



KEONEPOKO ELEMENTARY SCHOOL

Academic Plan SY 2026-2027

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Pahoa, HI 96778
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<https://www.keonepoko.k12.hi.us>

- ☐ Non-Title I School ☒ Title I School ☐ Kaiapuni A School (100% Self Contained) ☐ Kaiapuni B Program (Shared School Site >=50%) ☒ Kaiapuni C Program (Shared School Site <50%)

Submitted by Principal Kasey Eisenhour	
	Date 4/9/2026

Approved by Complex Area Superintendent Stacey Bello	
	Date 4/14/26

TABLE OF CONTENTS

VIALE QUALITY CURRICULUM.....	3
UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS.....	5
HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS).....	5
IDENTIFIED SCHOOL NEEDS.....	6
PRIORITY 1.....	8
★ GOAL 1.1.....	8
★ GOAL 1.2.....	11
★ GOAL 1.3.....	13
PRIORITY 2.....	15
PRIORITY 3.....	16
★ GOAL 3.3.....	16
★ Family and Community Engagement.....	17
★ Other Systems of Support.....	18
APPENDIX A: SCHOOL COMMUNITY COUNCIL (SCC) ASSURANCES FORM.....	19
APPENDIX B: BELL SCHEDULE.....	22

VIABLE QUALITY CURRICULUM

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

Please use the dropdown list to select the comprehensive instructional program(s) 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.

Comprehensive Instructional Programs: English-Medium Program				
Grade Level(s)/ Course Name	English Language Arts	Mathematics	Science	Social Studies
Grades K-5	'23 Wonders ▾	ORIGO Stepping Stones 2.0 ▾	Amplify Science	None Available
Grade 6	'20 Wonders ▾	i-Ready Classroom Mathematics ▾	Amplify Science	Nat Geo

Comprehensive Instructional Programs: Hawaiian-Medium Program					
Grade Level(s)/ Course Name	Hawaiian Language Arts (PM-P12)	Kaiapuni ELA (P5-P12)	Mathematics	Science	Social Studies
K-1	OG (M-2) ▾	Teacher Created ▾	i-Ready Classroom Math... ▾	Pāhana ‘Āina Lupalupa	Kūkulu Kumuhana

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.

Supplementary Instructional Materials: English-Medium Program				
Grade Level(s)/ Course Name	English Language Arts (ELA)	Mathematics	Science	Social Studies
K-3	Footsteps to Brilliance, Typsey, Epic	IXL, iReady, Struggly, Canva, Footsteps	Brain Pop	Brain Pop
K-6	IXL	IXL	BrainPop	BrainPop
K-6	Heggerty	Bridges		
K-6	Phonics For Reading	Struggly		

Supplementary Instructional Materials: English-Medium Program				
Grade Level(s)/ Course Name	English Language Arts (ELA)	Mathematics	Science	Social Studies
3-6	REWARDS			
K-6	UFLI	Magma Math		
K-6	Imagine Learning			
K-6	BrainPOP	BrainPOP	BrainPOP	BrainPOP

Supplementary Instructional Materials: Hawaiian-Medium Program					
Grade Level(s)/ Course Name	Hawaiian Language Arts (PM-P12)	Kaipuni ELA (P5-P12)	Mathematics	Science	Social Studies
	Nā Puke Kaulana Mahina a me Nā Puke Hale Kuamo‘o	Nā Puke Huapalapala a me Nā Puke Huahakalama Na Kumu Pualani	I-Ready mathematics	‘Ope Maka Mua 1 (he mau puke ‘epekema Hawai‘i)	‘Ohina ‘Ike Honua (he mau puke pilikanaka)

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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 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.

Screening And Progress Monitoring Assessments: English-Medium Program		
Grade Level(s)/ Course Name	English Language Arts (ELA)	Mathematics
K-6	DIBELS ▾	Other: ▾ IXL
K-6	I-Ready ▾	I-Ready ▾

Screening And Progress Monitoring Assessments: Hawaiian-Medium Program			
Grade Level(s)/ Course Name	Hawaiian Language Arts (PM-P12)	Kaipuni ELA (P5-P12)	Mathematics
K-1	KEA Assessment	Other: ▾ DRA Assessment	I-Ready ▾

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.

