behavioral goals. (Lead: Lauryn Castro)</p> <p>EA.1.1.4 (3) Prioritize funding opportunities to offer more co-curricular and extracurricular activities that are inclusive of all students, including those who are high-needs as well as all races/ethnicities. Funding may be used for:</p> <ul style="list-style-type: none"> • Specialized Support Summer Learning • Acquiring student support services (e.g., skilled nursing, interpreters, etc., per IEP or 504 plans) • Extended Learning Time and School Clubs <p>(SW6) (Lead: April Baptiste)</p> <p>EA.1.1.4 (4) Collaborate with community partners to train and support staff to provide culturally relevant instruction.</p> <ul style="list-style-type: none"> • Child and Family Services • Lili'uokalani Trust • Maku'u Farmers Market • Salvation Army • Junior Achievement 	<p>Evidence:</p> <ul style="list-style-type: none"> • Tier 2 Progress Monitoring Data • Instructional Schedules • Observation Data • Tier 3 plan • Student Achievement Team Minutes • Participation in professional learning • Extended Learning Time Offerings • eCSSS report • Student Data • IEP Progress Monitoring 	<p><input type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$2,000</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>(SW5, SW6)</p> <p>(Lead: Melissa Watanabe)</p> <p>EA.1.1.4 (5) Student data will be analyzed to refine our MTSS process to meet the needs of all students in Reading and Math (address EL needs, progress monitoring, instruction, subgroup needs)</p> <ul style="list-style-type: none"> • WIN (What I Need) Tier groups • Targeted Interventions • Data Conferences <p>(SW6)</p> <p>(Lead: Lauryn Castro)</p> <p>EA 1.1.4 (6) Provide appropriate instructional (academic and behavior) support in the least restrictive environment (LRE) placement/setting for special population students.</p> <p>(SW6)</p> <p>(Lead: Andrea Macanas)</p> <p>EA 1.1.4 (7) Student data will be analyzed to develop and monitor instructional plans to meet each student's IEP goals and objectives.</p> <p>(SW6)</p> <p>(Lead: Andrea Macanas)</p> <p>EA 1.1.4 (8) High quality IEPs will be data-driven and written to support individual student learning and continued growth (academic and behavioral) using resources such as:</p> <ul style="list-style-type: none"> • Goalbook • Quality Performance Indicators • fastIEP • Chapter 60 compliance benchmarks to ensure timely IEP updates <p>(SW6)</p>		
--	--	--	--	--

		(Lead: Andrea Macanas)		
<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>	2B	<p>EA 1.1.5 (1) Provide transition activities from elementary to middle school. Activities may include:</p> <ul style="list-style-type: none"> • 5th-grade transition field trip to KMS • Sharing transition information for KMS Summer Bridge • Transition IEPs and 504s with KMS admin. <p>(Lead: Administration)</p>	<p>Evidence:</p> <ul style="list-style-type: none"> • Schedules/Agendas <ul style="list-style-type: none"> ○ Inclusion planning days ○ Committee Meeting notes 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$2,000 <input type="checkbox"/> Title I, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$

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

Desired Outcomes <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 (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>Please 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>Required for all schools.</p>	<p>1A 1D</p>	<p>EA 1.2.1 (1) Implement an attendance plan that includes a team that meets regularly to monitor attendance data, set goals, and identify common barriers to getting to school across all tiers:</p> <ul style="list-style-type: none"> • A recognition system to promote good and improved school attendance. • A program that connects students who are at risk of becoming chronically absent to a caring mentor. • Intensive case management with the coordination of public agencies and legal response, as needed. • Communicate the importance of regular attendance with students and families <p>(Lead: April Baptiste)</p> <p>EA 1.2.1 (2) Maintain a variety of student activities and events that engage students and families to encourage regular attendance. (Lead: Melissa Watanabe)</p>	<p>Evidence:</p> <ul style="list-style-type: none"> • Weekly counselor meeting • PBIS Calendar of Activities • Mentoring Data • Participation in professional learning • Attendance data 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$10,000 <input checked="" type="checkbox"/> Title I, \$2,000 <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$

