NĀ HOPENA A'O

PRIORITY 3
Effective And Efficient Operations At All Levels

PRIORITY 2
High-Quality Educator Workforce In All Schools

PRIORITY 1
High-Quality Learning For All

Keonepoko Elementary Academic Plan SY 2025-2026

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

Submitted by Principal Kasey Eisenhour		Approved by Complex Area Superintendent Stacey Bello	
(signature)	4/8/25	_(signature)_	4/14/2025

Directions for completing the School Academic Plan template can be found in the **Academic Plan Template Guidance** document.

VIABLE QUALITY CURRICULUM

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

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

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
Grades K-6	'23 Wonders ▾	Select One ▾	Amplify Science	
Grades PK-1	Select One ▾	Select One ▾		
Grades K-2	Select One ▾	Select One ▾		
Grades 3-6	Select One ▾	Select One ▾		
Grades K-5	Select One ▾	ORIGO Stepping Stones 2.0 ▾		
Grade 6	Select One ▾	i-Ready Classroom Mathematics ▾		Nat Geo
Grade K-6	Select One ▾	Select One ▾	Amplify Science	

Please list all <u>supplementary instructional materials</u> 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	IXL	IXL		
K-6		Bridges		
K-6	Phonics For Reading			
3-6	REWARDS			
K-6	BrainPOP	BrainPOP	BrainPOP	BrainPOP
K-6		Magma Math		
K-3	Footsteps to Brilliance			
K-6	Imagine Learning			

HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

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

How does your school document HMTSS student interventions? Please select all that apply. If "Other" is selected, please explain.
☐ Panorama ☐ School-created template ☐ Other:

UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

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

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

Grade Level(s)/Course Name	English Language Arts	Mathematics
Grades K-6	DIBELS ▾	Select One ▾
Grades K-6	I-Ready ▾	I-Ready ▾
	Select One ▾	Select One ▾

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**
- ☐ Other current assessment/self-study report: N/A
- ☑ **Keonepoko Elementary School Current Western Association of Schools and Colleges (WASC) Self-Study** Report
- ☐ **Keonepoko Elementary School Current WASC Visiting Committee Report**

Year of <u>Last Visit</u>: Spring 2023
Type of <u>Last Visit</u>: Full Self-Study ⁓

Year of <u>Next Action</u>: Spring 2026
Type of <u>Next Action</u>: Mid-Cycle Report & Visit ⁓

Year of <u>Next Self-Study</u>: 2029

Please identify <u>critical student learning needs</u> and the <u>root/contributing cause(s)</u> of 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?"

To identify additional critical student needs, please insert a new row and duplicate the "Student Need" and "Root/Contributing cause(s)" text as needed. Please number the student need and root/contributing cause(s) for ease of cross-referencing.

PPC# 1

The percentage of KEOES students meeting ELA, Math, and Science proficiency on state assessments continues to be well below the state and KKPCA average. School year 23-24 scores are 28% ELA Proficiency, 19% Math Proficiency, and 21% Science Proficiency.

1A: Root/Contributing cause(s):
Student success is not clearly defined or outlined with a current vision and mission.

Students Need:
Students need a learning environment guided by a clear vision and mission, ensuring their academic success, personal growth, and future readiness.

1B: Root/Contributing cause(s)

Rigorous evidence-based instruction is not consistently provided because intentional lesson planning and implementation of various differentiated instructional strategies and modes are not regularly utilized in all classrooms.

Students Need:
Students need targeted support in ELA and Math, including differentiated instruction, interventions, and resources to build foundational skills and achieve academic success.

Students Need:
Students need a cohesive, mission-driven academic program that provides clear learning expectations, engaging instruction, and consistent support to ensure their educational growth and success.

PPC#2

Students struggle with the academic mindsets and dispositions required to persevere through challenges and develop self-efficacy. There's been a consistent deficit in grit and self-management compared to national percentiles.

2A: Root/Contributing cause(s):
Keonepoko lacks the resources and incentives to explicitly teach students learning dispositions, focusing on grit and self-management

Students Need:
Students need strategies and direct instruction on grit and self-management.

2B: Root/Contributing cause(s)
Students are not taught or expected to set goals and reflect on their performance.

Students Need:
Students need more opportunities to self-assess, set goals, and track their progress during the school year.

