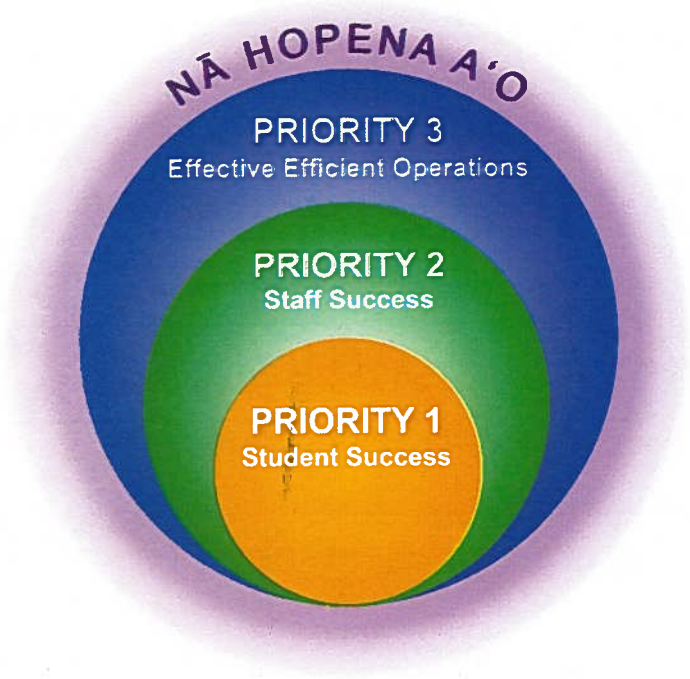




# Keaukaha Elementary Academic Plan SY 2024-2025

240 Desha Avenue  
808-300-1800  
[www.keaukahaelementary.com](http://www.keaukahaelementary.com)



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

Submitted by Principal Vincent Venzon	
	3/8/24

Approved by Complex Area Superintendent Esther Kanehailua	
	4/12/24



**VIABLE QUALITY CURRICULUM**

This section highlights the school’s comprehensive instructional programs used by each core subject area. *For SY 2024-2025, identifying Science and Social Studies instructional programs in the Academic Plan is optional.*

Please identify the **comprehensive instructional program(s)** used by each core subject area. Schools may indicate specific demographic subgroup(s) as appropriate.

*To add additional information, please insert a new row as needed.*

Grade Level / Course Name	English Language Arts	Mathematics	Science (SY 25-26 required)	Social Studies (SY 25-26 required)
K-6	Reading Wonders	HMH Into Math		

**SCREENING ASSESSMENTS**

This section highlights school-administered universal screeners designed to quickly identify the needs of students in **Kindergarten through Grade 9** who may require additional academic support.

Please utilize the dropdown list to identify the **universal screener(s)** used for English Language Arts and Mathematics and specify the grade level or course name. If “Other” is selected, please manually identify the universal screener.

*To add additional information, please insert a new row and/or duplicate the dropdown list as needed.*

Grade Level / Course Name	English Language Arts	Mathematics
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One-Year Academic Plan SY 2024-2025

K-6	iReady ▾	iReady ▾
K-6		Other: HMH IntoMath Growth Measure ▾
3-6	Achieve 3000 ▾	



## IDENTIFIED SCHOOL NEEDS

This section highlights the critical student learning needs that require immediate attention for improvement, student subgroup(s) achievement gaps, and root/contributing cause(s) for those needs and gaps, as identified in one or more of the following:

- Current Comprehensive Needs Assessment (CNA)
- Current Western Association of Schools and Colleges (WASC) Schoolwide Growth Areas for Continuous Improvement  
Last Full Self-Study: [Insert year], Next Full Self-Study: [Insert year]
- Other current accreditation self-study

**Please identify critical student learning needs and the root/contributing cause(s) 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.*

