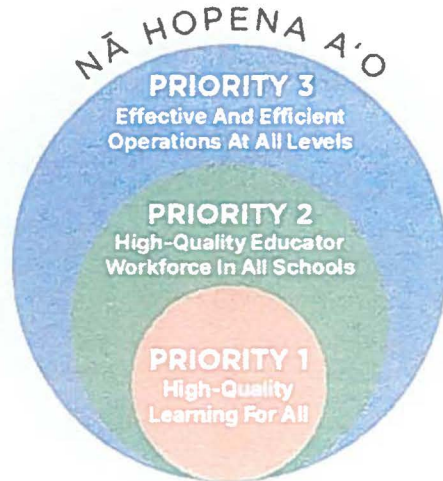
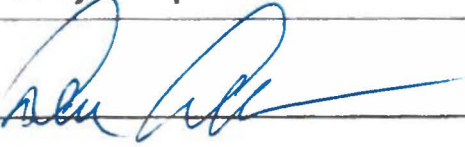


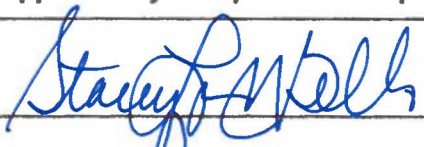


Kea'au High School Academic Plan SY 2026-2027

16-725 Kea'au-Pāhoa Road
808-313-3300
keaauhs.com

- ☒ Title I School
- ☒ Non-Title I School

Submitted by Principal Dean Cevallos	
	Mar 11, 2026

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

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

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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	English Language Arts	Mathematics	Science	Social Studies
9-12	HMH Into Literature Both consumable workbooks and online editions 9th grade book 1 10th grade book 1 11th grade book 1 & 2 12th grade book 1&2 Supplementary reading: Fahrenheit 451 by Ray Bradbury Persepolis by Markane Satrapi The Wizard of Oz by Frank Baum Night of the Howling Dog by Graham Sailsbury The Battle of Jericho by Sharon M. Draper Supplementary assessments: Iready Achieve 3000 Smarter Balance testing	enVision A/G/A - Supplementary Curriculum: TransMath Mathspace	All content - Gizmos, Edpuzzle, online resources (lesson, interactive games, simulations) 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 Human Physiology - "Essentials of Human Anatomy & Physiology", A Correlation of Essentials of Human Anatomy and Physiology 12th Edition, ©2018 (online copy), ZipTrips Purdue (Purdue University), Biology - Prentice Hall Biology textbook, Plants and Animals of Hawaii textbook, Teacher Pay Teachers, biology corner,	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 World History World History by McGraw Hill Discovery Education TPT Study.com curriculum Diffit 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 Participation in Democracy Building Citizenship: Civics & Economics by McGraw Hill I civics TPT

	Reading Workshop Intervention support programs Third Quest Language Live		ck12, JoVE.com, and Study.com..edu for cells. AP Env Sci - Textbook - Friedland & Relyea 3rd ed. All students have a home copy. Env Sci - No Textbook - NGSS & Common Core, JoVE.com and Study.com. Marine Science - NGSS & Common Core & Hawaiian Coral Reef Ecology, Gulko	Hawaiian Studies Resource Units in Hawaiian Culture by Kamehameha Schools Press Psychology Study.com curriculum Diffit TPT Sociology Study.com curriculum Diffit TPT Geography The Human and Physical World by McGraw Hill TPT Discovery Education Global Studies Introduction to Global Studies by Bloomsbury Publishing TPT Discovery Education
Geometry/Alg 1/Alg 2		enVision A/G/A ▾		
Ulupono	'21 SpringBoard ▾	enVision A/G/A ▾	Prentice Hall Biology textbook, Plants and Animals of Hawaii textbook	

Please list all **supplementary instructional materials** used to extend the comprehensive instructional programs identified above, and specify the grade level(s) or course name. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
----------------------------	-----------------------	-------------	---------	----------------

