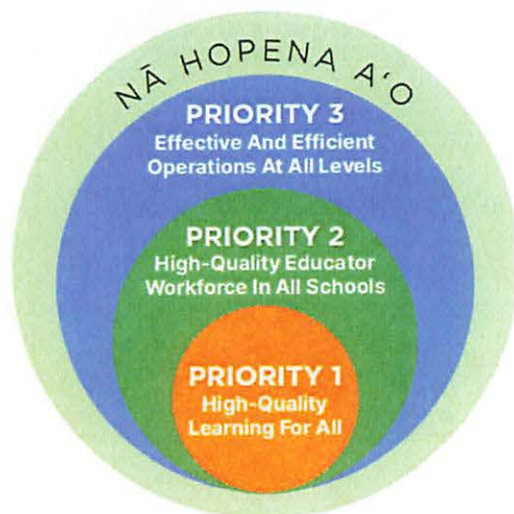
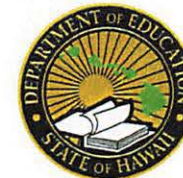




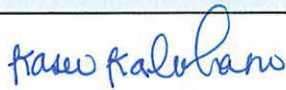
Keaukaha Elementary School Academic Plan SY 2026-2027

240 Desha Ave. Hilo, HI 96720
808-300-1800

<https://www.keaukahaelementary.com>

- ☐ Title I School
☐ Non-Title 1 School

Submitted by Principal Vincent Venzon	
	Mar 20, 2026

Approved by Complex Area Superintendent Kasie Kaleohano	
	Date 04.13.26

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

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VIABLE QUALITY CURRICULUM

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

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

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
K-3	Success for All ▾	HMH Into Math ▾	Mystery Science	Teacher Created
4-6	'23 Wonders ▾	HMH Into Math ▾	Mystery Science	Teacher Created
	Select One ▾	Select One ▾		

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

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 ▾
	Select One ▾	Select One ▾
	Select One ▾	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: [Insert text]
- ☐ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: [Insert year]

Type of Last Visit: Select One ▾

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	<u>Student Need:</u> Students need to use organizational frames to structure their ideas across three genres: using beginning/middle/end for Narratives, grouping like-facts for Informational, and linking opinions to "because" reasons for Opinion/Argumentative. <u>Root/Contributing Cause:</u> - There is a lack of Instructional teams meeting regularly (at least monthly) to review practice implementation data (e.g., documentation from walkthroughs, practice fidelity, lesson review). - Inconsistent Tier I writing outcomes are the result of a systemic lack of scheduled instructional reviews, which prevents the team from monitoring the fidelity of universal strategy implementation—specifically the use of genre-based organizational frames—thereby allowing high-variance in core instruction and leaving student structural gaps unaddressed at the universal level
2	<u>Student Need:</u> Students need access to flexible, data-driven learning groups (differentiation within the CORE, intervention) where they can receive targeted support to bridge specific skill gaps, allowing them to build the confidence and competence necessary for grade-level success. <u>Root/Contributing Cause:</u> - There is a lack of Instructional teams using student learning data and instructional strategy (practice) data to design fluid instructional groupings that respond to student needs. - Tier I instruction lacks the necessary differentiation framework to move beyond a whole-group delivery model, resulting in a fixed instructional pace that fails to utilize real-time student data to create fluid, skill-based groupings during the core block.

3	<u>Student Need:</u> Students need a consistent, reliable framework for writing that allows them to bridge the gap between reading a complex text and producing a coherent, evidence-based response. <u>Root/Contributing Cause:</u> • Classroom instruction does not consistently require students to engage with grade-level texts or use academic language to explain their thinking. Tasks often emphasize completion or recall, and students have limited opportunities to practice explaining ideas using evidence in structured ways. • Instruction often prioritizes "answer-getting" and procedural steps over critical thinking and independence. In Math, lessons frequently focus on fluency rather than requiring students to justify why a solution works. In ELA, teacher-led scaffolding often bypasses the need for students to struggle productively with complex text on their own. • Current attendance systems focus on compliance (tracking absences and notifying home) rather than prevention through relationship-building. High-needs students often lack a specific, non-academic connection with a trusted adult on campus or a sense that their presence is "essential" to the classroom community.
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To address student subgroup(s) achievement gaps, please list the **targeted subgroup(s)** and their **identified need(s)**. Enabling activities should address identified subgroup(s) and their needs.

