



# Kea'au High School Academic Plan SY 2025-2026

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

Submitted by Principal Dean Cevallos	
	4/11/2025

Approved by Complex Area Superintendent Stacey Bello	
	4/11/2025

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

## VIABLE QUALITY CURRICULUM

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

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

Grade Level(s)/ Course Name	<u>English Language Arts</u>	<u>Mathematics</u>	Science	Social Studies
9-12		Select One ▾	<p>All content - Gizmos, Edpuzzle, online resources (lesson, interactive games, simulations)</p> <p>Chemistry - NGSS and Common Core, TPT, Phet Simulation, ACS Guidelines for Teaching Middle and High School Chemistry, KHAN Academy, CK-12, School Chemistry Laboratory Safety Guide, "The Cartoon Guide to Chemistry - Book by Larry Gonick, School Chem</p> <p>Human Physiology - "Essentials of Human Anatomy &amp; Physiology", A Correlation of Essentials of Human Anatomy and Physiology 12th Edition, ©2018 (online copy), ZipTrips Purdue (Purdue University),</p> <p>Biology - Prentice Hall Biology textbook, Plants and Animals of Hawaii textbook, Teacher Pay</p>	<p>US History America: Pathways to the Present by Prentice Hall United States History: Reconstruction to the Present by Prentice Hall United States History by McGraw Hill TPT</p> <p>World History World History by McGraw Hill Discovery Education TPT Study.com curriculum Diffit</p> <p>Modern History of Hawai'i A History of Hawai'i by University of Hawai'i Modern Hawaiian History by Bess Press Hawai'i's Story by Hawai'i's Queen</p> <p>Participation in Democracy</p>

			<p>Teachers, biology corner, ck12, JoVE.com, and Study.com..edu for cells.</p> <p>AP Env Sci - Textbook - Friedland &amp; Relyea 3rd ed. All students have a home copy.</p> <p>Env Sci - No Textbook - NGSS &amp; Common Core, JoVE.com and Study.com.</p> <p>Marine Science - NGSS &amp; Common Core &amp; Hawaiian Coral Reef Ecology, Gulko</p>	<p>Building Citizenship: Civics &amp; Economics by McGraw Hill</p> <p>Icivics</p> <p>TPT</p> <p>Hawaiian Studies</p> <p>Resource Units in Hawaiian Culture by Kamehameha Schools Press</p> <p>Psychology</p> <p>Study.com curriculum</p> <p>Diffit</p> <p>TPT</p> <p>Sociology</p> <p>Study.com curriculum</p> <p>Diffit</p> <p>TPT</p> <p>Geography</p> <p>The Human and Physical World by McGraw Hill</p> <p>TPT</p> <p>Discovery Education</p> <p>Global Studies</p> <p>Introduction to Global Studies by Bloomsbury Publishing</p> <p>TPT</p> <p>Discovery Education</p>
Geometry/Alg 1/Alg 2	Select One ▾	enVision A/G/A ▾	'20 Into Literature ▾	
Ulu pono	'21 SpringBoard ▾	Select One ▾		

Please list all supplementary instructional materials used to enrich or extend the comprehensive instructional programs identified above, and

specify the grade level(s) or course name. Schools may indicate specific demographic subgroup(s) as appropriate.				
Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
		ALEKS, Mathspace, Desmos		
EL, SPED	Achieve300, Imagin Language Literacy, IXL			
Reading Workshop	Third Quest, Language Live			

### HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

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

**How does your school document HMTSS student interventions? Please select all that apply. If "Other" is selected, please explain.**

☐ Panorama      ☒ School-created template      ☐ Other:

### UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

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

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

Grade Level(s)/Course Name	English Language Arts	Mathematics
All Grades	I-Ready ▾	I-Ready ▾
9th Grade ELA	DIBELS ▾ Maze	Select One ▾
	Select One ▾	Select One ▾

## 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 for those needs and gaps, as identified in one or more of the following:

- ☒ Current Comprehensive Needs Assessment (CNA)
- ☐ Other current assessment/self-study report: [Insert text]
- ☒ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: [2023]

Type of Last Visit: Full Self-Study -

Year of Next Action: [2026]

Type of Next Action: Mid-Cycle Report & Visit -

Year of Next Self-Study:

[I2026]

Please identify **critical student learning needs** and the **root/contributing cause** why these needs have been prioritized.