<b>1</b>	<p><b><u>Student Need:</u></b> Students need clear models of expected behavior and consistently applied consequences for misbehaving.</p> <p><b><u>Root/Contributing cause(s):</u></b> CNA RC3 - Inconsistent implementation and follow through of PBIS programs</p>
<b>2</b>	<p><b><u>Student Need:</u></b> Establish a school-wide standards of practice within the Comprehensive Integrated Three Tiered Models of Prevention framework (PBIS) to ensure the development of clear expectations and supports for student academic, behavioral and social emotional needs</p> <p><b><u>Root/Contributing cause(s):</u></b> CNA RC5 - Most staff members have an understanding of MTSS, but have difficulties implementing interventions and specific strategies to address targeted students' needs</p>
<b>3</b>	<p><b><u>Student Need:</u></b> Only 40% of students in grades 3-6 are proficient in Smarter Balanced Assessment English Language Arts and 31% of students in grades 3-6 are proficient in Smarter Balanced Assessment Mathematics.</p> <p><b><u>Root/Contributing cause(s):</u></b> CNA RC2 - Return a measure of professional autonomy for teachers to implement instructional strategies based on reliable data and evidence-based practices</p>
<b>4</b>	<p><b><u>Student Need:</u></b> Establish a school-wide standards of practice to support academic growth and social development</p>



	<p><b><u>Root/Contributing cause(s):</u></b> CNA RC2 - Return a measure of professional autonomy for teachers to implement instructional strategies based on reliable data and evidence-based practices</p>
5	<p><b><u>Student Need:</u></b> 30% of High Need learners scored proficient on Smarter Balanced Assessment in English Language Arts and 23% of High Need learners scored proficient on Smarter Balanced Assessment in Mathematics</p>
	<p><b><u>Root/Contributing cause(s):</u></b> CNA RC4 - Modifications, accommodations and differentiation strategies not being utilized consistently to address the needs of all learners</p>
6	<p><b><u>Student Need:</u></b> Establish a school-wide standards of practice to ensure consistent implementation, monitoring and support of student growth and achievement for all learners</p>
	<p><b><u>Root/Contributing cause(s):</u></b> CNA RC1 - Current instruction may not be addressing the needs of all students. Redefine instructional practices and strategies that encourage engagement, involvement, and rigor, plus a resolve for differentiation</p>



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

To add additional subgroups, please insert a new row and duplicate "Targeted Subgroup" and "Identified Student Need(s)" text as needed.

1	<p><b>Targeted Subgroup:</b> <a href="#">Low SES / IDEA</a></p> <p><b>Identified Student Need(s):</b> 37% of Low SES / IDEA students scored proficient on Smarter Balanced Assessment in English Language Arts. 30% of Low SES / IDEA students scored proficient on Smarter Balanced Assessment in Mathematics.</p>
2	<p><b>Targeted Subgroup:</b> <a href="#">English Learners (EL)</a></p> <p><b>Identified Student Need(s):</b> 20% of EL students scored proficient on Smarter Balanced Assessment in English Language Arts. 40% of EL students scored proficient on Smarter Balanced Assessment in Mathematics.</p>



# Priority 1 High-Quality Learning For All

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

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

- % of Kinders who are assessed for K Readiness (1.1.1)
- % of Kinder Ss assessed as not ready who receive additional personalized supports (1.1.1)
- % of 3rd Graders demonstrating grade level proficiency in reading (1.1.2)
- % of Ss who are not proficient in reading by the end of third grade who receive additional personalized support (1.1.2)
- % of 8th graders demonstrating grade-level proficiency in mathematics. (1.1.3)
- % of Ss who are not proficient in mathematics by the end of 8th grade who receive additional personalized support (1.1.3)
- Add for ES % of 5th or 6th grade...
- Data disaggregated by student group (Sped, EL) (1.1.4)
- % of EL's who are meeting or on track to meet EL proficiency (1.1.4)
- % of ES with transition activities for newly entering Ss (1.1.5)
- % of MS with transition activities for Ss entering from ES to 9th grade (1.1.5)

**HWCA Focus Measures**

**Indicator 3:** % of Ss w/IEP's that participate in state assessment  
 % of Ss w/IEP's that are proficient on state assessment progress **Monitoring Measurement:** iReady/Star



**Indicator 5:** % of Ss with IEP's enrolled and where they are served a) Inside the regular class 80% or more of the day, and b) Inside the regular class less than 40% of day **Measurement:** Child Count Report **Goal:** 80% or more of SWDs spending 80% or more of their day in Gen ed (start of school day until the end of the school day is considered school day)