HMTSS: English-Medium Program	HMTSS: Hawaiian-Medium Program
☐ Panorama ☒ School-created template ☐ Other:	☐ Panorama ☒ School-created template ☐ Other:

IDENTIFIED SCHOOL NEEDS

Academic Plans require identifying school needs based on data and other information analyzed during 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 [Comprehensive Needs Assessment 2026](#)
- ☒ Other current assessment/self-study report: [KEOES WASC Mid-Cycle Report 2026](#)
- ☐ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: March 2nd & 3rd, 2026
 Type of Last Visit: Mid-Cycle Report & Visit -

Year of Next Action: 2029
 Type of Next Action: Full Self-Study -

Year of Next Self-Study:
2029

Please identify **the critical student learning needs and the root/contributing cause for prioritizing these needs**

“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 needs and root/contributing cause for ease of cross-referencing.

1	<u>Student Need:</u> Students need to learn to make sense of problems and persevere in solving them. <u>Root/Contributing Cause:</u> • 1A: Instructional engagement and language scaffolds are inconsistently applied and fail to reach all students • 1B: Leadership lacks clear communication for evidence-based practices and formal processes to address teaching performance • 1C: The school lacks a consistent focus on a growth mindset and clear targets for socio-emotional learning
2	<u>Student Need:</u> Students need to learn to engage in sustained, reciprocal academic talk to co-construct understanding and build knowledge. <u>Root/Contributing Cause:</u> • 2A: Instructional engagement and evidence-based practices are inconsistently applied, failing to reach all learners through varied teaching modes and clear expectations.

	• 2B: Ineffective data use results in static instructional planning and a lack of formal leadership processes to address and improve teacher practice. • 2C: The school lacks a cohesive framework for growth mindset and SEL, with no unified mission and no specific performance targets.	
3	<u>Student Need:</u> All students need to learn how to make meaning from both informational and literary texts using reasoning and evidence. <u>Root/Contributing Cause:</u> • 3A: Student engagement practices do not reach or compel all learners to participate actively. • 3B: Instruction does not consistently include a variety of differentiated instructional strategies and modes in its daily learning. Additionally, instruction does not sufficiently include scaffolds for language • 3C: School leaders and instructional teams are not adequately using data to assist in the identification and implementation of differentiated strategies to match student needs.	
4	<u>Student Need:</u> Students need to learn to write by elaborating on ideas using details, examples, and descriptive language. <u>Root/Contributing Cause:</u> • 4A: Instruction does not consistently include a variety of differentiated instructional strategies and modes in daily learning, nor does it sufficiently include scaffolds for language • 4B: School leaders and instructional teams are not adequately using data to identify and implement differentiated strategies that match student needs. • 4C: There is unclear communication regarding the expected use of evidence-based practices, resulting in inconsistent implementation of those practices	
5	<u>Student Need:</u> Students need to develop a growth mindset and a belief in their ability to achieve academic outcomes (self-efficacy). <u>Root/Contributing Cause:</u> • 5A: Student engagement practices do not reach or compel all learners to participate actively • 5B: Students are not consistently engaged in cooperative learning methods, nor do they regularly practice questioning, seeking, or offering peer assistance during instruction, alongside an inconsistent focus on teaching dialogue skills explicitly • 5C: There is an insufficient and/or inconsistent focus on establishing a growth mindset that encourages academic growth and success for all students through effort, self-regulation, and persistence to mastery	
WASC 2026	<u>Continued Areas of Growth</u> 1. Project-Based Learning: Strengthen partnerships to support the implementation of instructional practices focused on personalized, engaging, and relevant inquiry, thereby bolstering academic	

discourse and deepening inquiry across all grade levels.

2. **Student Support Systems:** Grow the mindsets of students, teachers, and the community through goal-setting and by creating assessment-capable learners who know where they are, where they are going, and what they need to be successful.
3. **Extracurricular Activities For Students:** Increase offerings of extracurricular activities focused on family engagement by increasing opportunities for parent-teacher conferences, with a move toward student-led conferences.

In order to address student subgroup(s) achievement gaps, please list the **targeted subgroup(s)** and their **identified need(s)**. Enabling activities should address the identified subgroup(s) and their needs.