All Math Courses Gr. 9th-12th		Mathspace, Desmos, KUTA Software		
SPED	Achieve 3000, Imagine Language Literacy, IXL, Read 180, Teach Town, Edmark Signs Around You,	Math Space		
English Language Learners	National Geographic Learning: Pathways Third Edition (Foundations, Level 1, 2, 3, & 4)			
Reading Workshop	Third Quest, Language Live			

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	

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:

IDENTIFIED SCHOOL NEEDS

Academic Plans require the identification of school needs based on data and other information analyzed as part of the school improvement process. The **Comprehensive Needs Assessment (CNA) Data Workbook** (linked [here](#)) and **Lei Kulia** (linked [here](#)) are data resources to help guide and support continuous school improvement.

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

- ☒ Current 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:

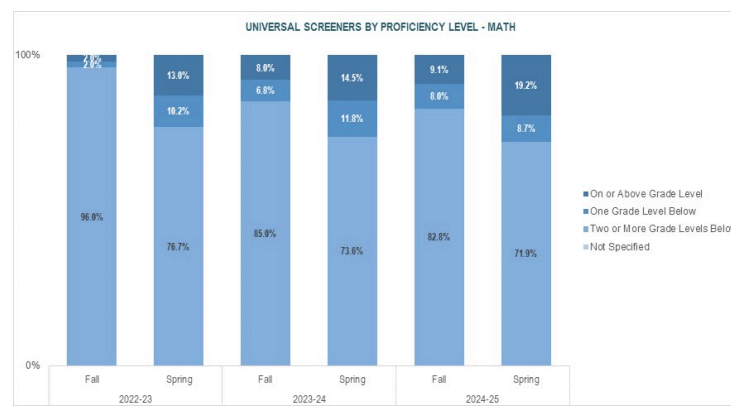
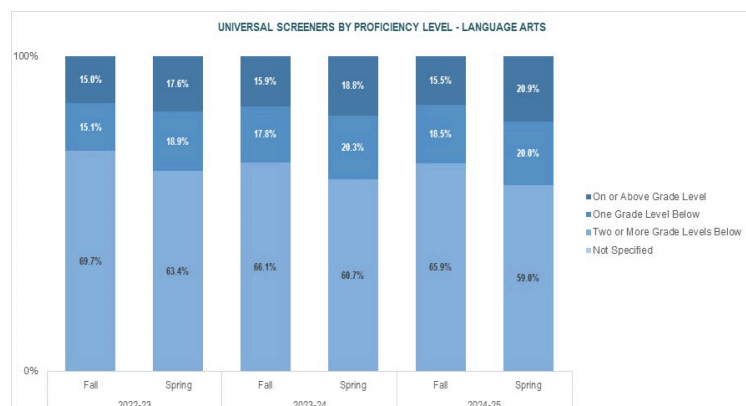
2026

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:** Students need to learn how to use foundational and grade-level reasoning skills (multi-step problem-solving, academic vocabulary, and explaining evidence) in order to successfully engage in complex tasks and improve achievement outcomes.



Root/Contributing cause(s):

Inconsistent systems for analyzing learning data limit our ability to provide targeted, rigorous instruction that develops students' reasoning skills.

1A: We have an opportunity to better support our students by intentionally reviewing our implementation data. By regularly analyzing the results of our unit pre-/post-tests and formative assessments, we can make more informed decisions about our curriculum, refine our instructional plans, and proactively identify students who need intervention.

1B: We can build a stronger community intensely focused on student learning by consistently communicating with families about what they can do at home to support their children's education.

2

Student Need: Non-regular-attending students (40.6%) need to learn how to attend consistently to engage in daily learning routines.

REGULAR ATTENDANCE BY GRADE

SCHOOL YEAR	9	10	11	12	TOTAL
2022-23	53.1%	57.9%	59.6%	59.6%	57.2%
2023-24	54.8%	63.0%	64.3%	67.7%	62.5%
2024-25	53.5%	50.9%	60.0%	72.9%	59.4%

Source: 354_Keaau_High_2025_CNA_Data_Workbook, Regular Attendance Tab

Root/Contributing cause(s):

Underdeveloped processes for early identification and response to student barriers impact consistent attendance and readiness to learn.