2C: Root/Contributing cause(s)

There is no common vocabulary or belief about grit and self-management throughout the school.

Students Need:
Students need predictable and consistent modeling of grit (courage, conscientiousness, perseverance, resilience, passion) and self-management. They need opportunities to effectively demonstrate the ability to regulate emotions, behaviors, and actions, take responsibility for their learning, and achieve goals through planning, organization, and persistence.

Students Need:
Students need high-quality feedback and instruction that focuses on assessment capability.

PPC#3   **The number of students attending 90% of the instructional days was 29% in SY 21-22, 66% in SY 22-23, and 60% in SY 23-24**

3A: Root/Contributing causes(s)
Students may struggle to feel connected, experience a sense of belonging, and feel safe within the school community.

Students Need:
Students need a classroom culture that prioritizes relationships, belonging, and the belief that they can achieve high academic expectations.

3B: Root/Contributing cause(s)
Instruction that is not engaging makes the class less approachable for students.

Students Need:
Students need instruction that focuses on inquiry and is engaging, relevant, and personalized.

WASC
School-Wide Critical Areas For Follow-Up

1. **Vision & Mission:** Revise **(EA 3.3.1: 1c)**

2. **Achievement/Data Teams Process:** Continue implementing and improving the Achievement/Data Teams process. **(EA 2.1.2: 1a-iv)**

3. **Standards-based report card grading and GLOs:** Establish school-wide consistency in standards-based report card grading and GLOs. **(EA 2.1.2)**

4. **Project-Based Learning:** Provide professional development for the implementation of instructional practices with a focus on inquiry that is personalized, engaging, and relevant **(EA 2.1.2)**

5. **Differentiated Instruction:** Practices and Professional Development **(EA 2.1.2: 1i)**

6. **Student Support System:** Create a team-based, data-driven, evidence-based student support system. **(EA 1.2.2)**

7. **School discipline plan:** Engage the school community to develop, refine, and maintain school discipline systems. **(EA 1.2.2)**

8. **Student Voice:** Establish a regular school-wide platform for students to voice their thoughts and ideas. **(EA 1.2.1)**

9. **Extracurricular Activities For Students:** Increase offerings of extracurricular activities. **(EA 1.2.1)**

To address student subgroup(s)' achievement gaps, please list the <u>targeted subgroup(s)</u> and their <u>identified need(s)</u>. Enabling activities should address identified subgroup(s) and their needs.

SY 2023-2024	ELA Proficiency	Math Proficiency	Regular Attendance
NON-HIGH NEEDS	40%	17%	67%
SPECIAL EDUCATION	2%	2%	64%
ENGLISH LANGUAGE LEARNERS	24%	9%	53%
PACIFIC ISLANDERS	18%	10%	46%

1	**Targeted Subgroup:** Special education students **Identified Student Need(s):** Prepare students for SBA proficiency by achieving at least one year's growth in i-Ready.
2	**Targeted Subgroup:** English Language Learners **Identified Student Need(s):** Increase proficiency on ELA to 30%, Math to 10%, and Science to 5% on SBA. Increase reclassification of students to 5%. Increase regular attendance to 55%.
3	**Targeted Subgroup:** Pacific Islanders **Identified Student Need(s):** Provide access to Tier 1 and Tier 2 instruction for ELA and Math. Provide school-wide family engagement, attendance promotion, and behavioral support.

Priority 1
High-Quality Learning For All

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

Desired Outcomes "What do we plan to accomplish?"	Root/ Contributing Cause: "Why are we doing this?"	Enabling Activities (SW6) "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible for overseeing and monitoring implementation and progress?"	Monitoring of Progress (Initial & Intermediate Outcomes) "How will we know progress is being made?"	Anticipated Source of Funds (SW6) "What funding source(s) should be utilized?" Please estimate the additional amount needed to execute the enabling activity.

1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and provided with necessary and timely support to develop foundational learning skills.	1A	EA 1.1.1 (1)The Hawaii Kindergarten Entry Assessment and the Kaiapuni Assessment for Educational Outcomes (KEA & KA'EO) will be administered to all registered students by the end of August 2025. New students will be assessed within two weeks of admission. Transition days will be offered to faculty to facilitate early KEA & KA'EO testing. **(SW5, SW6)**
		
		  a. Kindergarten teachers will assess as many students as they can before the beginning of the school year during the summer break.
		  b. Coaches will be trained on KEA to provide assessment support throughout the school year as new kindergarten students enroll.
		
