NĀ HOPENA AʻO

PRIORITY 3
Effective Efficient Operations

PRIORITY 2
Staff Success

PRIORITY 1
Student Success

Kea'au High School Academic Plan SY 2024-2025

**16-725 Kea'au-Pahoa Rd
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Directions for completing the School Academic Plan template can be found in the **Academic Plan Template Guidance** document.

Submitted by Principal Dean Cevallos		Approved by Complex Area Superintendent Stacey Bello	
	04/05/2024		4/5/2024

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 <u>comprehensive instructional program(s)</u> 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	Social Studies
9-12	Into Literature			
Geometry / Alg1 / Alg2		Envision 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 <u>universal screener(s)</u> 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
All Grades	iReady ˅	iReady ˅

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:2022-23, Next Full Self-Study:2025-26

☑ Other current accreditation self-study: NCAC 9th Grade Academy National Accreditation.

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

1

<u>Student Need #1:</u> Improve attendance (45% chronic, Poor Daily Attendance and Student Class Cutting) (WASC 1)

<u>Root/Contributing cause(s):</u>
1A) There is a lack of consistent, understood processes and systems for stakeholders to follow for collecting, communicating, and using data when different types of absences occur.

2

<u>Student Need #2:</u> Improve School Climate

<u>Root/Contributing cause(s):</u>
2A) Processes for implementation of new initiatives and effective time usage have not been in place long enough to have data showing improved staff satisfaction. (Spring 2022 SEL teacher) (WASC 2 and 3)
2B) A minority of teachers are continuing to be overwhelmed with the majority of school tasks without being given ample time to accomplish said tasks.
2C) There is a perception among some teachers that there is inconsistent accountability for teachers accomplishing directed-tasks. (WASC 4)
2D) School-wide prioritization of classroom engagement processes have not been in place for long enough to show impact on student perception data.
2E) Changes implemented for improving school climate via school-wide activities and school pride initiatives have not been in place for long enough to show results in perception data (Fall 2023 SEL student) (WASC 5)

3   **Student Need #3:** Improve student learning

Root/Contributing cause(s):

3A) The majority of students are not meeting state standards according to state tests and college-bound students are struggling post-graduation, because of a lack of consistency in outcome expectations, processes for rigorous instruction, and classroom engagement across the school.

3B) Student learning is being impacted by student, community, and teacher mindsets regarding the importance of academic success. (EES Value of School Data [students])

3C) Students lack foundational skills. (iReady scores, 8th grade SBA scores)

3D) Many students' needs (community, family, and home) are not being met, causing students who are not "ready" to learn.

3E) Processes for improving student and staff sense of belonging have not been in place long enough to show improvement in perception data.

3F) Students do not see relevance between their experience in school and their goals or lives outside of school (EES 2022-23 Value of School), which leads to low classroom and content engagement; this is especially seen in core subject areas.

In order to address student equity, please list the <u>targeted subgroup(s)</u> and their <u>identified needs</u>. 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

<u>Targeted Subgroup</u>: High Need Students: Special Education

<u>Identified Student Need(s)</u>: Reduce achievement gap between non-high needs and high needs students

2 **<u>Targeted Subgroup</u>:** English Learner,

<u>Identified Student Need(s)</u>: Reduce achievement gap between non-high needs and high needs students

3 **<u>Targeted Subgroup</u>:** Economically Disadvantaged,

<u>Identified Student Need(s)</u>: Reduce achievement gap between non-high needs and high needs students