2A: School systems are not consistently in place or used effectively to ensure that Instructional Teams use student learning data, instructional strategy/practice data, and data on student's interests and emotional states to design instructional groupings that respond to student needs.

2B: Rigorous evidence-based instruction needs to be provided consistently so that we can stretch students' interests to find value in new topics and connect learning tasks to students' personal aspirations.

2C: We are committed to actively reducing barriers and expanding opportunities for our students. To achieve this, we are prioritizing strategies to become more attentive to students' emotional states, provide explicit guidance in emotion management, and ensure the timely arrangement of necessary supports and interventions.

3

Student Need: Students need to learn how to apply schoolwide behavioral expectations and self-regulation strategies in order to actively participate in collaborative learning activities and contribute positively to the school community.

Root/Contributing cause(s):

Limited structures for two-way family communication and explicit teaching of expectations affect student belonging and engagement in our learning community.

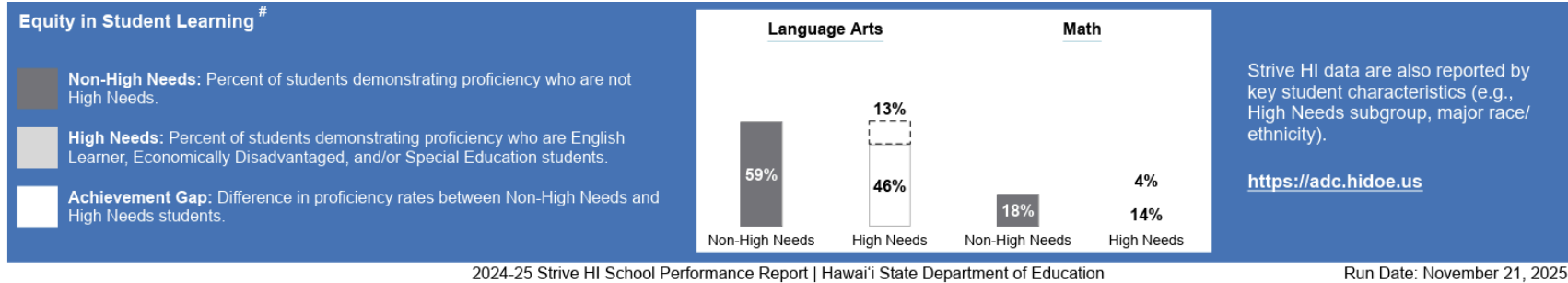
3A: Developing a powerful learning community focused intensely on student achievement is our priority. We will ensure consistent,

two-way communication with families, clearly outlining expectations and celebrating their essential partnership in creating supportive, learning-rich environments at home.

3B: We are building a culture of sustained excellence supported by strategic, data-driven leadership. Our leaders effectively monitor goals and manage program evaluation to ensure continuous improvement and maximum impact. We secure this success by prioritizing the recruitment, comprehensive development, and retention of highly qualified personnel who share and advance our school's core mission and vision.

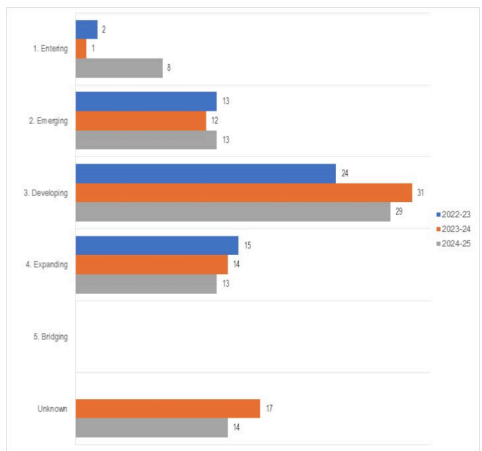
To address student subgroup(s) achievement gaps, please list the **targeted subgroup(s)** and their **identified need(s)**. Enabling activities should address identified subgroup(s) and their needs.