<p>1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and provided necessary and timely support to develop foundational skills for learning.</p> <p><i>Required for all HW ES</i></p>		<p>EA 1.1.1 (1) Administer KEA (KRA) to all entering Kindergarten students by the General Ed and SPED Kindergarten teachers [Kindergarten Team]</p> <ul style="list-style-type: none"> <li>a. Identify students who are not socially/emotionally &amp; academically ready for Kindergarten</li> <li>b. Provide all assessed as not ready with timely support based on recommendations shared through District-led training and professional development opportunities</li> </ul>	<p>KEA participation rate - 100% of newly entering Kindergarten students will be assessed</p> <p>KEA data</p> <p>eCSSS</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> WSF, \$</li> <li><input checked="" type="checkbox"/> Title I, \$</li> <li><input type="checkbox"/> Title II, \$</li> <li><input type="checkbox"/> Title III, \$</li> <li><input type="checkbox"/> Title IV-A, \$</li> <li><input type="checkbox"/> Title IV-B, \$</li> <li><input type="checkbox"/> IDEA, \$</li> <li><input type="checkbox"/> SPPA, \$</li> <li><input type="checkbox"/> Homeless, \$</li> <li><input type="checkbox"/> Grant:__, \$</li> <li><input checked="" type="checkbox"/> Other: Federal Funds, \$20,000</li> </ul>
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<p><b>Reading Proficiency</b></p> <p>1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently receive necessary and timely support to become proficient.</p> <p><i>Required for all HW ES</i></p>	<p>CNA RC1 CNA RC4</p>	<p><b>FORMATIVE INSTRUCTION</b></p> <p>All teachers will develop and implement quarterly ELA data cycles utilizing their learning intentions and success criteria: <b>Curriculum Coaches, Grade Level Teams</b></p> <ul style="list-style-type: none"> <li>Develop grade level ELA (Reading Wonders) curriculum maps aligned to priority standards, learning intentions, and success criteria</li> <li>Quarterly vertical articulation meetings to evaluate alignment of student learning progressions             <ul style="list-style-type: none"> <li>K-2</li> <li>3-6</li> <li>ELA</li> </ul> </li> </ul> <p>All teachers will collaboratively work in Achievement Team Meetings to analyze formative and summative data:</p> <ul style="list-style-type: none"> <li>All students will be screened utilizing i-Ready and Achieve3000, at least 3x/year</li> <li>Identify students who are above, on, approaching or below proficiency based on the selected assessment; chart and analyze data in grade level data wall</li> <li>Discuss and determine learning progressions for the targeted learning intention and success criteria (ELA)</li> <li>Identify and implement evidence-based instructional practices to ensure increase in academic achievement and target growth</li> <li>Provide interventions based on student performance on post-assessment</li> <li>Provide small group instruction for all students</li> </ul> <p>EA 1.1.2 (1) Administer i-Ready Reading Diagnostic and Achieve3000 LevelSet Assessment to all students 3x a year within their homeroom classes.</p> <p>a. Identify students who are not on grade level</p>	<p><i>Universal Screener participation rate 90% of students will take I-Ready Reading Diagnostic Universal Screener and Achieve3000 LevelSet Assessment, at least 3x/yr</i></p> <p><i>I-Ready Reading Universal screener 64% of students will meet their typical growth indicator by the end of year</i></p> <p><i>Meeting agenda &amp; minutes</i></p> <p><i>Data wall</i></p> <p><i>Administrative walkthroughs</i></p> <p><i>Student Data Folders</i></p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> WSF, \$</li> <li><input checked="" type="checkbox"/> Title I, \$15,000</li> <li><input type="checkbox"/> Title II, \$</li> <li><input type="checkbox"/> Title III, \$</li> <li><input type="checkbox"/> Title IV-A, \$</li> <li><input type="checkbox"/> Title IV-B, \$</li> <li><input type="checkbox"/> IDEA, \$</li> <li><input type="checkbox"/> SPPA, \$</li> <li><input type="checkbox"/> Homeless, \$</li> <li><input type="checkbox"/> Grant: __, \$</li> <li><input type="checkbox"/> Other: __, \$</li> </ul>
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		<ul style="list-style-type: none"><li>b. Provide all assessed as not on grade level with timely support<ul style="list-style-type: none"><li>i. Identify and implement evidence-based instructional practices to ensure increase in academic achievement and target growth</li><li>ii. Provide interventions based on student performance on selected assessment</li><li>iii. Create instructional grouping based on data and provide targeted instruction and timely support for all students</li></ul></li><li>c. Monitor progress<ul style="list-style-type: none"><li>i. Monthly ATM Minutes</li><li>ii. Student Achievement/Growth Data Sheets</li><li>iii. I-Ready Diagnostic Screener data</li><li>iv. Achieve3000 LevelSet Assessment</li></ul></li></ul>		
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<p><b>Mathematics Proficiency</b></p> <p>1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient receive necessary and timely support to become proficient.</p> <p><i>Required for all HW ES</i></p>	<p>CNA RC1 CNA RC4</p>	<p><b>FORMATIVE INSTRUCTION [Curriculum Coaches, Grade Level Teams]</b></p> <p>All teachers will develop and implement quarterly Math data cycles utilizing their learning intentions and success criteria: Develop grade level Math (Into Math) curriculum maps aligned to priority standards, learning intentions, and success criteria</p> <ul style="list-style-type: none"> <li>● Quarterly Achievement Teams vertical articulation to review student learning progressions             <ul style="list-style-type: none"> <li>○ K-2</li> <li>○ 3-6</li> <li>○ Math</li> </ul> </li> </ul> <p>All teachers will collaboratively work as an Achievement Team to analyze formative and summative data:</p> <ul style="list-style-type: none"> <li>● All students will be screened utilizing i-Ready and HMH Into Math Growth Measure, at least 3x/year</li> <li>● Identify students who are above, on, approaching or below proficiency based on the selected assessment; chart and analyze data in grade level data wall</li> <li>● Discuss and determine learning progressions for the targeted learning intention and success criteria (Math)</li> <li>● Identify and implement evidence-based instructional practices to ensure increase in academic achievement and target growth</li> <li>● Provide interventions based on student performance on post-assessment</li> <li>● Provide small group instruction for all students</li> </ul> <p>EA 1.1.3 (1) Administer i-Ready Math Diagnostic and HMH IntoMath Growth Measure to all students at least 3x a year within their homeroom classes.</p> <ol style="list-style-type: none"> <li>a. Identify students who are not on grade level</li> <li>b. Provide all assessed as not on grade level with timely support</li> </ol>	<p><i>Universal Screener participation rate 90% of students will take I-Ready Math Diagnostic and HMH IntoMath Growth Measure, at least 3x/yr</i></p> <p><i>I-Ready Math Universal screener: 66% of students will meet their typical growth indicator by the end of year</i></p> <p><i>Meeting agenda &amp; minutes</i></p> <p><i>Data wall</i></p> <p><i>Administrative walkthroughs</i></p> <p><i>Student Data Folders</i></p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> WSF, \$</li> <li><input checked="" type="checkbox"/> Title I, \$15,000</li> <li><input type="checkbox"/> Title II, \$</li> <li><input type="checkbox"/> Title III, \$</li> <li><input type="checkbox"/> Title IV-A, \$</li> <li><input type="checkbox"/> Title IV-B, \$</li> <li><input type="checkbox"/> IDEA, \$</li> <li><input type="checkbox"/> SPPA, \$</li> <li><input type="checkbox"/> Homeless, \$</li> <li><input type="checkbox"/> Grant: __, \$</li> <li><input type="checkbox"/> Other: __, \$</li> </ul>
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		<ul style="list-style-type: none"><li>i. Identify and implement evidence-based instructional practices to ensure increase in academic achievement and target growth</li><li>ii. Provide interventions based on student performance on selected assessment</li><li>iii. Create instructional grouping based on data and provide targeted instruction and timely support for all students</li></ul> <p>c. Monitor progress</p> <ul style="list-style-type: none"><li>i. Monthly ATM Minutes</li><li>ii. Student Achievement/Growth Data Sheets</li><li>iii. I-Ready Diagnostic Screener data</li><li>iv. HMH IntoMath Growth Measure</li></ul>		
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<p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p> <p><i>Required for all schools.</i></p>	<p>CNA RC1 CNA RC4</p>	<p>EA 1.1.4 (1) Administer i-Ready Diagnostic to all students at least 3x a year <b>[Grade Level Teams]</b></p> <ul style="list-style-type: none"> <li>a. Identify students who are not meeting typical growth</li> <li>b. Provide all assessed as not meeting typical growth with timely support             <ul style="list-style-type: none"> <li>i. Identify and implement evidence-based instructional practices to ensure increase in academic achievement and target growth</li> <li>ii. Provide interventions based on student performance on selected assessment</li> <li>iii. Create instructional grouping based on data and provide targeted instruction and timely support for all students</li> </ul> </li> <li>c. Monitor progress             <ul style="list-style-type: none"> <li>i. Monthly ATM Minutes</li> <li>ii. Student Achievement/Growth Data Sheets</li> <li>iii. I-Ready Diagnostic Screener data</li> </ul> </li> </ul> <p>EA 1.1.4 (2) EL specific activities (e.g. EL Success Initiative, ESL/ELD) <b>[KEAU Theory of Action [ELL Teacher, EL Design Team]</b></p> <ul style="list-style-type: none"> <li>a. Implementing collaborative learning practices so students have multiple opportunities to engage with peers who have equal, greater, and lesser mastery of English             <ul style="list-style-type: none"> <li>i. Use of Quality Student Interaction strategies (e.g., open-ended questions, disciplinary practices, focus on key ideas)</li> </ul> </li> <li>b. Identify and implement evidence-based instructional practices to ensure increase in English language proficiency</li> <li>c. Ensuring all educators receive professional learning to support high-quality instruction for English Learners in all content areas</li> </ul> <p>EA 1.1.4 (3) SPED specific activities (e.g. EBP's) <b>[SSC, SPED Interventionist]</b></p>	<p><i>I-Ready Reading and Math Diagnostic participation rate:</i> <i>90% of students will take I-Ready Reading and Math Diagnostic, at least 3x/yr</i></p> <p><i>I-Ready Universal screener:</i> <i>64% of students will meet their typical growth indicator by the end of year &amp; 66% of students will meet their typical growth indicator by the end of year</i></p> <p><i>Engagement &amp; Progress Checklist</i></p> <p><i>WIDA assessment participation rate</i></p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> WSF, \$</li> <li><input checked="" type="checkbox"/> Title I, \$50,000</li> <li><input type="checkbox"/> Title II, \$</li> <li><input type="checkbox"/> Title III, \$</li> <li><input type="checkbox"/> Title IV-A, \$</li> <li><input type="checkbox"/> Title IV-B, \$</li> <li><input type="checkbox"/> IDEA, \$</li> <li><input type="checkbox"/> SPPA, \$</li> <li><input type="checkbox"/> Homeless, \$</li> <li><input type="checkbox"/> Grant: __, \$</li> <li><input type="checkbox"/> Other: __, \$</li> </ul>
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★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment

<p><b>Desired Outcomes</b> "What do we plan to accomplish?"</p>	<p><b>Root/Contributing Cause</b> "Why are we doing this?"</p>	<p><b>Enabling Activities and Name of Accountable Lead(s)</b> "How will we achieve the desired outcome?" "Who is responsible to oversee and monitor implementation and progress?"</p>	<p><b>Monitoring of Progress (Initial &amp; Intermediate Outcomes)</b> "How will we know progress is being made?"</p>	<p><b>Anticipated Source of Funds</b> "What funding source(s) should be utilized?" Please estimate the additional amount needed to execute the enabling activity.</p>
<p><b>Strat Plan</b> % of Ss attending 90% or more days of instruction % of Ss, parents/guardians and staff agreeing the school encourages positive behaviors # of schools, state and complex area offices that have completed the Hā orientation and/or training</p> <p><b>HWCA Focus Measures</b> <b>Indicator 5:</b> LRE: Appropriate transition between and within schools for SWDs <b>Measurement:</b> Number of transition meetings held for SWDS: a) between grade levels, b) change in setting (e.g., Gen Ed to SPED or SPED to Gen Ed), c) between schools (e.g., elementary -&gt; middle -&gt; high). <b>Indicator 4: Suspension:</b> Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for students with IEPs. <b>Progress Monitoring Measurement:</b> a) % of SWDs suspended, b) Mean days of suspension for SWDs c) % of SWDs who have in-school suspension, d) Mean days of in-school suspension for SWDs, e)% of SWDs who have had an Manifestation Determination Meeting within 8-11 days of suspension, f) % of SWDs who have had an IEP and/or BSP revision meeting after issuance of in-school suspension or suspension.</p>				
<p>1.2.1. All students desire to and attend school regularly.</p> <p><i>Required for all schools.</i></p>	<p>CNA RC5</p>	<p>EA 1.2.1 (1) Attendance proactive strategies [Counselor]</p> <ul style="list-style-type: none"> <li>a. Attendance Challenge</li> <li>b. Monthly Newsletter</li> <li>c. Perfect Attendance Certificates</li> </ul> <p>EA 1.2.1 (2) Attendance intervention strategies [Counselor]</p> <ul style="list-style-type: none"> <li>a. Lunch Bunch</li> </ul>	<p>Panorama SEL Survey - Sense of Belonging results increase by 2%</p> <p>Chronic absenteeism rate reduction by 10%</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> WSF, \$5,000</li> <li><input checked="" type="checkbox"/> Title I, \$</li> <li><input type="checkbox"/> Title II, \$</li> <li><input type="checkbox"/> Title III, \$</li> <li><input type="checkbox"/> Title IV-A, \$</li> <li><input type="checkbox"/> Title IV-B, \$</li> <li><input type="checkbox"/> IDEA, \$</li> <li><input type="checkbox"/> SPPA, \$</li> </ul>