		Lead: Hidi Boteilho VP, Kindergarten GLC, Kaiapuni Kindergarten Teacher
			By the end of Quarter 1, 100% of Kindergarten students registered at Keonepoko Elementary will complete the KEA (Kindergarten Entry Assessment)or the KA'EO (Kaiapuni Assessment for Educational	☐ WSF, $
				☑ Title I, $3,000
				☐ Title II, $
				☐ Title III, $
				☐ Title IV-A, $
				☐ Title IV-B, $
				☐ IDEA, $
				☐ SPPA, $
				☐ Homeless, $
				☐ Grant:___, $
				☐ Other:___, $

Outcomes). The assessment data will be accurately recorded on a KEA/KAʻEO tracking form. For students enrolling after Quarter 1, the school-wide coordinator will assess new Kindergarten students and document their data accordingly.

| Reading Proficiency | 1A 1B | EA 1.1.2 (1)All K-6 classrooms will deliver explicit evidence-based tier 1 ELA instruction to all students. | By the end of each academic quarter, the percentage of K-3 students achieving reading fluency proficiency as measured by DIBELS will increase by 5% from the BOY baseline. | ☐ WSF, $
 ☑ Title I, $60,000
 ☐ Title II, $
 ☐ Title III, $
 ☐ Title IV-A, $
 ☐ Title IV-B, $
 ☐ IDEA, $
 ☐ SPPA, $
 ☐ Homeless, $
 ☐ Grant:__, $
 ☐ Other:__, $ |

Reading Proficiency

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.

EA 1.1.2 (1)All K-6 classrooms will deliver explicit evidence-based tier 1 ELA instruction to all students.

  a. Wonders 2023 & Wonderworks
  b. ECRI
  c. STAIRS
  d. Teach Town

EA 1.1.2 (2) Students identified for tier 2 support by the universal screener (DIBELS) will receive specialized instruction during designated ELA intervention blocks weekly.

- Phonics for Reading
- Rewards
- Reciprocal Teaching
- Heggerty
- Orton Gillingham
- Complex created resources (blending cards and skill packets)
- iReady Reading
- Wonders Tier 2 instructional material

Lead: Academic Coaches

Mathematics Proficiency	1A 1B	EA 1.1.3 (1)All K-6 classrooms will deliver evidence-based tier 1 math instruction to all students.
		
		    a. ORIGO Stepping Stones 2.0
		    b. i-Ready Classroom Mathematics
		
		EA 1.1.3 (2): The iReady universal screener will identify students for tier 2 support and provide specialized instruction weekly during designated math intervention blocks.
		
		    a. The school will utilize a diagnostic testing of students identified by the universal screener to further identify student deficit needs.
		
		Lead: Academic Coaches
			By the end of each academic quarter, the percentage of students who score three or more grade levels below their current grade level in iReady Math diagnostics will decrease by 5%, as measured from the August baseline.	☐ WSF, $
				☑ Title I, $50,000
				☐ Title II, $
				☐ Title III, $
				☐ Title IV-A, $
				☐ Title IV-B, $
				☐ IDEA, $
				☐ SPPA, $
				☐ Homeless, $
				☐ Grant:__, $
				☐ Other:__, $

1.1.3. By the end of eighth grade, all students are proficient in mathematics, and those who are not proficient receive the necessary and timely support to become proficient.

| 1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.

Required for all schools. | 1A
1B | EA 1.1.4 (1) All K-6 classrooms will deliver explicit evidence-based tier 1 ELA/Math instruction to all students.

EA 1.1.4 (2) Students identified for tier 2 support by the universal screener (DIBELS & i-Ready) will receive specialized instruction during designated intervention blocks weekly.

EA 1.1.4 (3) Quarterly data reviews to compare subgroups to overall school performance for feedback on growth and academic success.

EA 1.1.4 (4) SPED: All IDEA students will have an Inclusive Practices Form 1 and Form 2 completed before the IEP to ensure the best alignment of placement and services.

