




Keaukaha ELeментарy School Academic Plan SY 2025-2026

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<https://www.keaukahaelementary.com/>

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

Submitted by Principal Vincent Venzon	
	3/14/25

Approved by Complex Area Superintendent Esther Kanehailua	
	04.09.25

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
K-2	'23 Wonders ▾	HMH Into Math ▾	Mystery Science	Studies Weekly
3-5	'23 Wonders ▾	HMH Into Math ▾	Amplify Science	Studies Weekly
6	'23 Wonders ▾	HMH Into Math ▾	Teacher Created	Studies Weekly

NEW 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
K-6	ECRI, UFLI, Sound Partners, ERS, iReady	IXL, iReady	Teacher Created	Teacher Created

NEW 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:

REVISED 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-6	I-Ready ▾	I-Ready ▾
K-6	DIBELS ▾	Other: ▾ HMH Benchmark Assessment

REVISED 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: [Insert text]
- ☒ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: 2025

Type of Last Visit: Full Self-Study -

Year of Next Action: [Insert year]

Type of Next Action: Select One -

Year of Next Self-Study:

[Insert year]

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	<p><u>Student Need:</u> Strengthen Tier I Instruction</p> <p><u>Root/Contributing Cause:</u> Inconsistent Implementation of Instructional Strategies: While teachers use various strategies, the consistent implementation of these strategies and interventions across all grade levels and classrooms is lacking.</p>
2	<p><u>Student Need:</u> Seamless learning progression of skills and knowledge</p> <p><u>Root/Contributing Cause:</u> Lack of Vertical Alignment in Instruction: There's a disconnect between early elementary and upper elementary grades, resulting in inconsistent student performance from grade to grade.</p>
3	<p><u>Student Need:</u> Comprehensive integrated support system</p> <p><u>Root/Contributing Cause:</u> Communication and Collaboration Challenges: Inconsistent communication between school and families, as well as among staff, impedes transparency and involvement. A top-down decision-making process further limits staff input and collaboration.</p>
4	<p><u>Student Need:</u> Comprehensive, consistent, and equitable access to targeted instruction</p> <p><u>Root/Contributing Cause:</u> Insufficient support systems for High-Needs Students: While there's growth in math proficiency for high-needs students, other areas, like science, show a decline, indicating a need for more comprehensive and targeted support.</p>

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	<p><u>Targeted Subgroup:</u> Students with Disabilities (SPED)</p> <p><u>Identified Student Need(s):</u> Differentiation within Tier I instruction, consistent personalized learning</p>
2	<p><u>Targeted Subgroup:</u> English Learners (ELs)</p> <p><u>Identified Student Need(s):</u> Incorporate language acquisition skills through authentic engagement processes</p>



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> <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>Strat Plan Measures:</p> <p>% of Kinders who are assessed for K Readiness (1.1.1)</p> <p>% of Kinder Ss assessed as not ready who receive additional personalized supports (1.1.1)</p> <p>% of 3rd Graders demonstrating grade level proficiency in reading (1.1.2)</p> <p>% of Ss who are not proficient in reading by the end of third grade who receive additional personalized support (1.1.2)</p> <p>% of 8th graders demonstrating grade-level proficiency in mathematics. (1.1.3)</p> <p>% of Ss who are not proficient in mathematics by the end of 8th grade who receive additional personalized support (1.1.3)</p> <p>Add for ES % of 5th or 6th grade...</p> <p>Data disaggregated by student group (Sped, EL) (1.1.4)</p> <p>% of EL's who are meeting or on track to meet EL proficiency (1.1.4)</p> <p>% of ES with transition activities for newly entering Ss (1.1.5)</p> <p>% of MS with transition activities for Ss entering from ES to 9th grade (1.1.5)</p> <p>HWCA Focus Measures</p> <p>Indicator 3: % of Ss w/IEP's that participate in state assessment</p> <p>% of Ss w/IEP's that are proficient on state assessment progress Monitoring Measurement: iReady/Star</p> <p>Indicator 5: % of Ss with IEP's enrolled and where they are served a) Inside the regular class 80% or more of the day, and b) Inside the regular class less than 40% of day Measurement: Child Count Report Goal: 80% or more of SWDs spending 80% or more of their day in Gen ed (start of school day until the end of the school day is considered school day)</p>				