SY 2024-2025	ELA Proficiency	Math Proficiency	Regular Attendance Percentage of students attending 90% of instructional days
ALL (3-6)	30%	22%	64%
NON-HIGH NEEDS	40%	25%	75%
SPECIAL EDUCATION	7%	0%	54%
ENGLISH LANGUAGE LEARNERS	0%	0%	39%

1	Targeted Subgroup: ▾ Special Education Identified Student Need(s): Special Education students need consistent access to explicit, scaffolded, grade-level Tier 1 instruction with intentional differentiation to ensure equitable participation, comprehension, and academic growth in ELA and Math.
2	Targeted Subgroup: ▾ English Learners Identified Student Need(s): English Learners need consistent, daily opportunities to develop academic language (listening, speaking, reading, and writing) through explicit language objectives, structured academic discourse, and scaffolded grade-level instruction in all content areas.



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>	and Name of Accountable Lead(s) <i>"Who is responsible for overseeing and monitoring 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>
			Implementation Evidence	Interim Measurable Outcomes	
1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and <u>provided with the necessary and timely support</u> to develop foundational skills for learning. 100% of students entering Kindergarten will be assessed on September 1, 2026, or within two weeks of admission.	ENGLISH-MEDIUM PROGRAM 1A, 4A, 5A	1.1.1 (1)The Hawaii Kindergarten Entry Assessment (KEA) will be administered to all registered students by the end of August 2026. New students will be assessed within two weeks of admission. Transition days will be offered to faculty to facilitate early KEA testing. (SW5, SW6) a. Kindergarten teachers will assess as many students as possible during the summer break before the school year begins. b. Coaches and teachers will be trained on KEA to provide assessment support throughout the school year as new kindergarten students enroll. Lead: Hidi Boteilho-VP, Kindergarten GLC	KEA report on Lei Kulia	Quarterly review of completion rate.	☐ WSF, \$ ☒ Title I, \$3,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

	HAWAIIAN-MEDIUM PROGRAM	1.1.1 (1) The Hawaii Kindergarten Entry Assessment (KEA) Kaiapuni version will be administered to all registered students by the end of August 2026. New students will be assessed within two weeks of admission. Transition days will be offered to faculty to facilitate early KEA testing. (SW5, SW6) c. Kaiapuni Kindergarten Immersion teachers will assess as many students as possible during the summer break before the school year begins. d. Kaiapuni Kindergarten Immersion teachers will be trained on KEA to provide assessment support throughout the school year as new kindergarten students enroll. Lead: Hidi Boteilho-VP, Kaiapuni Kindergarten Teacher			

	HAWAIIAN-MEDIUM PROGRAM	EA 1.1.2 (1) All K-1 classrooms will deliver explicit, evidence-based tier 1 HLA instruction to all students. EA 1.1.2 (2) Students identified for tier 2 support by the universal screener will receive specialized instruction during designated intervention blocks weekly. - Orton Gillingham Lead: Kaiapuni GLC			
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. 23% of students will demonstrate proficiency or exceed proficiency on the MATH SBA in 26-27.	ENGLISH-MEDIUM PROGRAM 1A, 1B, 1C, 5A, 5B, 5C, 4B, 4C	EA 1.1.3 (1) All K-6 classrooms will deliver evidence-based tier 1 math instruction to all students. - ORIGO Stepping Stones 2.0 - i-Ready Classroom Mathematics EA 1.1.3 (2): The state-approved universal screener will identify students for tier 2 support and provide specialized instruction weekly during designated math intervention blocks. - The school will use diagnostic testing for students identified by the universal screener to further identify their deficit needs. EA 1.1.3 (3): All K-6 teachers will receive 4 hours of building thinking classroom PD and the necessary essential tools for instruction: • Whiteboards • Markers • Cards Lead: Academic Coaches	iReady/IXL Universal Screening WIN Time Data Boards / PLC Minutes	By January 2027, 50% of students are at or above grade-level based on the Math universal screener.	☐ WSF, \$ ☒ Title I, \$70,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