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		b. Home Visit/Wellness Check		<input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$
1.2.2. All students demonstrate positive behaviors at school.  <i>Required for all schools.</i>	CNA RC3	EA 1.2.2(1) PBIS Program/Activities, schoolwide expectations <b>[Counselor, Ci3T Team]</b> a. Participation in Ci3T cohort i. Behavior/Expectation Matrix ii. Token Economy	<i>Ci3T framework</i>  <i>LEI Kulia MMSS Behavior Risk</i>	<input checked="" type="checkbox"/> WSF, \$20,000 <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$
	CNA RC5	EA1.2.2(2) Behavior Intervention strategies a. Participation in Ci3T Cohort i. Consequence-Based Reactive Plan ii. Behavior Screener (Student Risk Screener: ci3t.org)		
1.2.3. All students experience a Nā Hopena A'o environment for learning.  <i>Required for all schools.</i>		EA 1.2.3 (1) Nā Hopena A'o Activities <b>[Grade Level Teams, ART Team]</b> a. Core values b. Wellness/SEL Curriculum c. Activities that promote inclusivity and celebrate diversity	<i>Participation rate</i>  <i>Panorama Student Perception Survey - Sense of Belonging increase by 2%</i>  <i>Resource Class Attendance</i>	<input checked="" type="checkbox"/> WSF, \$10,000 <input checked="" type="checkbox"/> Title I, \$6,000 <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$
		EA 1.2.3 (2) Culture-based learning opportunities/activities a. Place based learning b. Māla c. 'Ike Hawai'i		