*"What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?"*

Please number the student need and root/contributing cause for ease of cross-referencing.

1 **Student Need #1:** School climate - Attendance, Discipline, SEL, Perception

**Root/Contributing cause(s):**

1A) A percentage of families in the community are unable to prioritize regular school attendance. Additionally, students do not want to be at school and or do not feel safe on campus and so are staying home or seeking other occupations.

1B) There is a lack of uniform implementation for expected school processes for teachers regarding attendance, grading, and classroom management. This creates a gap between classes and students in which some students' needs are addressed while others are not.

1C) Professionalism- The time available in a day to accomplish school tasks is insufficient, therefore ensure that the time is used in an efficient manner and take into consideration the whole before planning for the use of time.

Tasks: referrals, differentiation, planning, calling home, building relationships, grading,

2 **Student Need #2:** Student learning/Academic achievement - Graduation rate, CTE completers, SBA, Universal Screeners Especially seen as a need in subgroups EL and SPED students

**Root/Contributing cause(s):**

2A) The majority of our students enter high school with academic deficiencies two or more years below grade level; and

school-wide systems are not developed enough to bridge large gaps for different specific populations.

2B) There is a lack of uniform implementation of expected school processes for teachers regarding attendance, grading, and classroom management. This creates a gap between classes and students in which some students' needs are addressed while others are not.

2C) Professionalism- The time available in a day to accomplish school tasks is insufficient, therefore ensure that the time is used in an efficient manner and take into consideration the whole before planning for the use of time.

Tasks: referrals, differentiation, planning, calling home, building relationships, grading,

**3**

**Student Need #3:** Community Engagement - SQS participation, attendance rate, achievement

**Root/Contributing cause(s):**

3A) The majority of our students enter high school with academic deficiencies two or more years below grade level; and school-wide systems are not developed enough to bridge large gaps for different specific populations.

3B) A percentage of families in the community are unable to prioritize regular school attendance. Additionally, students do not want to be at school and or do not feel safe on campus and so are staying home or seeking other occupations.

3C) Professionalism- The time available in a day to accomplish school tasks is insufficient, therefore ensure that the time is used in an efficient manner and take into consideration the whole before planning for the use of time.

Tasks: referrals, differentiation, planning, calling home, building relationships, grading,

3D) There is a lack of uniformity in implementing expected school processes for teachers regarding attendance, grading, and classroom management. This creates a gap between classes and students in which some students' needs are addressed while others are not.

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

1 **Targeted Subgroup:** High Need Students: Special Education

**Identified Student Need(s):** Reduce achievement gap between non-high needs and high needs students

2 **Targeted Subgroup:** English Learner

**Identified Student Need(s):** Reduce achievement gap between non-high needs and high needs students

3 **Targeted Subgroup:** Economically Disadvantaged

**Identified Student Need(s):** 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 <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 (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i>  <i>Please estimate the additional amount needed to execute the enabling activity.</i>
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.	2A	<p><b>EA 1.1.1 (1)</b> Incoming KHS freshman students are screened for ELA and math readiness. Examples: ALEKS, Dibels, iReady, etc. <b>SW6</b> <i>[SSC, Instructional Coaches, 9th grade coordinator]</i></p> <p><b>EA 1.1.1 (2)</b> Upon entering KHS as a freshman all students are placed in small mentor and tutoring cohorts. <i>[J. Elise Hannigan - 9th Grade Coordinator]</i></p>	<p>iReady</p> <p>8th grade SBA results</p> <p>Panorama survey results</p>	<p><input checked="" type="checkbox"/> WSF, \$80,000</p> <p><input checked="" type="checkbox"/> Title I, \$40,000</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>

**Reading  
Proficiency**

2A  
3A

1.1.2. All students will read at a proficiency level that ensures academic, social, and professional success by graduation, and those who do not read proficiently receive necessary and timely support to become proficient.