1	<u>Targeted Subgroup:</u> EL <u>Identified Student Need(s):</u> English Learner (EL) Subgroup: Students need to read grade-level texts and use academic language to explain their thinking orally and in writing, including identifying key ideas and supporting them with evidence from the text.
2	<u>Targeted Subgroup:</u> EL <u>Identified Student Need(s):</u> Academic Achievement (ELA & Math): To increase proficiency, students need to independently apply comprehension strategies to deconstruct complex texts and articulate their mathematical reasoning (both verbally and in writing) to justify solutions to multi-step problems.
3	<u>Targeted Subgroup:</u> EL <u>Identified Student Need(s):</u> Attendance & Engagement (High-Needs Students): High-needs students (currently at 89.51% attendance) need to build meaningful connections with staff and peers and actively participate in the school community to increase their motivation to attend daily and persist through challenges.



PRIORITY 1: High-Quality Learning For All

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

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
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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.	CNA RC 1 CNA RC 2	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] • Develop grade level ELA curriculum maps aligned to priority standards, learning intentions, and success criteria • Monthly vertical articulation meetings to evaluate alignment of student learning progressions ○ Vertical up ■ K, 1 ■ 2, 3 ■ 4, 5 ■ 6 ○ Vertical down ■ K ■ 1, 2 ■ 3, 4 ■ 5, 6 All teachers will collaboratively work in Achievement Team Meetings to analyze formative and summative data: • 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) • Identify and implement evidence-based instructional practices to ensure increase in academic achievement and target growth	Universal Screener participation rate 98% of students will take I-Ready Reading Diagnostic Universal Screener and Achieve3000 LevelSet Assessment, at least 3x/yr I-Ready Reading Universal screener 80% of students will meet their typical growth indicator by the end of year Writing CFA: 80% of students will grow at least one proficiency level by the end of the year Meeting agenda & minutes Data wall Administrative walkthroughs Student Data Folders	☒ WSF, \$ ☒ Title I, \$ ☒ Title II, \$ ☒ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☒ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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		• Provide interventions based on student performance on post-assessment • Provide small group instruction for all students EA 1.1.2 (1) Administer i-Ready Reading Diagnostic and Achieve3000 LevelSet Assessment to all students 3x a year within their homeroom classes. a. Identify students who are not on grade level b. Provide all assessed as not on grade level with timely support 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 i. Monthly ATM Minutes ii. Student Achievement/Growth Data Sheets iii. I-Ready Diagnostic Screener data iv. Achieve3000 LevelSet Assessment		
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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.	CNA RC 1 CNA RC 2	FORMATIVE INSTRUCTION [Curriculum Coaches, Grade Level Teams, Administrator] 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 ● Monthly vertical articulation meetings to evaluate alignment of student learning progressions ○ Vertical up ■ K ■ 1, 2 ■ 3, 4 ■ 5, 6 ○ Vertical down ■ K, 1 ■ 2, 3 ■ 4, 5 ■ 6 All teachers will collaboratively work as an Achievement Team to analyze formative and summative data: ● 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 ● Provide interventions based on student performance on post-assessment	Universal Screener participation rate 98% of students will take I-Ready Math Diagnostic and HMH IntoMath Growth Measure, at least 3x/yr I-Ready Math Universal screener: 75% of students will meet their typical growth indicator by the end of year Meeting agenda & minutes Data wall Administrative walkthroughs Student Data Folders	☒ WSF, \$ ☒ Title I, \$ ☒ Title II, \$ ☒ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☒ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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		• Provide small group instruction for all students 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. a. Identify students who are not on grade level b. Provide all assessed as not on grade level with timely support 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 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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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>	CNA RC 1 CNA RC 2 CNA RC 3	EA 1.1.4 (1) Administer i-Ready Diagnostic to all students at least 3x a year [Grade Level Teams] - Identify students who are not meeting typical growth - Provide all assessed as not meeting typical growth with timely support - 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 - Monthly ATM Minutes - Student Achievement/Growth Data Sheets - I-Ready Diagnostic Screener data EA 1.1.4 (2) EL specific activities (e.g. EL Success Initiative, ESL/ELD) KEAU Theory of Action [ELL Teacher, EL Design Team] - Implementing collaborative learning practices so students have multiple opportunities to engage with peers who have equal, greater, and lesser mastery of English i. 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 - Ensuring all educators receive professional learning to support high-quality instruction for English Learners in all content areas	I-Ready Reading and Math Diagnostic participation rate: 98% of students will take I-Ready Reading and Math Diagnostic, at least 3x/yr I-Ready Universal screener: 80% of students will meet their typical growth indicator by the end of year & 75% of students will meet their typical growth indicator by the end of year Engagement & Progress Checklist WIDA assessment participation rate	☒ WSF, \$ ☒ Title I, \$ ☒ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☒ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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		EA 1.1.4 (3) SPED specific activities (e.g. EBP's) [SSC, SPED Interventionist] a. Identify and implement evidence-based instructional practices to ensure increase in academic achievement and target growth (Specially Designed Instruction: SDI) i. Data Collection ii. Weekly Progress Monitoring b. Provide interventions aligned to student performance on Curriculum-Based Measurements (CBMs) i. Weekly Progress Monitoring c. Create Tier I instructional grouping based on data and provide targeted instruction and timely support for all students i. Accommodations and supports as listed in student's IEP (Supplementary Aids & Services section) EA 1.1.4 (4) EL specific activities [Admin., EL Coordinator, EL Teacher, Gen. Ed Teacher, Support Staff] a. Implement evidence-based oral language protocols to support text analysis (e.g., Talk-Read-Talk-Write, Think-Pair-Share) i. Weekly Classroom Observations ii. Student discourse analysis during walk-throughs b. Provide scaffolded instruction for citing evidence using sentence frames and paragraph starters tailored to informational text i. Artifact collection (student writing samples) ii. Review of EL student performance on Writing CFAs c. Explicitly teach high-leverage Tier 2 academic vocabulary prior to informational reading units i. Pre- and Post-assessments of unit vocabulary	Progress Monitoring data Quarterly Progress Reports with Data I-Ready Reading and Math Diagnostic participation rate: 98% of students will take I-Ready Reading and Math Diagnostic, at least 3x/yr	
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		ii. Documentation of family outreach/interventions in student information system c. Create engagement-based student roles and incorporate high-interest texts to increase belonging and motivation i. Student survey data on school connectedness ii. Participation rates in classroom reading tasks EA 1.1.4 (7) Family & Community Engagement activities [PCNC, Title I Coordinator], SW#6 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 i. Wehena Kula (Open House) ii. 'Ohana Nights iii. Parent Teacher Conference		
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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>	CNA RC1 CNA RC2 CNA RC3	EA 1.1.5 (1) (ES) Transition activities for newly entering students [Grade Level Teams, Principal] a. Kinder Camp Summer Transition b. Collaboration with previous school c. Pilot Ho'okipa (Welcoming) Program i. Welcoming Student Committee for new students ii. Student Council EA 1.1.5 (2) Transition activities for current students [Grade Level Teams, Counselor, Principal] a. SFA Getting Along Together i. SEL lessons (i.e., anti bullying, stress, coping skills, hygiene, appropriate communication skills, etc.)	Attendance Ho'okipa Protocol PK & K Transition Schedule	☒ 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>	CNA RC1 CNA RC2 CNA RC3	EA 1.2.1 (1) Attendance proactive strategies [Counselor] a. Attendance Challenge i. School Wide ii. Other Complex Schools b. Monthly Newsletter c. Perfect Attendance Certificates d. Building Relationships EA 1.2.1 (2) Attendance intervention strategies [Grade Level Team, Counselor] a. Lunch Bunch b. Home Visit/Wellness Check c. Court Petition d. DOE Social Worker e. Building Relationships i. Significant Adult on Campus	Panorama SEL Survey - Sense of Belonging results increase by 8% Chronic absenteeism rate reduction by 15%	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