1 Targeted Subgroup: High Need Students: Special Education and Alternative Learning Programs (ALPSS)



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

2 Targeted Subgroup: English Learners (EL)
WIDA EL Counts by Status



Source: 354_Keaau_High_2025_CNA_Data_Workbook

Identified Student Need(s): Increase EL reclassification (exits) by increasing WIDA status counts in Expanding and Bridging. Identified EL students need a Dedicated English Language Development (ELD) course and sheltered instruction in all classes.

3 Targeted Subgroup: Economically Disadvantaged

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



PRIORITY 1: High-Quality Learning For All

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

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>		Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> Estimate the additional amount needed for enabling activities.
			Implementation Evidence	Interim Measurable Outcomes	
Reading Proficiency 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. <i>Required- KKPCA</i> Annual Target: <i>Increase the percentage of students "On or Above Grade Level"</i>	RC1-1A 1B	SLN EA 1.1.1: Implement regular data analysis meetings where teachers examine student data. (SW6-ii) Utilize meetings to place students in Reading Workshop classes using Evidence-Based Tier 2/3 interventions. (SW6-iii-I) <i>Lead(s)- Department Heads</i> SLN EA 1.1.2: Develop common rubrics for assessing student reasoning skills across grade levels. <i>Lead(s)- Department Heads</i> SLN EA 1.1.3: Create data walls or dashboards that visually track student progress on reasoning tasks. <i>Lead(s)- Academic Coaches, Curriculum</i>	PLC minutes and data cycles; data walls/dashboard s; records of Science of Reading and academic discourse PD.	3% increase in SBA Reading proficiency. 10% WIDA reclassification rate. 5% growth in "On Grade Level" status from Fall to Winter iReady.	☒ WSF, \$164,000 ☒ Title I, \$88,891 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☒ Grant, CLSD, \$ ☐ Other: __, \$



PRIORITY 1: High-Quality Learning For All

from ~20% to 25% as measured by Spring iReady Universal Screeners (ELA).

Coordinator, Freshman Academy Coordinator

SLN EA 1.1.4: Schedule quarterly data review sessions where teachers identify trends in student reasoning skills. **(SW6-ii)**

- Conduct progress monitoring for student growth and Rate of Improvement (ROI) via the HMTSS-R system.

Lead(s)- Academic Coaches, Curriculum Coordinator, Freshman Academy Coordinator

SLN EA 1.2.2: Implement a schoolwide academic vocabulary initiative with common terminology across subjects.

Lead(s)- CLSD Academic Coach

SLN EA 1.2.3: Establish purposeful collaborative peer-to-peer feedback protocols where students engage in academic discourse.

Lead(s)- Department Heads

SLN EA 3.1.1: Identify and clearly define key expectations across academics, behavior, and SEL.

- Provide professional development in the areas of Science of Reading for all teachers to ensure structured literacy supports school-wide expectations. **(SW6-iii-IV)**
- Utilize High-Quality Instructional Materials (HQIM) and Literacy Coaching to standardize academic expectations