EA 1.1.4 (5) ELL: 100% of students will receive an Individual Language Development Plan to address goals that will improve ELP progress.

EA 1.1.4 (6) Create a data room on campus to display, track, and analyze student data.

Lead: Academic Coaches, Student Services Coordinator | By the end of the 2025-2026 academic year, reduce the performance gap between the lowest-performing student subgroups and the school average by 5% in ELA and Math using data-driven strategies and targeted interventions. | ☐ WSF, $
☑ Title I, $160,000
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__ $
☐ Other:__ $ |

| 1.1.5. All students transition successfully at critical points, from elementary to middle to high school.

Required for all schools. | 1A, 1B
3A, 3B | EA 1.1.5 (1) Summer Start Kindergarten Transition Program.
    a. Incoming Kindergarten students will have the opportunity to spend three weeks inside a kindergarten classroom, accessing kindergarten instruction, getting familiar with the campus, and understanding policies, protocols, and procedures from an elementary student perspective.**(SW6)**

EA 1.1.5 (2) Students transitioning from 6th to 7th grade will have the opportunity to spend a day in the new school learning expectations, getting familiar with a new campus, and understanding policies, protocols, and procedures from a middle school perspective.

EA 1.1.5 (3) Students will be offered a summer school opportunity with enrichment, special services, remediation, and transition support for the next school year.

Lead: School Administrators (Boteilho, Fliris) | (1) By the beginning of the 25-26 school year, 10% of the Kindergarteners will attend the summer transition program

(2) By the end of SY25-26, 90% of all 6th-grade students will attend a transition day at Pahoa High and Intermediate School.

(3) 30% of Keonepoko students will attend extended learning over the summer of 2025-2026. | ☑ WSF, $ 5,000 Transitions
☐ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☑ Other:__, $ $20,000-Summer Start, Kindergarten

$70,000 Summer Programs

$32,000 Specials |

Desired Outcomes "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?"	Enabling Activities (SW6) "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible for overseeing and monitoring implementation and progress?"	Monitoring of Progress (Initial & Intermediate Outcomes) "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Please estimate the additional amount needed to execute the enabling activity.

1.2.1. All students desire to attend school regularly.
 	
Required for all schools.
	1A, 1B
	3A, 3B
		A multi-tiered system will be used to support attendance for all students.
		
		EA 1.2.1 (1) Tier 1 will address attendance awareness and celebrations for students on track for 90% attendance or better.
		   a. Incentives
		   b. Build and sustain strong teacher-student relationships.
		
		EA 1.2.1 (2) Tier 2 will support students who are falling behind in attendance by closely monitoring their progress and connecting with their families.
		
		EA 1.2.1 (3) Tier 3 will develop specific plans of action for students approaching or at chronic levels of absenteeism.
		
		EA 1.2.1 (4) Continue to implement and strengthen a student body government that elects representatives who can voice their concerns, ideas, and suggestions to create a supportive and inclusive environment that promotes regular attendance and overall student well-being. (WASC)
		   a. Student Body Government
			By the end of the academic year, 65% of students in grades K-12 will achieve an attendance rate of 90% or higher, as measured by the school's official attendance records.	☑ WSF, $13,000
				☐ Title I, $
				☐ Title II, $
				☐ Title III, $
				☐ Title IV-A, $
				☐ Title IV-B, $
				☐ IDEA, $
				☐ SPPA, $
				☐ Homeless, $
				☐ Grant:__, $
				☐ Other:__, $

EA 1.2.1 (5) Increase the offering of extracurricular activities to promote student attendance by enhancing engagement, fostering a sense of belonging, developing skills and talents, improving school climate, and encouraging parental involvement. (WASC)

  a. Athletics (basketball, soccer, track)
  b. Music (vocal & instrumental)
  c. Girl Scouts & Scouting America
  d. Robotics
  e. Chess

EA 1.2.1 (6) Continue to enhance our partnership with **the Hawaii Island Community Health Center** to improve student and family access to health services. Healthier students can better attend school, participate in instruction, and succeed academically.

  a. Preventative Health
      i. Early and Periodic Screening and Diagnostic Treatment.
  b. Primary Care
      i. Acute care
      ii. Urgent care
      iii. Emergency care
      iv. Chronic disease management
      v. Immunizations
      vi. Behavioral health services
      vii. Dental services.
  c. Health Support (SW6)
      i. Substance abuse prevention
      ii. Tobacco/vaping prevention
      iii. Bullying Prevention
      iv. Puberty Education
      v. Suicide Prevention
      vi. Case management
      vii. Insurance eligibility assistance.