1.2.2. All students demonstrate positive behaviors at school. <i>Required for all schools.</i>	CNA RC2 CNA RC3	EA 1.2.2(1) PBIS Program/Activities, schoolwide expectations [All Staff, Kūpono Keaukaha (Ci3T) Team] a. Participation in Ci3T cohort i. Kūpono Keaukaha Behavior/Expectation Matrix ii. Kūpono Kālā EA1.2.2(2) Behavior Intervention strategies a. Participation in Ci3T Cohort i. Consequence-Based Reactive Plan ii. Behavior Screener (Student Risk Screening Scale-SRSS: ci3t.org) EA1.2.2(3) Kūpono Keaukaha Celebration a. Classroom Reward System b. School Wide i. Quarterly Incentives (provide students with choices)	Kūpono Keaukaha (Ci3T) framework LEI Kulia MMSS Behavior Risk	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
1.2.3. All students experience a Nā Hopena A'o environment for learning. <i>Required for all schools.</i>	CNA RC1 CNA RC2 CNA RC3	EA 1.2.3 (1) Nā Hopena A`o Activities [Grade Level Teams, Leadership Team] a. Core values b. Wellness/SEL Curriculum c. Activities that promote inclusivity and celebrate diversity EA 1.2.3 (2) Culture-based learning opportunities/activities [Cultural Committee] a. 'Ike Hawai'i i. Lā Mei 1. Traditional: Grade Level Hawaiian Island 2. Kūhiō Day b. Cultural Appropriate Expectations/Protocol i. 'oli ii. School songs	Participation rate Panorama Student Perception Survey - Sense of Belonging increase by 8% Resource Class Attendance	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