~~All students read proficiently by the end of third grade, and those who do not read proficiently receive necessary and timely support to become proficient.~~

EA 1.1.2 (1) Students with significant deficiencies in reading will be placed in Reading Workshop classes.

**SW5 & SW6**

*[Sarah Henley - Instructional Coach]*

EA 1.1.2 (2) School-wide instructional strategies to improve literacy through quality instruction across content areas are being implemented. Teachers are supported through coaching and professional development around the schoolwide instructional strategies (Learning Targets, Collaboration and Engagement, and Academic Language).

**SW6**

*[Sarah Henley - Instructional Coach]*

**Dibels  
Short Stop Data**

- ☒ WSF, \$164,000
- ☒ Title I, \$88,891
- ☐ Title II, \$
- ☐ Title III, \$
- ☐ Title IV-A, \$
- ☐ Title IV-B, \$
- ☐ IDEA, \$
- ☐ SPPA, \$
- ☐ Homeless, \$
- ☒ Grant, CLSD, \$
- ☐ Other: \_\_, \$

**Mathematics Proficiency**

3A  
2A

1.1.3. All students are proficient in mathematics, and those who are not proficient receive necessary and timely support to become proficient.

EA 1.1.3 (1) Students who are well-below grade level are placed in a math intervention class with complementary curriculum (ex. Transmath).

**SW6**

*[Jared Hay - Math Department Head]*

EA 1.1.3 (2) The mathematics department uses a Building Thinking Classrooms model to support mathematics instructions. Professional Development is provided to the mathematics department to support implementation.

**SW6**

*[Jared Hay - Math Department Head]*

Transmath integrated assessment and student data

iReady screeners

- ☒ WSF, \$82,000
- ☒ Title I, \$40,000
- ☐ 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.

Required for all schools.

2A  
3A

**EA 1.1.4 (1)** All students will be screened in Math and ELA using iReady.

**SW6**

*[Kanoa Beatty - Instructional Coach]*

**EA 1.1.4 (2)** Students identified at 8th grade level or below in ELA will be targeted for reading intervention.

**SW6**

*[Sarah Henley - Instructional Coach]*

**EA 1.1.4 (3)** After-school tutoring will be offered to all students.

- A. Specific teachers provide tutoring in core content areas on an as-needed basis
- B. Tutors are provided for IDEA students based on need

**SW6**

*[Sarah Henley - Instructional Coach, Michele Meyers Conol - Student Services Coordinator]*

**EA 1.1.4 (4)** Consistently implement Tier 1 Hawaii Multi-Tiered System of Support (HMTSS) Instructional and Behavioral 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.
- C. Core Team meets bi-weekly to address student concerns and implement tiered interventions as needed

**SW6**

*[Michele Meyers Conol-Student Services Coordinator]*

**EA 1.1.4 (5)** Implement classroom and school-level intervention strategies to improve academics. Examples: Go Guardian, Mosyle, Library books, Laptops, planners, folders, etc.

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, \$127,733
- ☐ Title II, \$
- ☐ Title III, \$
- ☐ Title IV-A, \$
- ☐ Title IV-B, \$
- ☐ IDEA, \$
- ☐ SPPA, \$
- ☐ Homeless, \$
- ☒ Grant:CLSD\_\_\_\_\$
- ☐ Other:\_\_\_\_, \$

**SW6**

*[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

**SW6**

*[Jared Hay-Math Department Head]*

**EA 1.1.4 (7)** 100% of teachers will implement literacy strategies / "The Principles of Explicit Instruction" daily

**SW6**

*[Sarah Henley - Instructional Coach]*

**EA 1.1.4 (8)** English Learners are scheduled into English Language Development classes.

- A. Student-centered scheduling processes will be implemented so that EL students can be scheduled into classrooms that have additional support wherever possible

**SW6**

*[June Dela Cruz - English Learner Coordinator]*

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

*Required for all schools.*

2A

**EA 1.1.5 (1)** 9th grade academy students will be enrolled in a Transition to High School course in Semester 1

**SW6**

*[Althea Magno -registrar]*

**EA 1.1.5 (2)** CTE student ambassadors will promote pathways in the transition to high school course.

**SW6**

*[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.