	HAWAIIAN-MEDIUM PROGRAM	EA 1.1.3 (1) All K-1 classrooms will deliver evidence-based tier 1 math instruction to all students. c. i-Ready Classroom Mathematics EA 1.1.3 (2): System of assessment to include universal screeners (to be identified for Kaiapuni), progress monitoring, and common formative assessments (with aligned rubrics), and analyze student data to adjust whole group and small group instruction. *Identify and implement a universal screener for HLIP Lead: Kaiapuni GLC			
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1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. By 26-27, the percentage of SPED students making typical or better growth will be: 60% in ELA 45% in Math By 26-27, the percentage of EL students making typical or better growth will be: 60% in ELA 65% in Math <i>Required for all schools.</i>	ENGLISH-MEDIUM PROGRAM 1A, 1B, 1C, 2A, 2B, 3A, 3B, 3C, 5A, 5B, 5C, 4B, 4C	EA 1.1.4 (1) Implement standards-based, evidence-based Tier 1 ELA and Math instruction in all K–6 classrooms, supported by PLC and ongoing professional learning from EL coordinators, case managers, and collaboration with inclusion teachers and general education teachers to ensure access for all students. EA 1.1.4 (2) Students identified for tier 2 support by the universal screener 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: 100% of IEPs will meet compliance standards. a. All IEPs will score “Proficient” or higher on the QPI rubric. b. All special education case managers will demonstrate proficiency in developing measurable goals, incorporating appropriate supplementary aids and services, writing clear LRE statements, and producing Prior Written Notices that meet all required content elements. EA 1.1.4 (5) ELL: 100% of students will receive an Individual Language Development Plan to address goals that will improve ELP progress.	Na Upena Data Sheets SPED + EL Universal Screener Reports	SPED + EL students will demonstrate average-to-above-average growth (compared to peers) in January universal screener data for English and Math.	☐ WSF, \$ ☒ Title I, \$10,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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		EA 1.1.4 (6) All faculty will receive a 2-hour presentation on Oracy and the power of academic discourse. Lead: Academic Coaches, Student Services Coordinator			
	HAWAIIAN-MEDIUM PROGRAM				

1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school. The number of students who attend summer school in 2027 will be at least 150. <i>Required for all schools.</i>	ENGLISH-MEDIUM PROGRAM 1A, 2A, 3A, 5A, 4B	EA 1.1.5 (1) Summer Start Kindergarten Transition Program. a. Incoming Kindergarten students will have the opportunity to spend three to four weeks in a kindergarten classroom, access kindergarten instruction, become familiar with the campus, and understand policies, protocols, and procedures from an elementary student's 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 summer learning programs that provide targeted WIN (What I Need) support in ELA and Math, along with enrichment opportunities and transition activities to help students strengthen academic skills and prepare for the upcoming school year. Lead: School Administrators (Boteilho, Fliris)	Summer Learning enrollment data Summer Learning attendance data.	Pre/Post Summer Learning Assessment	☒ WSF, \$51,000 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
	HAWAIIAN-MEDIUM PROGRAM	EA 1.1.5 (3) Kaiapuni students will be offered summer learning programs that provide targeted WIN (What I Need) support in ELA and Math, along with enrichment opportunities and transition activities to help students strengthen academic skills and prepare for the upcoming school year. Lead: School Administrators (Boteilho, Fliris)			

★ **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>
			Implementation Evidence	Interim Measurable Outcomes	
1.2.1. All students desire to and attend school regularly. By the end of 26-27, 70% of students will attend school 90% of the time. <i>Required for all schools.</i>	ENGLISH-MEDIUM PROGRAM 5A, 5C	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. - Incentives - 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	Attendance Monitoring System	Individual student attendance data Tier 1 program data	☒ WSF, \$20,000 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

		who can voice their concerns, ideas, and suggestions to create a supportive and inclusive environment that promotes regular attendance and overall student well-being. a. Student Body Government 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. Parent-Teacher Conferences b. Athletics (basketball, soccer, track) c. Music (vocal & instrumental) d. Girl Scouts & Scouting America e. Robotics f. 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 attend school more regularly, 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			
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		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			
	HAWAIIAN-MEDIUM PROGRAM				

1.2.2. All students demonstrate positive behaviors at school. Keonepoko will average less than .20 (KEO had .29 in SY 24-25) referrals per 100 students per day for each month of SY26-27 (Divide the total number of referrals by the total number of students, then divide that result by the number of days and multiply by 100) <i>Required for all schools.</i>	ENGLISH-MEDIUM PROGRAM 5A, 5B, 5C	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. Na Upena meetings - Universal screener - Monthly/Biweekly - 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. a. PBIS Committee EA 1.2.2(5) KEOES will support positive behaviors with the Maika'i bucks system and rewards cart. Lead: SSC, Admin, Counselors	A school-created data table with up-to-date referrals, enrollment, and days elapsed.	Monthly reporting on referrals per month, per student, per day.	☒ WSF, \$2000 ☒ Title I, \$3500 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
	HAWAIIAN-MEDIUM PROGRAM				