<p>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.</p> <p><i>Required for all HW ES</i></p>	<p>CNA RC 1 CNA RC 2</p>	<p>FORMATIVE INSTRUCTION All teachers will develop and implement quarterly ELA data cycles utilizing their learning intentions and success criteria: Curriculum Coaches, Grade Level Teams, Administrator</p> <ul style="list-style-type: none"> • Develop grade level ELA (Reading Wonders) curriculum maps aligned to priority standards, learning intentions, and success criteria • Monthly vertical articulation meetings to evaluate alignment of student learning progressions <ul style="list-style-type: none"> ○ Vertical up <ul style="list-style-type: none"> ■ PreK, K ■ 1, 2 ■ 3, 4 ■ 5, 6 ○ Vertical down <ul style="list-style-type: none"> ■ PreK ■ K, 1 ■ 2, 3 ■ 4, 5 ■ 6 <p>All teachers will collaboratively work in Achievement Team Meetings to analyze formative and summative data:</p> <ul style="list-style-type: none"> • All students will be screened utilizing i-Ready and Achieve3000, Writing Common Formative Assessment (CFA) at least 3x/year • Identify students who are above, on, approaching or below proficiency based on the selected assessment; chart and analyze data in grade level data wall • Discuss and determine learning progressions for the targeted learning intention and success criteria (ELA) 	<p><i>Universal Screener participation rate 95% of students will take I-Ready Reading Diagnostic Universal Screener and Achieve3000 LevelSet Assessment, at least 3x/yr</i></p> <p><i>I-Ready Reading Universal screener 75% of students will meet their typical growth indicator by the end of year</i></p> <p><i>Writing CFA: 75% of students will grow at least one proficiency level by the end of the year</i></p> <p><i>Meeting agenda & minutes</i></p> <p><i>Data wall</i></p> <p><i>Administrative walkthroughs</i></p> <p><i>Student Data Folders</i></p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input checked="" type="checkbox"/> Title II, \$ <input checked="" type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input checked="" type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$
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		<ul style="list-style-type: none"> • Identify and implement evidence-based instructional practices to ensure increase in academic achievement and target growth • Provide interventions based on student performance on post-assessment • Provide small group instruction for all students <p>EA 1.1.2 (1) Administer i-Ready Reading Diagnostic and Achieve3000 LevelSet Assessment to all students 3x a year within their homeroom classes.</p> <ol style="list-style-type: none"> a. Identify students who are not on grade level b. Provide all assessed as not on grade level with timely support <ol style="list-style-type: none"> i. Identify and implement evidence-based instructional practices to ensure increase in academic achievement and target growth ii. Provide interventions based on student performance on selected assessment iii. Create instructional grouping based on data and provide targeted instruction and timely support for all students c. Monitor progress <ol style="list-style-type: none"> i. Monthly ATM Minutes ii. Student Achievement/Growth Data Sheets iii. I-Ready Diagnostic Screener data iv. Achieve3000 LevelSet Assessment 		
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<p>Mathematics Proficiency</p> <p>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.</p> <p><i>Required for all HW ES and MS</i></p>	<p>CNA RC 1 CNA RC 2</p>	<p>FORMATIVE INSTRUCTION [Curriculum Coaches, Grade Level Teams, Administrator] (SW6)</p> <p>All teachers will develop and implement quarterly (Number Sense Math) data cycles utilizing their learning intentions and success criteria: utilize grade level Math (Into Math) curriculum maps aligned to priority standards, learning intentions, and success criteria</p> <ul style="list-style-type: none"> Monthly vertical articulation meetings to evaluate alignment of student learning progressions <ul style="list-style-type: none"> Vertical up <ul style="list-style-type: none"> PreK, K 1, 2 3, 4 5, 6 Vertical down <ul style="list-style-type: none"> PreK K, 1 2, 3 4, 5 6 <p>All teachers will collaboratively work as an Achievement Team to analyze formative and summative data:</p> <ul style="list-style-type: none"> All students will be screened utilizing i-Ready, HMH Into Math Growth Measure, and Number Sense CFAs at least 3x/year Identify students who are above, on, approaching or below proficiency based on the selected assessment; chart and analyze data in grade level data wall Discuss and determine learning progressions for the targeted learning intention and success criteria (Math) Identify and implement evidence-based instructional practices to ensure increase in academic achievement and target growth 	<p><i>Universal Screener participation rate 95% of students will take I-Ready Math Diagnostic and HMH IntoMath Growth Measure, at least 3x/yr</i></p> <p><i>I-Ready Math Universal screener: 70% of students will meet their typical growth indicator by the end of year</i></p> <p><i>Meeting agenda & minutes</i></p> <p><i>Data wall</i></p> <p><i>Administrative walkthroughs</i></p> <p><i>Student Data Folders</i></p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input checked="" type="checkbox"/> Title II, \$ <input checked="" type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input checked="" type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$
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		<ul style="list-style-type: none"> • Provide interventions based on student performance on post-assessment • Provide small group instruction for all students <p>EA 1.1.3 (1) Administer i-Ready Math Diagnostic and HMH IntoMath Growth Measure to all students at least 3x a year within their homeroom classes.</p> <ol style="list-style-type: none"> a. Identify students who are not on grade level b. Provide all assessed as not on grade level with timely support <ol style="list-style-type: none"> i. Identify and implement evidence-based instructional practices to ensure increase in academic achievement and target growth ii. Provide interventions based on student performance on selected assessment iii. Create instructional grouping based on data and provide targeted instruction and timely support for all students c. Monitor progress <ol style="list-style-type: none"> i. Monthly ATM Minutes ii. Student Achievement/Growth Data Sheets iii. I-Ready Diagnostic Screener data iv. HMH IntoMath Growth Measure 		