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

<b>Desired Outcomes</b> <i>"What do we plan to accomplish?"</i>	<b>Root/Contributing Cause</b> <i>"Why are we doing this?"</i>	<b>Enabling Activities and Name of Accountable Lead(s)</b> <i>"How will we achieve the desired outcome?"</i>  <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress (Initial &amp; Intermediate Outcomes)</b> <i>"How will we know progress is being made?"</i>	<b>Anticipated Source of Funds</b> <i>"What funding source(s) should be utilized?"</i>  <i>Please estimate the additional amount needed to execute the enabling activity.</i>
<p><b>Strat Plan</b>            % of schools offering career exploration and development activities for students            % of schools offering opportunities to participate in civic learning and active civic engagement</p> <p><b>Complex-specific</b>            CTE K-5 Career Connected Learning             K-5 Computer Science-Foundational</p>				
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>		EA 1.3.1 (1) Elementary <b>[Administrators, PCNC, Tech Coordinator, Counselor]</b> <ul style="list-style-type: none"> <li>● Career Day</li> <li>● JTTU</li> <li>● Student Council</li> <li>● Computer Science Class</li> </ul> <a href="#">CTE Road Map</a>	<i>100% of grade prek-6 classes will participate in Career Day activities.</i>  <i>100% of grade prek-6 classes will participate in JTTU/StarLab sessions.</i>	<input checked="" type="checkbox"/> WSF, \$10,000 <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$



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			<p><i>100% of classes grades 3-6 will participate in the voting process.</i></p> <p><i>100% of grade K-6 classes will participate in computer science class.</i></p>	<p><input type="checkbox"/> Other: __, \$</p>
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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.