Leads: Counselors, Administration, SBG Lead

| 1.2.2. All students demonstrate positive behaviors at school.

Required for all schools. | 2A, 2B, 2C
3A, 3B | EA 1.2.2 (1) Tier 1-SEL: 100% of students will receive SEL instruction—implementing school-wide PBIS systems.
   a. Second Step

EA 1.2.2 (2) Tier II Behavioral Supports: 100% of students identified through a universal screening process will receive research-based Tier II behavioral support.
   a. BEISY

EA 1.2.2 (3) Student Support System (HMTSS): Implement a Team-based, data-driven, evidence-based process to ensure student support in attendance, academics, and behavior to improve learning outcomes. (WASC)
   a. Na Upena meetings
      i. Universal screener
      ii. Monthly/Biweekly
      iii. Embed into PLCs

EA 1.2.2 (4)KEOES Discipline Plan: Develop, refine, and maintain school-wide behavior and discipline systems and create a shared understanding of stakeholder communication. (WASC)
   a. PBIS Committee

Lead: SSC, Admin, Counselors | The average percentage of a disciplinary offense committed by each student on any given day will drop from .48% (23-24) to under .35% as measured by the formula: (Total disciplinary offenses / (Total number of students * Number of days)) * 100 | ☑ WSF, $3,000
☐ 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 Aʻo environment for learning.

Required for all schools. | 1A, 1B
2A, 2B, 2C
3A, 3B | EA 1.2.3 (1) School-wide Hawaiian language morning protocol.

EA 1.2.3 (2) The school participates in culture-based learning opportunities
   a. Makahiki
   b. Hoʻike

EA 1.2.3 (3) Grade 6 students participate in ʻaina based learning on campus and in the community in partnership with O Makuʻu Ke Kahua Community Center.

EA 1.2.3 (4) Professional development for faculty & staff on
   a. Na Hopena Aʻo
   b. KS Outreach Programs.
   c. Olelo Hawaii classes

EA 1.2.3 (5) Partner with the Office of Hawaiian Education (OHE) to continue implementing the Aina Aloha Pathway Grant.

EA 1.2.3 (6)Pacific Islanders: Recognize and celebrate various cultures through a cultural celebration day, with families invited to participate

Lead: Hidi Boteilho VP | As measured by a KEO Nā Hopena Aʻo school-wide survey, 75% of respondents will provide positive feedback on their learning experiences. | ☑ WSF, $10,000
☐ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☑ Other: Aina Aloha $10,000 |

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

Desired Outcomes "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?"	Enabling Activities (SW6) "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible for overseeing and monitoring implementation and progress?"	Monitoring of Progress (Initial & Intermediate Outcomes) "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Please estimate the additional amount needed to execute the enabling activity.
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. *Required for all schools.*	1A, 1B 2A, 2B, 2C 3A, 3B	EA 1.3.1 (1) College visibility will be supported by College Pride Friday, where staff are encouraged to share their post-secondary school experiences and celebrate higher education. a. Coordinate UH-Hilo College visits for 6th-grade students. EA 1.3.1 (2) All grades will adopt an annual career/civics-focused activity. Examples of such activities include (SW6) a. Kindergarten - Career Dress-up Day: Students dress as their dream job and discuss what that job does. b. 1st Grade - Classroom Jobs: Assign roles like "Line Leader" and "Plant Waterer" to build responsibility. c. 2nd Grade - "Helpers in Our Community" Unit: Learn about firefighters, police officers, librarians, etc. Invite guest speakers for talks and demonstrations—2nd grade Market activity. d. 3rd Grade—"When I Grow Up" Projects: Students research a career and present it to the class with drawings or posters. e. 4th Grade - "How Things Work" Investigations: Choose everyday objects (bicycle, stapler, etc.) and have students work in teams to understand the mechanics and how they're made. Encourage them to find resources in the library or online if needed.	(2) By the end of SY 25 -26, all grade levels will complete at least one career/civics focused activity. (4) The student body government will convene at least once each academic quarter.	☑ WSF, $2800 ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

f. 5th Grade - "How Government Works" Unit: Integrate into Social Studies. Cover different levels of government, voting processes, and current issues.

g. 6th Grade—School Improvement Project: Have the class vote on an issue they want to improve (playground equipment, recycling, etc.). They take ownership, research solutions, make budgets, and present their proposal to the principal or school board.