PRIORITY 1: High-Quality Learning For All

		(AVID/BERC/Explicit Instruction). (SW6-ii) • Create visual displays of expectations for all classrooms. • Build in regular time to revisit expectations and celebrate aligned practice. <i>Lead(s)- CLSD Coach, Curriculum Coordinator, HMTSS Committee</i>			
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Mathematics Proficiency 1.1.3. All students are proficient in mathematics, and those who are not proficient receive necessary and timely support to become proficient. <i>Required- KKPCA</i> <i>AT: Increase the percentage of students “On or Above Grade Level” from ~20% to 25% as measured by Spring iReady Universal Screeners (Math).</i>	RC1-1A 1B	SLN EA 1.1.1: Implement regular data analysis meetings where teachers examine student data. - Place incoming 9th-grade students below grade level in math intervention classes (e.g., Transmath) based on data. (SW6-iii-III) <i>Lead(s)- Department Heads, 9th Grade Coordinator</i> SLN EA 1.1.2: Develop common rubrics for assessing student reasoning skills. <i>Lead(s)- Department Heads</i> SLN EA 1.1.3: Create data walls or dashboards. <i>Lead(s)- Academic Coaches, Curriculum Coordinator, Freshman Academy Coordinator</i> SLN EA 1.1.4: Schedule quarterly data review sessions. <i>Lead(s)- Academic Coaches, Curriculum Coordinator, Freshman Academy Coordinator</i> SLN EA 1.2.2: Implement a schoolwide academic vocabulary initiative. <i>Lead(s)-CLSD Coach</i> SLN EA 1.2.3: Establish purposeful collaborative peer-to-peer feedback protocols. - Implement the Building Thinking Classrooms model to facilitate peer discourse and reasoning. (SW6-ii)	Documentation of regular data meetings; visual displays of expectations; common reasoning rubrics.	3% increase in SBA Math proficiency. 15% to 20% growth on Fall iReady Universal Screeners.	☒ WSF, \$82,000 ☒ Title I, \$40,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: \$ ☐ Other:__, \$
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PRIORITY 1: High-Quality Learning For All

		<i>Lead(s)- Department Heads</i> SLN EA 3.1.1: Identify and clearly define key expectations across academics, behavior, and SEL. <i>Lead(s)- Department Heads</i>			
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1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. <i>Required- all schools.</i> Annual Targets: Increase the percentage of students "On or Above Grade Level" from ~20% to 25% as measured by Spring iReady Universal Screeners (ELA and Math). Improve student climate data (Panorama - Self-Regulation and Sense of Belonging) by 5%.	RC 1-1A 1B RC 3-3A 3B	SLN EA 1.1.1: Implement regular data analysis meetings where teachers examine student data disaggregated by subgroup. (SW6-i, SW6-ii) • Conduct Universal Screening for literacy and math readiness to determine appropriate support levels. (SW6-i) • Provide families with written notification of screening results and intervention plans. • Implement "The Principles of Explicit Instruction" daily to provide the structure necessary for at-risk learners to succeed. (SW6-ii, SW6-iii-III) • Provide Specialized Learning Structures & Targeted Support ○ Alternative Learning Programs (Uluono/ALC), ○ EL Framework (ELD/Sheltered Instruction), ○ Direct Academic Support (after-school/IDEA tutors). (SW5, SW6-iii-I, SW6-iii-III) <i>Lead(s)- Department Heads</i> SLN EA 1.1.2: Develop common rubrics for assessing student reasoning skills (used schoolwide to ensure high expectations for all). <i>Lead(s)- Academic Coaches and Executive Leadership</i> SLN EA 1.1.3: Create data walls or dashboards that track subgroup progress toward grade-level standards. (SW6-i) <i>Lead(s)- Executive Leadership, Freshman Academy Coordinator, Department Heads</i>	PLC minutes and data cycles specifically disaggregated by student subgroup (EL, IDEA, etc.) to ensure equitable access to rigorous tasks. -Documentation of data-informed placement into specialized structures. -Inventory of SEL resources and teacher self-reports on modeling self-awareness. -Professional Development records for "Principles of Explicit Instruction" and academic discourse.	2% improvement in Panorama SEL metrics. Subgroup growth data: • 3% increase in SBA proficiency • 5% growth in "On Grade Level" status for targeted subgroups on iReady (ELA/Math) System- wide data on student demonstration of expectations.	☒ WSF, \$20,843 ☒ Title I, \$127,733 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☒ Grant:CL SD Grant, \$ ☒ Other: ALPSS, \$2,000
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PRIORITY 1: High-Quality Learning For All