**SW5 & SW6**

*[J. Elise Hannigan - Freshman Academy Coordinator]*

**EA 1.1.5 (4)** Transition activities are provided for incoming freshmen.

- a) 8th grade guided pre-registration
- b) 8th grade Parent registration Night
- c) 8th grade visit to the KHS campus
- d) Incoming freshman parent orientation night

**SW6**

*[Lacey Cabral - Counseling Department Head, J. Elise Hannigan  
Freshman Academy Coordinator]*

**EA 1.1.5 (5)** Freshman only day to start the school year.

**SW6**

*[J. Elise Hannigan - Freshman Academy Coordinator]*

**EA 1.1.5 (6)** Freshman students are provided with a senior student mentor.

Master Schedule

Student pre-registration

Summer Bridge enrollment

Freshman Academy Datasheet

Panorama Data

- ☒ WSF, \$10,000
- ☒ Title I, \$80,566
- ☐ Title II, \$
- ☐ Title III, \$
- ☐ Title IV-A, \$
- ☐ Title IV-B, \$
- ☐ IDEA, \$
- ☐ SPPA, \$
- ☐ Homeless, \$
- ☐ Grant:\_\_\_, \$
- ☒ Other:\_\_\_, \$



**SW6**

*[J. Elise Hannigan - Freshman Academy Coordinator]*

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

<b>Desired Outcomes</b> "What do we plan to accomplish?"	<b>Root/Contributing Cause</b> "Why are we doing this?"	<b>Enabling Activities</b> "How will we achieve the desired outcome?"  <b>and Name of Accountable Lead(s)</b> "Who is responsible to oversee and monitor implementation and progress?"	<b>Monitoring of Progress (Initial &amp; Intermediate Outcomes)</b> "How will we know progress is being made?"	<b>Anticipated Source of Funds</b> "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.  <i>Required for all schools.</i>	1A 1B 1C 3B	<p><b>EA 1.2.1 (1)</b> Teachers monitor the attendance status and progress of all students through attendance radars and policy expectations (ie. call home and report excessive absences to counselors and administration). [Dean Cevallos-Principal]</p> <p><b>EA 1.2.1 (2)</b> Consistently implement Tier 1 Hawaii Multi-Tiered System of Support (HTMSS) <u>Instructional and Behavioral</u> strategies to improve attendance.  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]</p> <p><b>EA 1.2.1 (3)</b> Implement attendance <u>intervention</u> strategies  A. Incentive programs  B. Teachers and school communicate with families regarding attendance (e.g., calls home, Talking Points, email, home visits, School Info App, mailing letters, etc.)</p> <p><b>SW6</b> [Dean Cevallos-Principal]</p>	<p>Daily attendance rate</p> <p>Chronic absenteeism rate</p> <p>Student Activities Calendar and Student Body Government participation</p> <p>Athletics Calendar and Rosters</p> <p>State Data Reports - Panorama SEL Survey Results</p> <p>School Level Survey Data</p>	<p><input checked="" type="checkbox"/> WSF, \$90,000</p> <p><input checked="" type="checkbox"/> Title I, \$6,800</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>



**EA 1.2.1 (4)** Create a positive school climate that encourages students to attend school.

- A. Access to extracurricular activities.
- B. Access to activities during the school day.