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<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>CNA RC 1 CNA RC 2 CNA RC 3 CNA RC 4</p>	<p>EA 1.1.4 (1) Administer i-Ready Diagnostic to all students at least 3x a year [Grade Level Teams](SW6)</p> <ol style="list-style-type: none"> Identify students who are not meeting typical growth Provide all assessed as not meeting typical growth with timely support <ol style="list-style-type: none"> Identify and implement evidence-based instructional practices to ensure increase in academic achievement and target growth Provide interventions based on student performance on selected assessment Create instructional grouping based on data and provide targeted instruction and timely support for all students Monitor progress <ol style="list-style-type: none"> Monthly ATM Minutes Student Achievement/Growth Data Sheets I-Ready Diagnostic Screener data <p>EA 1.1.4 (2) EL specific activities (e.g. EL Success Initiative, ESL/ELD) KEAU Theory of Action [ELL Teacher, EL Design Team](SW6)</p> <ol style="list-style-type: none"> Implementing collaborative learning practices so students have multiple opportunities to engage with peers who have equal, greater, and lesser mastery of English <ol style="list-style-type: none"> Use of Quality Student Interaction strategies (e.g., open-ended questions, disciplinary practices, focus on key ideas) Identify and implement evidence-based instructional practices to ensure increase in English language proficiency 	<p><i>I-Ready Reading and Math Diagnostic participation rate: 95% of students will take I-Ready Reading and Math Diagnostic, at least 3x/yr</i></p> <p><i>I-Ready Universal screener: 75% of students will meet their typical growth indicator by the end of year & 70% of students will meet their typical growth indicator by the end of year</i></p> <p><i>Engagement & Progress Checklist</i></p> <p><i>WIDA assessment participation rate</i></p>	<p><input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input checked="" type="checkbox"/> Title II, \$ <input checked="" type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input checked="" type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$</p>
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		<p>c. Ensuring all educators receive professional learning to support high-quality instruction for English Learners in all content areas</p> <p>EA 1.1.4 (3) SPED specific activities (e.g. EBP's) [SSC, SPED Interventionist](SW6)</p> <ul style="list-style-type: none"> a. Identify and implement evidence-based instructional practices to ensure increase in academic achievement and target growth (Specially Designed Instruction: SDI) <ul style="list-style-type: none"> i. Data Collection ii. Weekly Progress Monitoring b. Provide interventions aligned to student performance on Curriculum-Based Measurements (CBMs) <ul style="list-style-type: none"> i. Weekly Progress Monitoring c. Create Tier I instructional grouping based on data and provide targeted instruction and timely support for all students <ul style="list-style-type: none"> i. Accommodations and supports as listed in student's IEP (Supplementary Aids & Services section) <p>EA 1.1.4 (4) Family & Community Engagement activities [PCNC, Title I Coordinator](SW6)</p> <ul style="list-style-type: none"> a. Building community and trust between schools and families (e.g., home visits, family engagement activities, EL Recognition night, student performances) b. Plan parent hui 'ana (gathering) to provide support/resources to parents so they can support their child's needs <ul style="list-style-type: none"> i. Wehena Kula (Open House) ii. 'Ohana Nights iii. Parent Teacher Conference 	<p><i>Progress Monitoring data</i></p> <p><i>Quarterly Progress Reports with Data</i></p> <p><i>Caregiver Participation</i></p> <p><i>Parent Sign-in</i></p> <p><i>Parent Survey</i></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>	CNA RC3	<p>EA 1.1.5 (1) (ES) Transition activities for newly entering students [Grade Level Teams, Principal](SW6)</p> <ul style="list-style-type: none"> a. Kinder Camp Summer Transition b. Collaboration with previous school c. Pilot Ho‘okipa (Welcoming) Program <ul style="list-style-type: none"> i. Welcoming Student Committee for new students ii. Student Council <p>EA 1.1.5 (2) Transition activities for current students [Grade Level Teams, Counselor, Principal](SW6)</p> <ul style="list-style-type: none"> a. Studies Weekly <ul style="list-style-type: none"> i. SEL lessons (i.e., anti bullying, stress, coping skills, hygiene, appropriate communication skills, etc.) 	<p><i>Attendance</i></p> <p><i>Ho‘okipa Protocol</i></p> <p>PK & K Transition Schedule</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input checked="" 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:__, \$
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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>Strat Plan % of Ss attending 90% or more days of instruction % of Ss, parents/guardians and staff agreeing the school encourages positive behaviors # of schools, state and complex area offices that have completed the Hā orientation and/or training</p> <p>HWCA Focus Measures Indicator 5: LRE: Appropriate transition between and within schools for SWDs Measurement: Number of transition meetings held for SWDs: a) between grade levels, b) change in setting (e.g., Gen Ed to SPED or SPED to Gen Ed), c) between schools (e.g., elementary -> middle -> high). Indicator 4: Suspension: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs. Progress Monitoring Measurement: a) % of SWDs suspended, b) Mean days of suspension for SWDs c) % of SWDs who have in-school suspension, d) Mean days of in-school suspension for SWDs, e) % of SWDs who have had an Manifestation Determination Meeting within 8-11 days of suspension, f) % of SWDs who have had an IEP and/or BSP revision meeting after issuance of in-school suspension or suspension.</p>				
1.2.1. All students desire to attend school regularly. <i>Required for all schools.</i>	CNA RC 1 CNA RC 3	EA 1.2.1 (1) Attendance proactive strategies Counselor(SW6) a. Attendance Challenge i. School Wide ii. Other Complex Schools b. Monthly Newsletter c. Perfect Attendance Certificates d. Building Relationships	Panorama SEL Survey - Sense of Belonging results increase by 5% Chronic absenteeism rate reduction by 10%	<input checked="" 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:__, \$