	SLN EA 1.1.4: Schedule quarterly data review sessions to identify equity gaps in student reasoning. (SW6-ii) <i>Lead(s)- Executive Leadership</i> SLN EA 1.2.2: Implement a schoolwide academic vocabulary initiative. <i>Lead(s)- Academic Coaches</i> SLN EA 1.2.3: Establish purposeful collaborative peer-to-peer feedback protocols. <i>Lead(s)- Academic Coaches and Executive Leadership</i> SLN EA 3.1.1: Identify and clearly define key expectations across academics, behavior, and SEL. <i>Lead(s)- Executive Leadership</i> SLN EA 3.1.2: Embed SEL instruction into daily classroom routines. • Select/Identify SEL resources to use on a regular basis. • Create flexible environments for learning and regulation. • Model and narrate self-awareness and self-regulation strategies. • Provide consistent routines, check-ins, and transitions. (SW6-ii, SW6-iii-III) <i>Lead(s): Executive Leadership</i>			
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1.1.5. All students transition successfully at critical points, from middle to high school. <i>Required- all schools</i> Annual Target: Increase the percentage of students regularly attending from 59.4% to 65%. 80% of 9th-grade students will earn a "C" or better in core credit-bearing courses by the end of Semester 1.	RC 2-2A 2B 2C RC 3-3A 3B	EA 1.1.5 (1): Integrate the 9th Grade Academy Model: <i>Lead- Freshman Academy Coordinator</i> ● SLN EA 1.1.1: Implement regular data analysis meetings (9th Grade Academy) for academic and attendance data. (SW6-ii) ● Middle School Articulation: Coordination with feeder schools for transition data. (SW5) ○ 8th grade guided pre-registration ○ 8th grade Parent registration Night ○ 8th grade visit to the KHS campus ○ Middle School Athletic Days ● Summer Bridge: Transition program for incoming freshmen. (SW6-iii-V) ● Incoming freshman parent orientation night ● Freshman Only: Freshman only day to start the school year. ● Senior Student Mentors: Peer-to-peer leadership and support. ● SLN EA 3.1.2: Provide consistent routines, check-ins, and transitions for 9th graders. ● "Transition to High School" Course: Dedicated curriculum for 9th grade success. <i>Lead- Registrar</i> ○ CTE student ambassadors will promote pathways in the Transition to High School course. SW6 <i>Lead- CTE Coordinator</i> SLN EA 2.1.1: Create a schoolwide early warning system (EWS) to identify students with attendance, behavior, or academic barriers. (SW6-iii-III) <i>Lead(s)-Attendance Committee, Freshman Academy Coordinator</i>	PLC minutes and data cycles specific to the 9th Grade House/Academy to monitor credit attainment and intervention needs. (SW6-iii-IV) ● Attendance team weekly logs, rapid outreach records, and personalized attendance success plans. ● Documentation of "Transition to High School" course implementation and senior mentor training logs.	Decrease in "off-track" status on 9th-grade early warning dashboards (Attendance, Behavior, Coursework). (SW6-iii-III) 5% growth in "On Grade Level" status for 9th graders on Winter iReady Universal Screeners (ELA/Math). (SW6-i) Increase in the percentage of students earning weekly attendance/academic incentives.	☒ WSF, \$10,000 ☒ Title I, \$80,566 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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PRIORITY 1: High-Quality Learning For All

		SLN EA 2.1.2: Conduct a weekly attendance team review of students identified through the EWS. • SLN EA 2.1.3: Create personalized attendance and academic success plans for students at risk of not meeting standards. (SW6-iii-III) • SLN EA 2.1.4: Create a student mentoring program pairing at-risk students with trusted adults. (SW6-iii-I) <i>Lead(s)-Attendance Committee, Freshman Academy Coordinator</i> SLN EA 3.1.1: Identify and clearly define key expectations across academics, behavior, and SEL. <i>Lead(s)-Department Heads</i> SLN EA 3.1.2: Embed SEL instruction into daily classroom routines (Model self-awareness /regulation). <i>Lead(s)-Executive/Leadership Team</i> SLN EA 3.2.1: Create multiple platforms for two-way communication (App, Talking Points). <i>Lead(s)-Executive/Leadership Team</i> SLN EA 3.2.2: Use visuals, videos, or infographics to explain expectations clearly to families. <i>Lead(s)- HMTSS Committee</i> SLN EA 3.2.3: Share family-friendly versions of school reports and summaries. <i>Lead(s)- Curriculum Coordinator</i>			
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★ **GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.**