<b>Desired Outcomes</b> <i>"What do we plan to accomplish?"</i>	<b>Root/Contributing Cause</b> <i>"Why are we doing this?"</i>	<b>Enabling Activities</b> <i>"How will we achieve the desired outcome?"</i>  <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress</b> <i>"How will we know progress is being made?"</i>	<b>Anticipated Source of Funds</b> <i>"What funding source(s) should be utilized?"</i>  <i>Please estimate the additional amount needed to execute the enabling activity.</i>
<p><b>Strat Plan</b>-% of first year and second year teachers participating in the state approved I&amp;M program                      # of T's participating in PD beyond the 21 hours of teacher's job embedded training required by the CBA</p> <p><b>HWCA Focus Measures</b>  <b>Indicator 17: State Systemic Improvement Plan (SSIP):</b> General and Special Education K-4 teachers know and implement evidence-based practices in the Science of Reading for Phonemic Awareness and Phonics <b>Progress Monitoring:</b> % of teachers who have participated in training based in the science of reading for phonemic awareness and phonics and/or % of classroom fidelity checks with 80% or better implementation.</p>				
2.1.2 All teachers are effective or receive the necessary support		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	Participation	<input checked="" type="checkbox"/> WSF, \$5,000 <input checked="" type="checkbox"/> Title I, \$25,000 <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$



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<p>to become effective. <i>All HW Schools</i></p>		<p>i. New Teacher School Orientation EA 2.1.2 (2) Professional Development a. 21 Hours PD plan (aligned to root causes/need areas) b. Additional school PD (aligned to root causes/need areas)</p>	<p><i>PD Plan</i></p>	<p><input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$</p>
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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.**

<b>Desired Outcomes</b> <i>"What do we plan to accomplish?"</i>	<b>Root/Contributing Cause</b> <i>"Why are we doing this?"</i>	<b>Enabling Activities</b> <i>"How will we achieve the desired outcome?"</i>  <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress</b> <i>"How will we know progress is being made?"</i>	<b>Anticipated Source of Funds</b> <i>"What funding source(s) should be utilized?"</i>  <i>Please estimate the additional amount needed to execute the enabling activity.</i>
<b>Strat Plan</b> -% of schools with all required stakeholders represented in SCC membership % of schools with overall positive rating on the SCC self-assessment rating				
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.  <i>Required for all schools.</i>		EA 3.3.1 (1) Conduct Orientation/Training Session for new SCC members on roles and responsibilities <b>[SCC President]</b> <ol style="list-style-type: none"> <li>Monitor Academic Plan</li> <li>Hold two community meetings annually</li> <li>Nominate and hold elections for new members</li> <li>Complete SCC Self Assessment &amp; Principal Survey</li> </ol>	SCC member roster and agendas  SCC Self Assessment Survey  Principal Survey	<input checked="" type="checkbox"/> WSF, \$5,000 <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$



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

<b>Desired Outcomes</b> <i>"What do we plan to accomplish?"</i>	<b>Root/Contributing Cause</b> <i>"Why are we doing this?"</i>	<b>Enabling Activities</b> <i>"How will we achieve the desired outcome?"</i>  <b>and Name of Accountable Lead(s)</b> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	<b>Monitoring of Progress</b> <i>"How will we know progress is being made?"</i>	<b>Anticipated Source of Funds</b> <i>"What funding source(s) should be utilized?"</i>  <i>Please estimate the additional amount needed to execute the enabling activity.</i>
<b>HWCA Focus Measures</b>				
<b>Indicator 8: Parent Involvement: Goal:</b> 100% of parents are provided the annual survey during the annual IEP meeting.				
<b>Progress Monitoring:</b> % of confirmed survey distribution to parents at every annual IEP meeting for all SWDs.				
3.3.2 All families and staff can easily learn about and participate in feedback processes that inform decision making at the school, complex area, and state levels		EA 3.3.2 (1) Communicate with the school community through school website and/or social media. <b>[Tech Coordinator]</b> a. Parent Square b. School Website	School websites and/or social media	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$10,000 <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$



**APPENDIX: SCHOOL BELL SCHEDULE**

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

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

**Total student instructional hours per year** *(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)* [1089]

**Did your school submit a SCC Waiver Request Form? Please explain.** [Our school has not submitted an SCC Waiver Request Form as our bell schedule meets all criteria per the included bell schedule tool provided above]

**Bell Schedule:** [[SY24-25 Bell Schedule](#)] [[KES Bell Schedule Worksheet](#)]