*[Jaimie Justo-Student Activities Coordinator, Iris McGuire-Athletic Director]*

1.2.2. All students demonstrate positive behaviors at school.

1A  
1B  
3C

*Required for all schools.*

**EA 1.2.2 (1)** Consistently implement Tier 1 Hawaii Multi-Tiered System of Support (HMTSS) Instructional and Behavioral 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. The positive student referral system will be reviewed and revised to be more effective.  
*[Rypka - 9th Grade Vice Principal]*
- C. Implement ISLA/Restorative Justice  
*[Bianca Rajan - Peer Mediation Teacher]*
- D. A peer mediation program will be implemented  
*[Bianca Rajan - Peer Mediation]*

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, \$80,000
- ☐ Title II, \$
- ☐ Title III, \$
- ☐ Title IV-A, \$
- ☐ Title IV-B, \$
- ☐ IDEA, \$
- ☐ SPPA, \$
- ☐ Homeless, \$
- ☐ Grant:\_\_, \$
- ☐ Other:\_\_, \$

1.2.3. All students experience a Nā Hopena A'o environment for learning.

*Required for all schools.*

1A  
2B  
3B

**EA 1.2.3 (1)** Consistently implement Tier 1 Hawaii Multi-Tiered System of Support (HMTSS) Instructional and Behavioral strategies to improve school culture.

**SW6**

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

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

**EA 1.2.3 (2)** Implement Nā Hopena A'o 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, \$80,000
- ☐ 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**

<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 (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>1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.</p> <p><i>Required for all schools.</i></p>	<p>2A 3A</p>	<p><b>EA 1.3.1 (1)</b> A wide variety of College/Career readiness and civic opportunities are available to all students.  <b>SW5 &amp; SW6</b>  <i>[Cyndy Yamamoto - Transition Center Coordinator &amp; Counseling Department]</i></p> <p><b>EA 1.3.1 (2)</b> Students have the opportunity to enroll in career pathway courses that provide real world knowledge and skills.  <b>SW6</b>  <i>[Terence Moniz - CTE Coordinator]</i></p> <p><b>EA 1.3.1 (3)</b> 9th grade academy students will be enrolled in a Transitions to high school course in the first semester.  <b>SW6</b>  <i>[Althea Magno - Registrar]</i></p> <p><b>EA 1.3.1 (4)</b> 100% of Freshman Academy students will have selected a pathway by the end of the first semester of the current school year.  <b>SW6</b>  <i>[Tanya Montgomery - Transition teacher]</i></p>	<p>College &amp; Career fair attendee lists  AVID  Early College  Running Start  CTSO  Pathway Data  Registration  Course Counts  Master Schedule</p>	<p><input checked="" type="checkbox"/> WSF, \$30,000  <input checked="" type="checkbox"/> Title I, \$6,400  <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: __, \$</p>

**K-12 Alignment****1A  
3B**

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.

**1.3.2 (1)** 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. CTE Ambassadors talk to the Intermediate students about the Pathways the High School offers.

**SW6**

*[Counseling Department, Michele Meyers Conol - Student Services Coordinator, J. Elise Hannigan - Freshman Academy Coordinator]*

**1.3.2 (2)** 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.

**SW6**

*[Sarah Henley - Instructional Coach, Jared Hay - Math Department Head]*

**1.3.2 (3)** Students transitioning to high school from the middle school will be offered a Summer Bridge program available to them at no cost.

**SW6**

*[J. Elise Hannigan - Freshman Academy Coordinator]*

9th grade  
registration  
forms

IDEA schedule  
placement/meeti  
ng schedules

Summer Bridge  
Roster

- ☒ WSF, \$350,000
- ☒ Title I, \$40,000
- ☐ Title II, \$
- ☐ Title III, \$
- ☐ Title IV-A, \$
- ☐ Title IV-B, \$
- ☐ IDEA, \$
- ☐ SPPA, \$
- ☐ Homeless, \$
- ☐ Grant:\_\_, \$
- ☐ Other:\_\_, \$