1.2.3. All students experience a Nā Hopena A'o environment for learning. 26–27, 60% or more of students will report that they experience a learning environment aligned to Nā Hopena A'o (Sense of Belonging) as measured by student Panorama survey data for students in grades 3-6. <i>Required for all schools.</i>	ENGLISH-MEDIUM PROGRAM 5A, 5B, 5C	EA 1.2.3 (1) School-wide Hawaiian language morning protocol. EA 1.2.3 (2) The school participates in culture-based learning opportunities - Makahiki - May Day - Ho'akea Mauka to Makai EA 1.2.3 (3) Grade 6 students participate in 'aina-based learning on campus and in the community in partnership with O Maku'u Ke Kahua Community Center. EA 1.2.3 (4) Professional development for faculty & staff on - Staff Huaka'i- Building a sense of place - Olelo Hawaii classes - Share Classroom strategies (Culturally-Relevant Lesson Bank) 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 (Mayday), with families invited to participate. Lead: Hidi Boteilho, VP	Bi-Annual Panorama Survey Aloha Aina Competency Survey	Sense of Belonging score measured in Fall and Winter	☒ WSF, \$10,000 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☒ Grant: Aina Aloha Funds, \$10,000 ☐ Other:__, \$
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	HAWAIIAN-MEDIUM PROGRAM	EA 1.2.3 (2) Kaiapuni students participate in culture-based learning opportunities d. Makahiki- Visit to Ka 'Umeke Ka'eo e. Ola Ka 'I- Student Performance at Prince Kuhio Plaza f. Māla Ho'oulu 'Ike at Maku'u - Multiple visits to the māla to learn planting methods, practice language, and receive lessons outside of the classroom.	Aloha Aina Competency Survey		
1.2.4 All students develop a growth mindset and a belief in their ability to achieve. 60% or more students indicate a growth mindset as measured by the Panorama survey.	ENGLISH-MEDIUM PROGRAM 5A, 5B, 5C, 2C WASC	EA 1.2.4 (1) All grade levels will participate in a CFA cycle that includes a focus on student perception and growth mindset during Q1 (WASC) EA 1.2.4 (2) All teachers will receive training on student-led parent-teacher conferences before their first conference of the year. (WASC) - PD support to be provided by Core Collaborative Lead: Academic Coaches	Bi-Annual Panorama Survey	Growth Mindset score measured in Fall and Winter	☐ WSF, \$ ☒ Title I, \$26,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
	HAWAIIAN-MEDIUM PROGRAM				

★ **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>
			Implementation Evidence	Interim Measurable Outcomes	
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. By the end of 26-27, 90% of students will participate in at least one structured career, community, or civic learning opportunity, such as a guest speaker session, huaka'i, service project, or career exploration activity. <i>Required for all schools.</i>	ENGLISH-MEDIUM PROGRAM	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. - Coordinate UH-Hilo College visits for 6th-grade students. EA 1.3.1 (2) All grades will adopt an annual career/civics-focused activity. (SW6) EA 1.3.1 (3) Initiate and support annual career presentations K-6. 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	Student participation roster Field Trip Attendance Sheet	Grade level tracking sheet	☒ WSF, \$1000 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

	HAWAIIAN-MEDIUM PROGRAM				
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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>
			Implementation Evidence	Interim Measurable Outcomes	
2.1.2 All teachers are effective or receive the necessary support to become effective. By the end of the 2026-27 school year, the percentage of students making "typical" or better growth in Language Arts will reach 60% , as measured by the Strive HI Academic Growth metric.	ENGLISH-MEDIUM PROGRAM 1A, 1C, 2A, 2C, 3B, 4A, 4C, 5A, 5B, 5C	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 ii. Common Core Standards iii. Vertical Alignment iv. Data Teams Process & Meeting Facilitation v. Explicit Instruction vi. Project-Based Learning (WASC) vii. Standards-Based Grading/GLOs viii. Teacher Clarity: student self-assessment, effective feedback, self-reflection, and goal-setting (WASC) ix. The Science of Reading	Sign-In sheets Exit -Survey	BOY, MOY, EOY Universal Screener Data	☐ WSF, \$ ☒ Title I, \$ 25, 233 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$