		<p>EA 1.2.1 (2) Attendance intervention strategies [Grade Level Team, Counselor](SW6)</p> <ul style="list-style-type: none"> a. Lunch Bunch b. Home Visit/Wellness Check c. Court Petition d. DOE Social Worker e. Building Relationships <ul style="list-style-type: none"> i. Significant Adult on Campus 		<input type="checkbox"/> Other: __, \$
<p>1.2.2. All students demonstrate positive behaviors at school.</p> <p><i>Required for all schools.</i></p>	<p>CNA RC 1 CNA RC 3</p>	<p>EA 1.2.2(1) PBIS Program/Activities, schoolwide expectations [All Staff, Kūpono Keaukaha (Ci3T) Team](SW6)</p> <ul style="list-style-type: none"> a. Participation in Ci3T cohort <ul style="list-style-type: none"> i. Kūpono Keaukaha Behavior/Expectation Matrix ii. Kūpono Kālā <p>EA1.2.2(2) Behavior Intervention strategies</p> <ul style="list-style-type: none"> a. Participation in Ci3T Cohort <ul style="list-style-type: none"> i. Consequence-Based Reactive Plan ii. Behavior Screener (Student Risk Screening Scale-SRSS: ci3t.org) <p>EA1.2.2(3) Kūpono Keaukaha Celebration</p> <ul style="list-style-type: none"> a. Classroom Reward System b. School Wide <ul style="list-style-type: none"> i. Semester Incentive (provide students with choices) 	<p><i>Kūpono Keaukaha (Ci3T) framework</i></p> <p><i>LEI Kulia MMSS Behavior Risk</i></p>	<input checked="" type="checkbox"/> WSF, \$ <input checked="" 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>1.2.3. All students experience a Nā Hopena A'o environment for learning.</p> <p><i>Required for all schools.</i></p>	<p>CNA RC 1 CNA RC 2</p>	<p>EA 1.2.3 (1) Nā Hopena A`o Activities [Grade Level Teams, Leadership Team](SW6)</p> <ul style="list-style-type: none"> a. Core values b. Wellness/SEL Curriculum c. Activities that promote inclusivity and celebrate diversity <p>EA 1.2.3 (2) Culture-based learning opportunities/activities [Cultural Committee](SW6)</p> <ul style="list-style-type: none"> a. 'Ike Hawai'i <ul style="list-style-type: none"> i. Lā Mei <ul style="list-style-type: none"> 1. Traditional: Grade Level Hawaiian Island ii. Kūhiō Day b. Cultural Appropriate Expectations/Protocol <ul style="list-style-type: none"> i. 'oli ii. School songs 	<p><i>Participation rate</i></p> <p><i>Panorama Student Perception Survey - Sense of Belonging increase by 5%</i></p> <p><i>Resource Class Attendance</i></p>	<ul style="list-style-type: none"> <input checked="" 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:__, \$
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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>Strat Plan % of schools offering career exploration and development activities for students % of schools offering opportunities to participate in civic learning and active civic engagement</p> <p>Complex-specific CTE K-5 Career Connected Learning</p> <p>K-5 Computer Science-Foundational</p>				
<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>CNA RC 2</p>	<p>EA 1.3.1 (1) Elementary [Administrators, PCNC, Tech Coordinator, Counselor](SW6)</p> <ul style="list-style-type: none"> • Career Day • JTTU • Student Council • Computer Science Class <p><u>CTE Road Map</u></p>	<p><i>100% of grade prek-6 classes will participate in Career Day activities.</i></p> <p><i>100% of grade prek-6 classes will participate in JTTU/StarLab sessions.</i></p> <p><i>100% of classes grades 3-6 will participate in the voting process.</i></p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input checked="" 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>