Priority 1
High-Quality Learning For All

PRIORITY 1

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

Desired Outcomes *"What do we plan to accomplish?"*	Root/Contributing Cause *"Why are we doing this?"*	Enabling Activities *"How will we achieve the desired outcome?"* ***and* Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor 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.*
1.1.1. All entering 9th students are assessed for social, emotional, and academic readiness and provided necessary and timely support to develop foundational skills for learning.	3C	**EA 1.1.1 (1)** KHS freshman students are screened for ELA and math readiness. *[SSC, Instructional Coaches, 9th grade coordinator]* **EA 1.1.1 (2)** Upon entering KHS as a freshman all students are placed in small mentor and tutoring cohorts. *[J. Elise Hannigan - 9th Grade Coordinator]*	iReady 8th grade SBA results Panorama survey results	☑ WSF, $80,000 ☑ Title I, $47,172 ☐ 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.	Students coming well below grade level	EA 1.1.2 (1) We currently have 8 reading workshops to address those students that are well below grade level and meet biweekly as a EA EA 1.1.2 (2) Department to discuss curriculum, grades and common formative assessments. Sarah Henley- Coach	Henley will assist in monitoring with the teachers teaching the classes	☑ WSF, $164,000 ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $
Mathematics Proficiency 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.	Students coming in well below grade level	EA 1.1.3 (1) We have created a math intervention line targeted with those students who are well below grade level. Curriculum is Transmath from Voyager Sopris, and placement is based on 8th grade iReady scores and teacher recommendations.Department to discuss curriculum, grades and common formative assessments. EA 1.1.3 (2) Math will also have PD for the Building Thinking Classrooms. Jared Hay-Math DH	Transmath integrated assessment and student data	☑ WSF, $82,000 ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

| 1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. | 3A, 3C | **EA 1.1.4 (1)** All students will be screened in Math and ELA using iReady.
[Kanoa Beatty - Coach]
EA 1.1.4 (2) Students identified at 8th grade level or below in ELA will be targeted for reading intervention.
[Henley]
EA 1.1.4 (3) After school tutoring will be offered to all students.
[Sarah Henley - Coach]
EA 1.1.4 (4) Consistently implement Tier 1 Hawaii Multi-Tiered System of Support (HMTSS) <u>Instructional and Behavioral</u> strategies to improve academics.
  A. Teachers promote a safe and secure environment (e.g., greet at the door)
  B. Build and sustain strong teacher/student relationships.
[Michele Meyers Conol-Student Services Coordinator]
EA 1.1.4 (5) Implement classroom and school level <u>intervention</u> strategies to improve academics.
[Michele Meyers Conol-Student Services Coordinator]
EA 1.1.4 (6) Students promoting into 10th grade will be identified as low / mid / high performing in algebra and targeted for appropriate course placement
[Jared Hay-Math Department Head]
EA 1.1.4 (7) 100% of teachers will implement literacy strategies / "The Principles of Explicit Instruction" daily
[Sarah Henley - Instructional Coach] | iReady participation rate and diagnostic test results

Short Stop Data

9th Grade HMTSS student tracker sheet

Core notes

Master Schedule

School wide program data (e.g. AVID)

8th Grade SBA

ALEKS knowledge check data

State Data Reports

Short Stop Aggregate Data | ☑ WSF, $20,843
☑ Title I, $99,841
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☑ Grant:CLSD__, $
☐ Other:__, $ |

Required for all schools.

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

Required for all schools. | 3F | **EA 1.1.5 (1)** 9th grade academy students will be enrolled in a Transition to High School course in Semester 1
[Althea Magno -registrar]

EA 1.1.5 (2) CTE student ambassadors will promote pathways in the transition to high school course
[Terence Moniz - CTE coordinator]

EA 1.1.5 (3) A Summer Bridge program will be offered to all incoming freshman students with a focus on transitioning to the high school setting.
[J. Elise Hannigan - 9th grade Academy Coordinator]

EA 1.1.5 (4) Transition activities are provided for incoming freshmen.
   a) 8th grade guided pre-registration
   b) 8th grade visit to the KHS campus
   c) Incoming freshman parent orientation night
[Lacey Cabral - Counseling Department Head, J. Elise Hannigan 9th grade Academy Coordinator]

EA 1.1.5 (5) Freshman only day to start the school year.
[J. Elise Hannigan - 9th grade Academy Coordinator]

EA 1.1.5 (6) Freshman students are provided with a senior student mentor.
[J. Elise Hannigan - 9th grade Academy Coordinator] | Master Schedule

Student pre-registration

Summer Bridge enrollment

Freshman Academy Datasheet | ☑ WSF, $10,000
☑ Title I, $79,685
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☑ Other:__, $ |