EA 1.3.1 (3) Initiate and support an annual Career Fair.

EA 1.3.1 (4) Student Leadership: Continue to engage the student body government to foster leadership skills and teach democratic principles among students.

Lead: School Administrators

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 Outcomes "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?"	Enabling Activities (SW6) "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible for overseeing and monitoring implementation and progress?"	Monitoring of Progress "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Please estimate the additional amount needed to execute the enabling activity.

2.1.2 All teachers are effective or receive the necessary support to become effective.	1A,1B 2A, 2B, 2C	EA 2.1.2 (1) Teachers are provided opportunities to attend professional development. This will include, but is not limited to
		a. **Professional development for Tier 1 instruction in ELA/Math**
		    i. Differentiation (WASC)
		    ii. Common Core Standards
		    iii. Vertical Alignment
		    iv. Data Teams Process & Meeting Facilitation (WASC)
		    v. Explicit Instruction
		    vi. Project-Based Learning (WASC)
		    vii. Standards-Based Grading/GLOs (WASC)
		    viii. Teacher Clarity: student self-assessment, effective feedback, self-reflection, and goal-setting
		    ix. The Science of Reading
		b. **PBIS/Behavior (SW6)**
			By the end of the 2025-2026 academic year, the school will increase the percentage of teachers rated as 'effective' or 'highly effective' on formal evaluations by 10% and demonstrate measurable	☐ WSF, $
				☑ Title I, $145,000
				☐ Title II, $
				☐ Title III, $
				☐ Title IV-A, $
				☐ Title IV-B, $
				☐ IDEA, $
				☑ SPPA, $40,000
				☐ Homeless, $
				☐ Grant:___, $
				☐ Other:___, $

i.   Proactive classroom management strategies
        ii. Trauma-informed classroom practices
        iii. Restorative practices
        iv. Peer-to-peer support
        v.   Referral writing
   c. **Mindsets and Dispositions for Student Learning**
        i.   Through explicit instruction, cultivate the attitudes and habits essential for academic success, personal growth, and lifelong learning (curiosity, resilience, open-mindedness, critical thinking, creativity, self-regulation, collaboration, metacognition, responsibility, and flexibility).
        ii. Explicit problem-solving and student advocacy skills
   d. **Special Education instruction and support**
        i.   Inclusive Practices
        ii. Differentiation
   e. **English Language Learners**
        i.   Sheltered Instruction (SIQ) **(SW6)**
   f. **Curriculum training and consultation**
        i.   Wonders
        ii. Stepping Stones/Ready Math
        iii. Amplify Science

EA 2.1.2 (2) **Achievement/Data Teams**
   a. Teachers as Facilitators Training
   b. Adaptive Schools

EA 2.1.2 (3) **Induction & Mentor Programs**
   a. New teachers have a mentor who meets weekly to discuss observations and provide instructional feedback.
   b. The school will provide a coaching service menu to support all teachers.

EA 2.1.2 (4) **Na Hopena A'o**

improvement in student achievement data in ELA and Math through targeted professional development.

Other Data:

Administration Walkthrough Data

CLSD Observation Data

Grade Level PLC Agendas

a. PD and opportunities to foster a sense of place and community through partnerships with culture-based organizations. **(SW6)**

Lead: School Administrators (Eisenhour, Boteilho, Fliris)

| 2.2.2 All school classified support staff are effective or receive the necessary support to become effective. | 1B 2A | Provide support, professional growth, and advancement opportunities for classified support staff to build a more effective and satisfied workforce and a quality student learning environment.

EA 2.2.2 (1) Coordinate with schools, complex areas, service providers, and other partners to provide training for classified support staff.
  a. Tier 1 and Tier 2, ECRI, STAIRS
  b. Inclusive Practices
  c. Crisis prevention training and safe crisis management (QBS)
  d. Performance Evaluation System (PAS) for supervisors.