<p>1.2.2. All students demonstrate positive behaviors at school.</p> <p>Required for all schools.</p>	<p>1D 2A 2B</p>	<p>EA 1.2.2 (1) Implement a <u>PBIS plan</u> that includes a team that meets regularly to monitor the following, by collecting and analyzing data.</p> <ul style="list-style-type: none"> • PBIS Team • SW expectations • Behavior Instruction • System of Recognition • PD • Discipline Procedures • Data Collection • Evaluation and Reporting • Student/Family/Community Engagement <p>(Lead: April Baptiste, Melissa Watanabe)</p> <p>EA 1.2.2 (2) Implement Second Step curriculum and demonstrate evidence of student achievement and growth. (Lead: April Baptiste)</p>	<p>Evidence:</p> <ul style="list-style-type: none"> • Weekly counselor meeting • PBIS Calendar of Activities • School store: Nene Cart • PD Documents • Classroom walkthroughs • Discipline data • Participation in professional learning • Staff self-reflection 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$5,000 <input type="checkbox"/> Title I, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$
--	-------------------------	---	---	---

<p>1.2.3. All students experience a Nā Hopena A'o environment for learning.</p> <p>Required for all schools.</p>	<p>1A 1B 1C 1D 2A 2B</p>	<p>EA 1.2.3 (1) Provide HĀ training and support for all educators, such as culture-based learning opportunities to embed the HĀ beliefs and disposition in the school curriculum and culture. (SW6) (Lead: April Baptiste)</p> <p>EA 1.2.3 (2) Partner with community and government organizations to promote HĀ, inclusivity, and value of Hawai'i's diversity through experiential components such as:</p> <ul style="list-style-type: none"> • Career day • Field trips • Guest speakers <p>(SW6) (Lead: Melissa Watanabe)</p> <p>EA 1.2.3 (3) Schedule multiple opportunities throughout the year for our families, the surrounding community, and school staff to come together to promote a total sense of well-being. (Lead: Melissa Watanabe)</p> <p>EA 1.2.3 (4) Give families a sense of belonging by soliciting input from families through surveys and questionnaires that gather their opinions about Family Engagement topics or events that would be of interest to them. (Lead: Melissa Watanabe)</p> <p>EA 1.2.3 (5) Maintain a variety of faculty and staff activities and events that foster a mindset of a healthy lifestyle and well-being. For example:</p> <ul style="list-style-type: none"> • Establishment of the Social/Aloha Club • Staff Wellness Wednesdays • Quarterly staff SEL day • Weekly staff celebrations <p>(Lead: April Baptiste)</p> <p>EA 1.2.3 (6) To give students a sense of belonging, all classes will have a section, either in or out of their classrooms, to showcase student work. (Lead: Lauryn Castro)</p>	<p>Evidence:</p> <ul style="list-style-type: none"> • Community Partner Spreadsheet • Feedback from 'ohana events • Participation in professional learning • Student Body Government feedback on activities, incentives, and student perception 	<p><input type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$5,000</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>
---	--	--	---	--

GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement

Desired Outcomes <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 (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>Please 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>Required for all schools.</p>	<p>1A 2B</p>	<p>EA 1.3.1 (1) Work with community partners and provide opportunities for families to partner with Kea'au Elementary to offer age-appropriate experiences for career exploration and development. Experiences may include:</p> <ul style="list-style-type: none"> • Career day (Such as EMT Day, Marine Science Day, etc.) • Guest speakers and readers • Field trips (Such as STARBASE, Maku'u, etc.) • 'Ohana nights <p>(SW5) (Lead: Melissa Watanabe)</p> <p>EA 1.3.1 (2) Design active civic engagement and instructional experiences that connect students with local and/or global real-word issues. Experiences may include:</p> <ul style="list-style-type: none"> • SBG • Extra-curricular (i.e, robotics, service clubs) <p>(Lead: Administration)</p>	<p>Evidence:</p> <ul style="list-style-type: none"> • Classroom walkthroughs • Staff self-reflection • Field trip forms • Student Body Government feedback 	<p><input checked="" type="checkbox"/> WSF, \$10,000</p> <p><input checked="" type="checkbox"/> Title I, \$10,000</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>



Priority 2

High-Quality Educator Workforce In All Schools

★ Goal 2.1: All students are taught by effective teachers who are committed to quality teaching and learning for all.