★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment

Desired Outcomes *"What do we plan to accomplish?"*	Root/ Contributing Cause *"Why are we doing this?"*	Enabling Activities *"How will we achieve the desired outcome?"* ***and* Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor 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 and attend school regularly. *Required for all schools.*	1A, 3B	**EA 1.2.1 (1)** Monitor the attendance status and progress of all students through attendance radars and policy expectations. *[Dean Cevallos-Principal]* **EA 1.2.1 (2)** Consistently implement Tier 1 Hawaii Multi-Tiered System of Support (HTMSS) <u>Instructional and Behavioral</u> strategies to improve attendance. *[Michele Meyers Conol-Student Services Coordinator]* C. Teachers promote a safe and secure environment (e.g., greet at the door) D. Build and sustain strong teacher/student relationships. **EA 1.2.1 (3)** Implement attendance <u>intervention</u> strategies *[Dean Cevallos-Principal]* A. Incentive programs B. Teachers communicate with families regarding attendance (e.g., calls home, Talking Points, email, home visits) **EA 1.2.1 (4)** Creating a positive school climate that encourages students to attend school. *[Jaimie Justo-Student Activities Coordinator, Iris McGuire-Athletic Director]* A. Access to extracurricular activities.	Daily attendance rate Chronic absenteeism rate Student Activities Calendar and Student Body Government participation Athletics Calendar and Rosters State Data Reports - Panorama SEL Survey Results	☑ WSF, $90,000 ☑ Title I, $70,500 ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

		B. Access to activities during the school day.	School Level Survey Data

1.2.2. All students demonstrate positive behaviors at school. *Required for all schools.*	3E	**EA 1.2.2 (1)** Consistently implement Tier 1 Hawaii Multi-Tiered System of Support (HMTSS) <u>Instructional and Behavioral</u> strategies to encourage positive behaviors at school. A. A schoolwide positive incentive program will continue to be implemented through the Cougar Cash/Cougar Store. *[Heidi Peabody-Business Teacher]* B. A positive student referral system will be implemented. *[Rypka - 9th Grade Vice Principal]* C. Implement ISLA/Restorative Justice *[Sam Resendez - Peer Mentoring Teacher]*	Positive referral Database Data from Cougar Cash store ISLA data Panorama SEL Data regarding behavior perceptions Discipline Data from Lei Kulia	☑ WSF, $82,000 ☑ Title I, $4,500 ☐ 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. | 2A, 2D, 2E, 3D | **EA 1.2.1 (1)** Consistently implement Tier 1 Hawaii Multi-Tiered System of Support (HTMSS) Instructional and Behavioral strategies to improve school culture.

[Michele Meyers Conol-Student Services Coordinator, Jaimie Justo-Student Activities Coordinator, Iris McGuire-Athletic Director]

  A. Access to extracurricular activities.
  B. Access to activities during the school day.
  C. Clearly articulate activities that are available to all students.

EA 1.2.1 (2) Implement Nā Hopena Aʻo framework to develop academic achievement, character, physical and social emotional well-being of all our students to the fullest potential.

[Dean Cevallos-Principal] | Student Activities Calendar and Student Body Government participation

Athletics Calendar and Rosters

Morning Announcements

SEL Survey Data

Student and Faculty Feedback

Counselor Data | ☑ WSF, $90,000
☑ Title I, 4,500
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |

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

Desired Outcomes *"What do we plan to accomplish?"*	Root/ Contributing Cause *"Why are we doing this?"*	Enabling Activities *"How will we achieve the desired outcome?"* *and* Name of Accountable Lead(s) *"Who is responsible to oversee and monitor 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.*	3F	**EA 1.3.1 (1)** A wide variety of College/Career readiness opportunities are available to all students. *[Cyndy Yamamoto - Transition Center Coordinator & Counseling Department?]* **EA 1.3.1 (2)** Students have the opportunity to enroll in career pathway courses that provide real world knowledge and skills. *[Terence Moniz - CTE Coordinator]* **EA 1.3.1 (3)** 9th grade academy students will be enrolled in a Transitions to high school course in the first semester. *[Althea Magno - Registrar]* **EA 1.3.1 (4)** 100% of 9th grade academy students will have selected a pathway by the end of the first semester of the current school year. *[Tanya Montgomery - Transition teacher]*	College & Career fair attendee lists AVID Early College Running Start CTSO Pathway Data Registration Course Counts. Master Schedule	☑ WSF, $30-,000 ☑ Title I, $26,400 ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