Lead: School Administrators (Fliris, Boteilho) | By the end of SY 2025-2026, 85% of Classified Staff will demonstrate improved effectiveness as evidenced by:

A 20 % increase in training participation by classified support staff compared to the 2024-2025 training participation rate.

An increase of 10% in positive evaluations on the Performance Appraisal System (PAS) | ☐ WSF, $
☑ Title I, $2,500
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:___, $
☐ 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 *"What do we plan to accomplish?"*	Root/ Contributing Cause *"Why are we doing this?"*	Enabling Activities (SW5) *"How will we achieve the desired outcome?"* and Name of Accountable Lead(s) *"Who is responsible for overseeing and monitoring implementation and progress?"*	Monitoring of Progress *"How will we know progress is being made?"*	Anticipated Source of Funds *"What funding source(s) should be utilized?"* Please estimate the additional amount needed to execute the enabling activity.
3.3.1. All School Community Councils have full membership, meet regularly, and engage with their respective school principals. *Required for all schools.*		EA 3.3.1 (1) Increasing the training for School Community Council (SCC) members and providing information about the role and purpose of the SCCs will engage more stakeholders in shared decision-making to improve student achievement. a. Hold SCC elections every two years to choose a parent representative, community representative, BU-5 certificated representative, BU-6 classified representative, and a student representative. b. Train SCC members on their roles, responsibilities, and critical areas of interest. c. Communicate and promote the roles and functions of SCCs to increase the participation and membership of stakeholders. d. Engage the school community to create a new shared vision and mission for the school (WASC). **Lead: Kasey Eisenhour, Principal**	In SY 2025-2026, the KEOES School Community Council will achieve full membership, hold at least four documented meetings annually with the principal, including two community meetings, complete	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

required surveys, and maintain updated records (agendas, minutes, websites), demonstrating active engagement in shared decision-making.

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

Desired Outcome "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this? Reference the Identified School Needs section.	Enabling Activities (SW5) "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible for overseeing and monitoring implementation and progress?"	Monitoring of Progress "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed to execute the enabling activity.
3.3.2 Families and community members will actively participate in meaningful activities to improve student academic achievement and school performance.	1C	EA 1, Family & Community: The school will provide quarterly grade-level and school-wide family engagement activities to empower parents to support student learning at home. a. Provide grade levels and learning teams with time and funding for quarterly family engagement activities related to student achievement. EA 2, Family & Community: The faculty and staff will build two-way solid communication with families to support student achievement in the classroom and at home. a. Communication systems (examples: Parent Square, Social Media, school website, Sunday Message, Newsletters, communication folders, School Messenger) b. School-wide events (Meet & Greet, Open House, Parent Teacher conferences) **Lead: Title 1 Coordinator**	In the SY 25-26 SQS survey, we will achieve a 90% positive rating from parents in the involvement and engagement domain. The school will host quarterly grade-level and school-wide family engagement activities, achieving at least 60% family attendance and 80% positive participant feedback. By the end of the academic year, 100% of teachers	☐ WSF, $ ☑ Title I, $25,000 ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ her:___, $

will engage in a two-way communication system with families.

Teachers will make one post and 20 messages on Parent Square every month.

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 **Keonepoko Elementary School's** current bell schedule(s) and total student instructional hours per year. Schools are encouraged to utilize the provided bell schedule tool to fulfill the appropriate instructional hours and school year requirements.

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

1,095 student instructional hours

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

Yes, the school has requested five waiver days in SY 25-26

Keonepoko Elementary School has requested five (5) waiver days for the 2025-2026 school year. To support the Academic & Financial Plan priorities and Keonepoko Elementary School's participation in the annual KKPCA Summit, the school requested an SCC Waiver for an exception to statute HRS 302A-251. Keonepoko Elementary School has requested five (5) professional collaboration days beyond the two granted in the current Hawaii State Teachers Association (HSTA) contract. This waiver/exception for Keonepoko Elementary School will support student learning outcomes by providing teachers, staff, and administrators with professional growth opportunities and resources to enhance and improve classroom practices and school-wide KKPCA initiatives.

Bell Schedule: Keonepoko Elementary School Bell Schedule