PRIORITY 2: High-Quality Educator Workforce In All Schools

By the end of the 2026-27 school year, the percentage of students making "typical" or better growth in Mathematics will increase to 60% , as measured by the Strive HI Academic Growth metric.		x. Quality Teaching for English Learners (QTEL) b. PBIS/Behavior (SW6) 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) (WASC) 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			☐ Other: __, \$
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PRIORITY 2: High-Quality Educator Workforce In All Schools

		b. Adaptive Schools EA 2.1.2 (3) Induction & Mentor Programs a. New teachers have a mentor who meets regularly to discuss observations and provide instructional feedback. b. The school will provide a menu of coaching services to support all teachers. EA 2.1.2 (4) Na Hopena A'o 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)			
	HAWAIIAN-MEDIUM PROGRAM				
2.2.2 All school support staff are effective or receive the necessary support to become effective. By the end of the 2026-27 school year, the percentage of students making "typical" or better	ENGLISH-MEDIUM PROGRAM	Provide support, professional development, and advancement opportunities for classified support staff to build a more effective, satisfied workforce and a high-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)	Sign-In sheets Exit -Survey	BOY, MOY, EOY Universal Screener Data	☒ WSF, \$20,000 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$



PRIORITY 2: High-Quality Educator Workforce In All Schools

growth in Language Arts will reach 60%, as measured by the Strive HI Academic Growth metric. By the end of the 2026-27 school year, the percentage of students making "typical" or better growth in Mathematics will increase to 60%, as measured by the Strive HI Academic Growth metric.		d. Performance Evaluation System (PAS) for supervisors. Lead: School Administrators (Fliris, Boteilho)			☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
	HAWAIIAN-MEDIUM PROGRAM				



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>
			Implementation Evidence	Interim Measurable Outcomes	
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. By May 2027, the School Community Council will: maintain 100% of required membership positions,	ENGLISH-MEDIUM PROGRAM 5A, 5B, 5C	EA 3.3.1: Strengthen School Community Council (SCC) effectiveness to ensure full membership, regular meetings, active engagement with the principal, and documented shared decision-making aligned to the Academic and Financial Plans. EA 3.3.1 (a) Conduct transparent biennial SCC elections to maintain 100% of required membership positions and publicly post election results and updated SCC roster. EA 3.3.1 (b) Provide annual onboarding and governance training for 100% of SCC members within the first quarter of the school year to ensure members	Official SCC Roster Agendas and Minutes SCC Assurances SCC Self-Assessment SCC Principal Survey	See Column "C" Interim Measurable Outcomes (bottom of column)	☐ WSF, \$ ☒ Title I, \$10, 000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$



PRIORITY 3: Effective and Efficient Operations At All Levels

conduct a minimum of four officially noticed and publicly posted meetings, achieve at least 75% average member attendance across meetings, and Provide documented review and input on the Academic Plan. <i>Required for all schools.</i>		understand their roles, responsibilities, and review protocols for the Academic Plan and Financial Plan. EA 3.3.1 (c) Establish and publish an annual SCC meeting calendar and conduct a minimum of four officially noticed meetings per year, ensuring agendas and approved minutes are posted within one week and attendance averages at least 75% across meetings. EA 3.3.1 (d) Facilitate structured data review and planning discussions at SCC meetings to ensure documented input on the Academic Plan and Financial Plan, with principal responses recorded in meeting minutes and the SCC Assurances Form. <u>Interim Measurable Outcomes</u> <u>Quarter 1</u> • All vacant SCC positions filled. • SCC election completed • 100% of members complete orientation training. • First meeting conducted, reviewing roles, bylaws, and annual focus areas.			☐ Other: __, \$
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PRIORITY 3: Effective and Efficient Operations At All Levels

		<u>Quarter 2:</u> • At least two SCC meetings completed. • SCC reviews mid-year academic and attendance data. • 75% or more average attendance rate among SCC members. <u>Quarter 3:</u> • SCC reviews draft Academic and Financial Plans. • Documented recommendations submitted to the principal. • Meeting minutes are publicly posted within one week of the meeting. <u>Quarter 4:</u> • A minimum of four meetings completed for the year. • End-of-year reflection conducted to evaluate SCC effectiveness • 90% of SCC members indicate (via survey) that they understand their role and feel their input influences school decisions.			
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PRIORITY 3: Effective and Efficient Operations At All Levels