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>		Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
			Implementation Evidence	Interim Measurable Outcomes	
1.2.1. All students desire to and attend school regularly. <i>Required- all schools.</i> Annual Target: Increase the percentage of students regularly attending (17 or fewer days school from 59.4% to 65%.	RC2-2A 2B 2C	SLN EA 2.1.1: Implement an early warning system that identifies attendance patterns and triggers immediate support responses <i>Lead(s)- Attendance Committee</i> SLN EA 2.1.2: Establish a dedicated attendance team that meets weekly to review data and coordinate interventions <i>Lead(s)- Executive Leadership</i> SLN EA 2.1.3: Develop personalized attendance success plans for chronically absent students that address specific barriers <i>Lead(s)-Attendance Committee</i> SLN EA 3.1.1: Identify and clearly define key expectations across academics, behavior, and SEL (aligned with indicator 1A.3) • Create visual displays of expectations for all classrooms • Build in regular time to revisit expectations and celebrate aligned practice <i>Lead(s)- Department Head</i> SLN EA 3.1.3: Use data to monitor implementation and impact of positive behavior interventions	Establishment of a dedicated attendance team; weekly review logs; rapid outreach system documentation ; Attendance Success Plan inventory.	Baseline established per class; decrease in target population for weekly monitoring; increase in percentage of students earning incentives.	☒ WSF, \$90,000 ☒ Title I, \$6,800 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☒ Other: ALPSS, \$1,000