Desired Outcomes <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 (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>
2.1.2. All teachers are effective or receive the necessary support to become effective	1C	<p>EA 2.1.2 (1) Provide teachers with opportunities for professional development training based on individual staff, committee, or whole school needs.</p> <ul style="list-style-type: none"> • Growth Mindset • Differentiation • Sense of Belonging <p>(Lead: Administration)</p> <p>EA 2.1.2 (2) Ensure consistency in access to induction and mentoring support for all first-year and second-year teachers. (Lead: Administration)</p> <p>EA 2.1.2 (3) On-going support (ex: coaching, mentorship, peer observations, etc.) will be provided to staff members based on their needs, to ensure effective classroom instruction. For example:</p>	<p>Evidence:</p> <ul style="list-style-type: none"> • Classroom walkthroughs • PD offerings List and sign-ins • PD and Waiver Day agendas • Participation in professional learning • Mentoring Log • Student discipline data • Nene Cart and Nene Kala • eCSSS report • Instructional 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ 1,000 <input checked="" type="checkbox"/> Title I, \$50,000 <input type="checkbox"/> IDEA, \$ <input checked="" type="checkbox"/> SPPA, \$8,000 <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$

		<ul style="list-style-type: none"> • Cycles of Instruction • Tiers of instruction • Evidence-based instructional strategies • Inclusive Practices • Specially Designed Instruction (Lead: Administration) <p>EA 2.1.2 (4) Provide opportunities for teaching teams to discuss:</p> <ul style="list-style-type: none"> • Co-teaching agreements • Lesson Planning • Scheduling • Working with students and families • Standards-based grading and progress report markings • Progress monitoring and data analysis • Vertical transition (grade level to grade level; grade 5 to KMS) (Lead: Administration)	Schedules <ul style="list-style-type: none"> • Schedules/Agendas <ul style="list-style-type: none"> ○ Inclusion planning days 	
--	--	--	--	--

★ **Goal 2.2: All schools are fully staffed by effective support staff who are committed to providing quality services to support students.**

Desired Outcomes <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 (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>Please estimate the additional amount needed to execute the enabling activity.</i>
2.2.2. All school support staff are effective or receive the necessary support to become effective.	1C 1D	EA 2.2.2 (1) Administration or SPED department will coordinate or provide training for educational assistants during instructional and non-instructional days. Training may include: <ul style="list-style-type: none"> • Small group instruction • Safety Care 	Evidence: <ul style="list-style-type: none"> • Participation in professional learning • Classroom walkthroughs 	<input checked="" type="checkbox"/> WSF, \$1,000 <input type="checkbox"/> Title I <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$

		<p>(Lead: Administration, Andrea Macanas)</p> <p>EA 2.2.2 (2) Implement employee onboarding processes to provide job-specific training to support new hires.</p> <ul style="list-style-type: none"> • Watch all mandatory videos • Introduce new hires to DOE and KES protocols and procedures. • Provide Kea`au Elementary School materials <ul style="list-style-type: none"> ○ Vision and mission ○ Nene Values ○ Job roles and responsibilities ○ Schedules ○ Calendars ○ School ID • Introduce new hires to all staff via schoolwide communication. <p>(Lead: Administration)</p> <p>EA 2.2.2 (3) Utilize coaches to provide training for instructional classified and casual staff.</p> <p>(Lead: Administration)</p>	<ul style="list-style-type: none"> • Stepping Stones quarterly teacher survey 	<input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$
--	--	--	--	--



Priority 3

Effective and Efficient Operations At All Levels

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

Desired Outcomes <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>Please 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>	1D 2B	EA 3.3.1 (1) Recruit and train SCC members on their roles and key areas of interest (e.g., school budget, academic plan, school data). (Lead: Administration, Sharyn Nakano) EA.3.3.1 (2) Communicate about the role and functions of SCCs to promote purpose, membership and participation of stakeholders. (Lead: Administration, Sharyn Nakano)	Evidence: • SCC Minutes • Membership roster and attendance logs	<input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$