		Lead: Kasey Eisenhour, Principal			
	HAWAIIAN-MEDIUM PROGRAM				

★ Families and community members are offered opportunities to actively participate in meaningful activities that improve 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>
			Implementation Evidence	Interim Measurable Outcomes	
3.3.2 Families and community members will actively participate in meaningful activities to improve student academic achievement and school performance. In SY 26-27, more than 50% of parents will participate in family engagement events, and more than 80% in parent-teacher conferences.	ENGLISH-MEDIUM PROGRAM 5A, 5B, 5C	EA 3.3.2 (1) Family & Community: The school will provide quarterly grade-level and school-wide family engagement activities centered on critical grade-level standards 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 3.3.2 (2) All families will be offered two parent-teacher conferences. The spring parent-teacher conference will be student-led. EA 3.3.2 (3) All families will be notified of intervention placement for ELA and Math, including deficit skill, intervention time,	Sign-in sheets RSVP via ParentSquare Participation Survey SQS Parent Survey.	50% attendance at Quarterly Family Engagement Activities 80% attendance Bi-Annual Parent Teacher Conferences	☐ WSF, \$ ☒ Title I, \$13,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

		and strategies to support learners at home (e.g., Amplify Home Connect, IXL, etc) EA 3.3.2 (4) 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			
	HAWAIIAN-MEDIUM PROGRAM				

APPENDIX A: SCHOOL COMMUNITY COUNCIL (SCC) 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 appear on both pages of the form, regardless of any revisions or comments added to the second page.

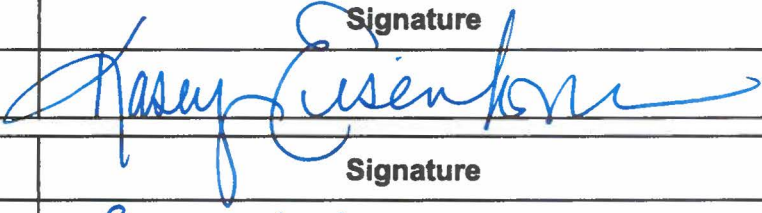
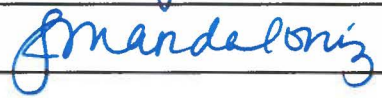
Hawaii State Department of Education School Academic Plan and Financial Plan Annual Assurances and Recommendation for Approval

The **KEONEPOKO 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 **Dec 18, 2025** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Feb 19, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☒ Other (list): **FACULTY FEEDBACK SESSION MARCH 4, 2026. GRADE LEVEL FEEDBACK SESSION MARCH 11, 2026**
4. The SCC reviewed the Academic Plan and Financial Plan and found that they are based on a thorough analysis of student performance data and that they use evidence-based interventions.
5. The actions proposed herein form a sound, comprehensive, and coordinated plan to achieve the stated school goals and improve student academic performance.

6. The principal has provided the SCC with a clear explanation of the status of each of its recommendations regarding the Academic and Financial Plans.
7. This school plan was adopted through consensus or by vote by the School Community Council on: **Apr 9, 2026**

Attested:

KEONEPOKO ELEMENTARY SCHOOL Principal	Signature	Date
Kasey Eisenhour		Apr 9, 2026
SCC Chairperson	Signature	Date
Joey Mandaloniz		Apr 9, 2026

SCC Recommendations to the Academic Plan and Financial Plan:

The School Community Council, upon reviewing the Academic and Financial Plans, has provided the principal with the following recommendations for consideration. These recommendations are included to share these issues with the Complex Area Superintendent and to identify the actions taken by the principal on the SCC recommendations. If no recommendations were made, please write "N/A." **SCC Chairperson's signature is required on both pages.**

SCC Recommendation:	Rationale for the SCC Recommendation:	Principal's Response to SCC Recommendation:
N/A	N/A	N/A

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

Attested:

SCC Chairperson	Signature	Date
Joey Mandaloniz	<i>Joey Mandaloniz</i>	Apr 9, 2026

APPENDIX B: BELL SCHEDULE

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

To ensure that the appropriate number of instructional hours and school-year requirements are met, schools are encouraged to use 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>	1,095 student instructional hours
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement
KEONEPOKO ELEMENTARY SCHOOL Bell Schedule: Keonepoko Elementary School Bell Schedule	