★ **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>	CNA RC2 CNA RC3	EA 1.3.1 (1) Elementary [Administrators, PCNC, Tech Coordinator, Counselor] • Career Day • JTTU • Student Council • Computer Science Class Student Ambassador Program [Administrator, Counselor, Student Counsel Lead, PCNC] ○ Establish a Student Ambassador Leadership Corps: Recruited from grades 4-6 to serve as peer mentors and school representatives for campus events and community outreach ○ Civic Engagement & Community Service: Ambassadors will partner with the PCNC and Family Liaison to lead one community-based project per semester (e.g., food drives, campus beautification). ○ Campus Welcome & Ho'okipa Protocol: Student Ambassadors will lead the "Ho'okipa Program" for newly entering students, providing tours and peer-orientation to foster a sense of belonging	100% of grade PreK-6 classes will participate in Career Day activities. 100% of grade PreK-6 classes will participate in JTTU/StarLab sessions. 100% of classes grades 3-6 will participate in the voting process. Ambassador roster; training completion logs; schedule of school events supported by ambassadors. Feedback surveys from new students; Ambassador	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

			participation logs in transition activities. Project artifacts (photos, flyers); reflection journals from participating ambassadors.	
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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>
2.1.2 All teachers are effective or receive the necessary support to become effective.	CNA RC1 CNA RC2 CNA RC3	EA 2.1.2 (1) Induction & Mentoring Activities [School I & M Lead, Administrators] a. Complex Area I & M program b. School level I & M activities i. New Teacher School Orientation EA 2.1.2 (2) Professional Development Participation [Principal, Curriculum Coordinator], SW#5 a. 21 Hours PD Plan i. Math Rigor & Justification: Training on "shifting from procedural fluency to reasoning" ii. Informational Text Scaffolding: Training on deconstructing text features and teaching "citing evidence" for EL/SPED students b. Support Staff Training: i. Attendance & Engagement: Training for counselors/clerks/EAs on "Prevention over Compliance" and relationship-building strategies	Participation PD Sign-In PLC Minutes	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$



PRIORITY 2: High-Quality Educator Workforce In All Schools

		EA 2.1.2 (3) Structured Data Teams (PLCs) [Vice Principal, Grade Level Chairs] a. Institutionalize "Data-Driven Dialogue": Monthly meetings focused on reviewing Writing CFAs and Math justification samples. b. Fluid Grouping Planning: Designated PLC time to create temporary intervention groups for High-Needs students based on CFA data.		
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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>	CNA RC2 CNA RC3	EA 3.3.1 (1) Conduct Orientation/Training Session for new SCC members on roles and responsibilities [Principal, SCC President] - 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	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

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

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
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	CNA RC2 CNA RC3	EA 3.3.2 (1) Communicate with the school community through school website and/or social media. [Tech Coordinator], SW #6 a. Parent Square b. School Website	School websites and/or social media	☒ 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.

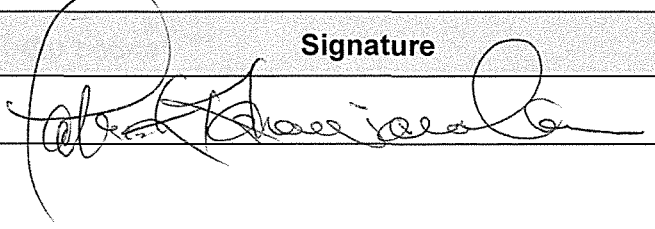
The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name 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 **Keaukaha 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 ☐ **Date** to share the school data and gather input on student priorities.
 - ☐ A School Community Meeting was conducted on ☐ **Date** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☐ Other (list): *[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: ☐ **Date**

Attested:

Keaukaha Elementary School Principal	Signature	Date
Vincent Venzon		☐ Date 3/20/26
SCC Chairperson	Signature	Date
Patrick Kahawaiola'a		☐ Date 3/20/26

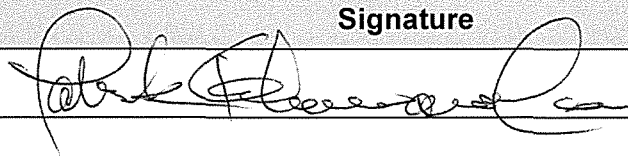
SCC Recommendations to the Academic Plan and Financial Plan:

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:

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

Attested:

SCC Chairperson	Signature	Date
Patrick Kahawaiola'a		☐ Date 3/20/26

APPENDIX B: BELL SCHEDULE

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

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

Total student instructional hours per year <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>	1,086 student instructional hours
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement
Keaukaha Elementary School Bell Schedule: SY 26-27 Bell Schedule	