1.3.3. All students graduate high school with a personal plan for their future.

2A

**1.3.3 (1)** 100% of seniors will pass their PTP by November of their senior year through the Advisory classes.

**SW6**

*[Kanoa Beatty - Instructional Coach & Heather Colbert - Counselor*

Student transcript

- ☒ 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

#### PRIORITY 2

- ★ 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.	3C 3D	<p><b>EA 2.1.2 (1)</b> Use results of Teacher &amp; Staff Well-Being Survey to focus on areas that will help teachers become more effective [Executive Council]</p> <p><b>EA 2.1.2 (2)</b> Faculty and staff will be provided with learning opportunities that advance teacher's pedagogical knowledge and skills. Examples: PD from The BERC Group, ISTE, NCAC, AVID, etc. <b>SW6</b> [Stacy Ishihara - Curriculum Coordinator]</p>	<p>School developed survey results</p> <p>Panorama survey results</p> <p>21hr planning before start of school year</p>	<p><input checked="" type="checkbox"/> WSF, \$90,000</p> <p><input checked="" type="checkbox"/> Title I, \$180,000</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: __, \$</p> <p><input type="checkbox"/> Other: __, \$</p>

<p>2.2.2 All school support staff are effective or receive the necessary support to become effective.</p>	<p>1C 3C</p>	<p><b>EA 2.2.2 (1)</b> Support staff (educational aides, security, tech, custodial, cafeteria, office/clerical) are placed to best support student needs and campus functionality. <b>SW6</b> <i>[Dean Cevallos - Principal]</i></p> <p><b>EA 2.2.2 (2)</b> School support staff receive regular training and PD as needed and appropriate to their role/function on the campus. <b>SW6</b> <i>[Dean Cevallos - Principal]</i></p> <p><b>EA 2.2.2 (3)</b> School support staff are given regular feedback and evaluated per the contract requirements associated with their position. <b>SW6</b> <i>[Dean Cevallos - Principal]</i></p>	<p>Administration <input checked="" type="checkbox"/> WSF, \$100,000 <input checked="" type="checkbox"/> Title I, \$10,000</p> <p>Performance Evaluation System (PAS) <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, \$</p> <p>PD attendance <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:____, \$ <input type="checkbox"/> Other:____, \$</p> <p>Survey results</p>
<p>2.3.2 All school administrators are effective or receive the necessary support to become effective.</p>	<p>1C 2C 3C</p>	<p><b>EA 2.3.2 (1)</b> Administration receives regular training and PD as needed and appropriate to their role/function on the campus. <b>SW6</b> <i>[Dean Cevallos - Principal]</i></p>	<p>District meeting and PD attendance <input checked="" type="checkbox"/> WSF, \$100,000 <input checked="" type="checkbox"/> Title I, \$80,000 <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:____, \$</p>



## 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 <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>  <b>and Name of Accountable Lead(s)</b> <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>Please estimate the additional amount needed to execute the enabling activity.</i>
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.  <i>Required for all schools.</i>	3B	<b>EA 3.3.1 (1)</b> 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. <i>[Courtney Lahm - SCC Chair]</i>  <b>EA 3.3.1 (2)</b> SCC minutes will be posted to the school's website monthly. <i>[Courtney Lahm - SCC Chair]</i>	SCC minutes  SCC Self-Assessment	<input type="checkbox"/> WSF, \$20,000 <input 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: __, \$
3.3.2 Improve school culture, morale and	1A 1C 3B	<b>EA 3.3.2 (1)</b> 100% of administration, students, faculty and staff will be represented in meetings eg. PLC, Executive leadership, Department, etc.	Meeting sign in and minutes	<input checked="" type="checkbox"/> WSF, \$80,000 <input checked="" type="checkbox"/> Title I, \$5,000 <input type="checkbox"/> Title II, \$