			<i>100% of grade K-6 classes will participate in computer science class.</i>	
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- [illegible]

<i>(To add additional desired outcomes, duplicate this row, including source of funds checkboxes)</i>		a. 21 Hours PD plan (aligned to root causes/need areas) b. Additional school PD (aligned to root causes/need areas)		<input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:____, \$ <input type="checkbox"/> Other:____, \$
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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> <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>
Strat Plan -% of schools with all required stakeholders represented in SCC membership % of schools with overall positive rating on the SCC self-assessment rating				
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>	CNA RC 3	EA 3.3.1 (1) Conduct Orientation/Training Session for new SCC members on roles and responsibilities [Principal, SCC President] <ol style="list-style-type: none"> Monitor Academic Plan Hold two community meetings annually Nominate and hold elections for new members Complete SCC Self Assessment & Principal Survey 	SCC member roster and agendas SCC Self Assessment Survey Principal Survey	<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: __, \$

★ 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>
HWCA Focus Measures Indicator 8: Parent Involvement: Goal: 100% of parents are provided the annual survey during the annual IEP meeting. Progress Monitoring: % of confirmed survey distribution to parents at every annual IEP meeting for all SWDs.				
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 <i>All HW Schools</i>	CNA RC 3	EA 3.3.2 (1) Communicate with the school community through school website and/or social media. [Tech Coordinator] a. Parent Square b. School Website	School websites and/or social media	<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 Keaukaha Elementary School 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)

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

No

Bell Schedule: [Link](#) - <https://shorturl.at/NZwV0>