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

Desired Outcomes <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>Please estimate the additional amount needed to execute the enabling activity.</i>
3.3.2 All families and staff can easily learn about and participate in feedback processes that inform decision making at the school, complex area, and state levels.	1A 1B 2B	<p>EA 3.3.2 (1) Review school websites to ensure up-to-date information about SCC roles and meeting schedules. (Lead: Administration)</p> <p>EA 3.3.2 (2) Host 'Ohana events during the school day. Events Include:</p> <ul style="list-style-type: none"> • Coffee hours or community walkthroughs with administration • Grade level events for parents to learn alongside their children • Student Showcases <p>(Lead: Melissa Watanabe)</p> <p>EA 3.3.3 (3) Provide a variety of communication modes for parents to stay in contact with school staff, such as Parent Square, KES Website, etc. (Lead: Administration)</p>	<p>Evidence:</p> <ul style="list-style-type: none"> • Feedback from 'ohana events • Community Partner Spreadsheet • Invitations and Sign-Up Sheets • Volunteer lists 	<p><input type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$2,000</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>

APPENDIX: SCHOOL BELL SCHEDULE

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

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

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

1095 hours per year

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

Yes - KES applied for 4 additional Waiver Days for Professional Development and Collaborations with all staff

Bell Schedule:

Kea'au Elementary School Bell Schedule SY 2025-2026							
	Preschool	Kindergarten	1st	2nd	3rd	4th Grade	5th Grade
Teacher Official Start Time	7:55	7:55	7:55	7:55	7:55	7:55	7:55
Warning Bell	7:55	7:55	7:55	7:55	7:55	7:55	7:55
Student Official Start Time Morning Protocol - 'Oli	8:00	8:00-8:10	8:00-8:10	8:00-8:10	8:00-8:10	8:00-8:10	8:00-8:10
Tardy Bell	8:05	8:05	8:05	8:05	8:05	8:05	8:05
WIN	NA	8:10-8:40 [30]	8:10-8:40 [30]	8:10-8:40 [30]	8:10-8:40 [30]	8:10-8:40 [30]	8:10-8:40 [30]
Instruction	8:05 - 10:30	8:40 - 9:25 [45]	8:40 - 9:25 [45]	8:40 - 9:25 [45]	8:40-10:10 [90]	8:40-10:10 [90]	8:40-10:10 [90]
Recess [20]	10:30 - 10:50	9:25 - 9:45	9:25 - 9:45	9:25 - 9:45	10:10-10:30	10:10-10:30	10:10-10:30
Passing [5]	10:50 - 10:55	9:45 - 9:50	9:45 - 9:50	9:45 - 9:50	10:30-10:35	10:30-10:35	10:30-10:35
Instruction	NA	9:50 - 11:00 [70]	9:50 - 11:10 [80]	9:50 - 11:20 [90]	10:35 - 11:30 [55]	10:30 - 11:50 [75]	10:30 - 12:15 [105]
Lunch [20]	10:55-11:25	11:00-11:20	11:10 - 11:30	11:20 - 11:40	11:30 - 11:50	11:50 - 12:10	12:10-12:30
Recess [10]	NA	11:20-11:30	11:30 - 11:40	11:40 - 11:50	11:50 - 12:00	12:10 - 12:20	12:30-12:40
Passing [5]	11:25 - 11:30	11:30-11:35	11:40 - 11:45	11:50 - 11:55	12:00-12:05	12:20 - 12:25	12:40-12:45
Instruction	11:30 - 1:40/ 12:55 (W)	11:35 - 2:05/ 1:15 (W) [150 or 100]	11:45 - 2:05/ 1:15 (W) [140 or 90]	11:55 - 2:05/ 1:15 (W) [130 or 80]	12:05 - 2:05/ 1:15 (W) [120 or 70]	12:25 - 2:05/ 1:15(W) [100 or 50]	12:45 - 2:05/ 1:15 (W) [80 or 30]
Closing/ Passing [5]	1:40 - 1:45/ 12:55-1:00	2:05 - 2:10/ 1:15 - 1:20 (W)	2:05 - 2:10/ 1:15 - 1:20 (W)	2:05 - 2:10/ 1:15 - 1:20 (W)	2:05 - 2:10/ 1:15 - 1:20 (W)	2:05 - 2:10/ 1:15 - 1:20 (W)	2:05 - 2:10/ 1:15 - 1:20 (W)
Student Dismissal	1:45 / 1:00 (W)	2:10 / 1:20 (W)	2:10 / 1:20 (W)	2:10 / 1:20 (W)	2:10 / 1:20 (W)	2:10 / 1:20 (W)	2:10 / 1:20 (W)