established traditions	3D	<p><b>SW6</b>  <i>[Dean Cevallos - Principal]</i></p> <p><b>EA 3.3.2 (2)</b> Training on running and participating in effective meetings is provided to appropriate faculty.  <i>[Dean Cevallos - Principal]</i></p> <p><b>EA 3.3.2 (3)</b> Departments meet to discuss morale, culture and traditions for all stakeholders as necessary to plan or reflect on processes.  <i>[Department Heads, Dean Cevallos - Principal]</i></p> <p><b>EA 3.3.2 (4)</b> The school hosts monthly Parent/Community Walkthroughs, regular Parent and Family Engagement Activities, and monthly newsletters produced by the PCNC etc.  <i>[PCNC, Counseling Department, Dean Cevallos - Principal]</i></p> <p><b>EA 3.3.2 (5)</b> Monthly Cougar Country Market athletic event supported by the Keaau Cougar Athletic Boosters.  <i>[Iris McGuire - Athletic Director]</i></p> <p><b>EA 3.3.2 (6)</b> Routine campus beautification and improvements planned and implemented by the Campus Beautification Committee.  <i>[Terence Moniz - Campus Beautification Chair]</i></p> <p><b>EA 3.3.2 (7)</b> Students are given access to regular extracurricular activities and activities during the school day to support a positive school culture, build morale and establish traditions.  <i>[Jaimie Justo-Student Activities Coordinator, Iris McGuire-Athletic Director]</i></p>	<p>Panorama survey results</p> <p>Parent/Community Walkthroughs sign in</p> <p>Campus Beautification committee minutes</p>	<p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: __, \$</p> <p><input type="checkbox"/> Other: __, \$</p>
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★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.

Desired Outcome "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?" Reference the Identified School Needs section.	Enabling Activities "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?" Estimate the additional amount needed to execute the enabling activity.
3.3.3 Increase family and community attendance and engagement.	1A 2A 2C 3B 3D	<p><b>EA 3.3.3 (1)</b> The school hosts regular community events such as: Parent-teacher conferences, Open House, College Nights, Registration Nights, Athletic Parent Meetings, Athletic Award nights, Athletic Signing Events, Arts and Music Nights, Graduation Parent Meeting and Graduation. SCC Community meetings [Graduation Committee, Counseling Department, Athletics Department, Stacy Ishihara - School Coordinator]</p> <p><b>EA 3.3.3 (2)</b> The school informs parents, students, and community members regarding upcoming events via multiple modes of communication ie. Talking Points, Instagram, School Website, Google Classroom, PCNC Newsletter [Graduation Committee, Counseling Department, Athletics Department, Stacy Ishihara - School Coordinator]</p> <p><b>EA 3.3.3 (3)</b> The Community Engagement Committee reviews attendance and engagement data to give recommendations to stakeholders about campus events. [J. Elise Hannigan - Community Engagement Chair]</p>	Sign in sheets  Survey Data  Community Engagement Committee Minutes	<input type="checkbox"/> WSF, \$ 10,000 <input checked="" type="checkbox"/> Title I, \$7,000 <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 A: SCHOOL BELL SCHEDULE

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

This section showcases Kea'au High School 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 9/22, 11/3, 1/30, 2/2, 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.

### Kea'au High School Bell Schedule

(M, T, TH, & F)		Wednesday	
8:05 - 9:22 am Block 1 (Period 1 or 2)	11:15 - 12:28 pm Block 3 (Period 5 or 6)	8:05 - 9:05 am Block 1 (Period 1 or 2)	10:45 - 11:45 am Block 3 (Period 5 or 6)
9:27 - 10:40 am Block 2 (Period 3 or 4)	<b>12:28 - 12:58 pm Lunch</b>	9:10 - 10:10 am Block 2 (Period 3 or 4)	<b>11:45 - 12:15 pm Lunch</b>
<b>10:40 - 11:10 am Recess</b>	1:03 - 2:15 pm Block 4 (Period 7 or 8)	<b>10:10 - 10:40 am Recess</b>	12:15 - 1:20 pm Block 4 (Period 7 or 8)