K-12 Alignment	3C	1.3.2 Counselors and SSC meet with the Intermediate school to go over the registration, course work and academic skills to make sure they are taking the correct classes upon entry to the High School We also have the ambassadors talk to the students about the Pathways the High School offers. High school literacy coach and Math department DH communicate with KMS to identify students who are deficient in academic skills for placement in reading and math intervention classes upon entry into KHS.	Counselors, Meyers-Conol and Moniz, Sarah Henley, Math DH	☑ WSF, $350,000 ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $
1.3.2. All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.				
1.3.3. All students graduate high school with a personal plan for their future.	3F	1.3.3 100% of seniors will pass their PTP by November of their senior year through the Advisory classes.	Senior Counselor	☑ WSF, $82,000 ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

Priority 2
High-Quality Educator Workforce In All Schools

★ 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 "How will we achieve the desired outcome?" *and* Name of Accountable Lead(s) "Who is responsible to oversee and monitor 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.	3A	**EA 2.1.1 (1)** Use results of Teacher & Staff Well-Being Survey to focus on areas that will help teachers become more effective *[Executive Council]* **EA 2.1.1 (2)** Faculty and staff will be provided with learning opportunities that advance teacher's pedagogical knowledge and skills. *[Stacy Ishihara - Curriculum Coordinator]*	School developed survey results Panorama survey results 21hr planning before start of school year	☑ WSF, $90,000 ☑ Title I, $68,000 ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

2.2.2 All school support staff are effective or receive the necessary support to become effective.	3A, 3B	EA 2.1.2 (1) Support staff (educational aides, security, tech, custodial, cafeteria, office/clerical) are placed to best support student needs and campus functionality. EA 2.1.2 (1) School support staff receive regular training and PD as needed and appropriate to their role/function on the campus. EA 2.2.2 (1) School support staff are given regular feedback and evaluated per the contract requirements associated with their position.	Administration	☑ WSF, $100,000 ☑ Title I, $25,000 ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $
2.3.2 All school administrators are effective or receive the necessary support to become effective.	2C	2.1.3 (1) Administrators will be present at grade level, department, executive council and committee meetings to help keep accountability, facilitate and participate in decision-making processes.	Meeting minutes and attendance	☑ WSF, $100,000 ☑ Title I, $10,000 ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

Priority 3
Effective and Efficient Operations At All Levels

PRIORITY 3

★ 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 "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor 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 are engaged with their respective school principal. *Required for all schools.*	3B	**EA 3.3.1 (1)** SCC meets monthly in-person on the KHS campus and ensures quorum through representation of parent, community, certificated staff, non-certificated staff, principal, and students. *[Courtney Lahm - SCC Chair]* **EA 3.3.1 (2)** SCC minutes will be posted to the school's website monthly. *[Courtney Lahm - SCC Chair]*	SCC minutes SCC Self-Assessment	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

| Improve school culture, morale and established traditions | 2B, 2E | (1) 100% of administration, students, faculty and staff will be represented in meetings eg. PLC, Executive leadership, Department, etc.
(2) Training on running and participating in effective meetings
(3) Create a School Calendar of meeting dates that allow discussion on morale, culture and traditions for all stakeholders
(4) Parent/Community Walkthroughs
(5) Cougar Country Market
(6) Campus Beautification and Improvements

Executive Council | Meeting sign in and minutes

Panorama survey results | ☑ WSF, $80,000
☑ Title I, $10,000
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:___, $
☐ 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 Kea'au High School'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*)   [1,085 hours]

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

Yes, Kea'au High School has submitted the SCC Waiver Request Form for 5 dates. The dates are 9/23, 11/15, 12/6, 1/24, and 3/27. In an effort to reduce the GAP rate and increase student knowledge, these 5 days will allow teachers the time to assess and synthesize data to effectively decrease the GAP rate.

And we have requested a date change for our graduation.

Bell Schedule: [KHS **Bell Schedule**]