		• Identify specific interventions to address student needs. • Collect student voice through short surveys after interventions • Invite students to join monthly "student voice" lunch groups (aligned with indicator 1A.10) • Use data to target specific student groups for interventions (lunch groups, positive incentives, etc) Lead(s)-HMTSS Committee SLN EA 3.2.1: Create multiple platforms for two-way communication (aligned with indicator 4A.4) • Ask all groups (counselors, athletics, PTC, PCWT, Talking Points Prompts, etc.) to use a simple one-question prompt that is reviewed regularly. • Provide clear follow-up to feedback on specific data collected using a "You said, we did" approach (newsletter column). • Critically analyze and address all communication methods for KHS (school app, Talking Points, phone call, websites, etc.). Lead(s)- Executive Leadership SLN EA 3.2.2: Communicate expectations clearly to families (aligned with indicator 4A.3) • Use visuals, videos, or infographics to explain expectations clearly • Share short video behavior expectations in all areas. • Share school announcements with the broader community. • Incorporate student-led conferences and/or showcase opportunities at school family events to reinforce goals and clarify family roles Lead(s)- HMTSS Committee			
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1.2.2. All students demonstrate positive behaviors at school. <i>Required- all schools.</i> Annual Target: Increase the percentage of students completing surveys by 20%. Improve student climate data (Panorama-sense of self-regulation, Panorama-Sense of belonging, and SQS safety) by 5% by the end of the SY.	RC 3-3A 3B	EA 1.2.2 (1): Consistently implement Tier 1 Hawaii Multi-Tiered System of Support (HMTSS) Instructional and Behavioral strategies. (SW6-iii-III) • Positive Incentive Program: Cougar Cash/Cougar Store. — <i>Lead: Business CTE Teachers</i> • Restorative Practices: Implement ISLA/Restorative Practices. — <i>Lead: Peer Mentor Teacher</i> • Peer Mediation: Implement a peer mediation program. — <i>Lead: Peer Mentor Teacher</i> • Alternative Learning Programs: Ulupono & ALC structures. (SW6-iii-I) — <i>Lead: Special Program Teachers</i> SLN 1.2.3: Establish purposeful collaborative peer-to-peer feedback protocols where students engage in academic discourse. <i>Lead(s)- Department Heads</i> SLN 2.1.1: Implement an early warning system that identifies attendance patterns and triggers immediate support responses <i>Lead(s)- Attendance Committee</i> SLN 2.1.2: Establish a dedicated attendance team that meets weekly to review data and coordinate interventions <i>Lead(s)- Executive Leadership</i> SLN 2.1.3: Develop personalized attendance success plans for chronically absent students that address specific barriers <i>Lead(s)- Attendance Committee</i> SLN 2.1.4: Create a student mentoring program pairing at-risk students with trusted adults for regular check-ins <i>Lead(s)- Peer Mentor Teacher</i> SLN 3.1.1: Identify and clearly define key expectations across academics, behavior, and SEL (aligned with indicator 1A.3) • Create visual displays of expectations for all classrooms • Build in regular time to revisit expectations and celebrate aligned practice	For "Identify and clearly define key expectations across academics, behavior, and SEL": Number/percentage of classrooms with visual displays of expectations Agendas will document classroom practice to revisit expectations regularly (i.e. as part of start of meeting check-ins) Professional Development records for regulations, awareness, and coping strategies For "Embed SEL instruction into daily classroom routines": Inventory of SEL resources selected/identified for use Number/percentage of teachers who received professional development on SEL strategies Collect data on flexible learning environments Teachers self-report modeling/narrating self-regulation strategies Collect self-reporting data on the implementation of consistent routines and check-ins What are your routines and check-ins? How are you implementing them consistently? For "Use data to monitor implementation and impact": Select a specific group of students to target Build an intervention bank. Strategy 2: Enhance Family Engagement Through Two-Way Communication	2% improvement in Panorama SEL metrics from administration to administration. 10% increase in student survey participation from administration to administration. Develop a data system on student demonstration of schoolwide expectations in classroom settings	☒ WSF, \$82,000 ☒ Title I, \$80,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☒ Other: ALPSS, \$1,000
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		Lead(s)-Department Heads SLN 3.1.2: Embed SEL instruction into daily classroom routines (aligned with indicator 3C.5) • Select/Identify SEL resources to use on a regular basis • Create flexible environments for learning and regulation • Model and narrate self-awareness and self-regulation strategies to develop coping strategies. • Professional Development • Provide consistent routines, check-ins, and transitions Lead(s)- Executive Leadership SLN 3.1.3: Use data to monitor implementation and impact of positive behavior interventions • Identify specific interventions to address student needs. • Collect student voice through short surveys after interventions • Invite students to join monthly "student voice" lunch groups (aligned with indicator 1A.10) • Use data to target specific student groups for interventions (lunch groups, positive incentives, etc) Lead(s)- HMTSS Committee SLN 3.2.1: Create multiple platforms for two-way communication (aligned with indicator 4A.4) • Ask all groups (counselors, athletics, PTC, PCWT, Talking Points Prompts, etc.) to use a simple one-question prompt that is reviewed regularly. • Provide clear follow-up to feedback on specific data collected using a "You said, we did" approach (newsletter column). • Critically analyze and address all communication methods for KHS (school app, Talking Points, phone call, websites, etc.). Lead(s)- Executive Leadership	For "Create multiple platforms for two-way communication": Documentation of one-question prompts used by various school groups Samples of "You said, we did" newsletter columns Analysis report of communication methods with recommendations for improvement For "Communicate expectations clearly to families": Inventory of visual materials and videos created to explain expectations Number of behavior expectation videos shared Documentation of school announcements shared with broader community Agendas and attendance logs from student-led conferences or showcase events For "Share school climate data with stakeholders": Samples of family-friendly data reports created Photo documentation of data wall in front office Percentage of family events that included climate data discussions Inventory of translated materials created Documentation of Q&A opportunities provided		
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		SLN 3.2.2: Communicate expectations clearly to families (aligned with indicator 4A.3) • Use visuals, videos, or infographics to explain expectations clearly • Share short video behavior expectations in all areas. • Share school announcements with the broader community. • Incorporate student-led conferences and/or showcase opportunities at school family events to reinforce goals and clarify family roles Lead(s)- HMTSS Committee, Parent Community Network Coordinator			
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1.2.3. All students experience a Nā Hopena A'o environment for learning. <i>Required-all schools.</i> Annual Target: Improve student climate data (Panorama-sel-regulation, Panorama-Sense of belonging, and SQS safety) by 5% by the end of the SY.	RC 3-3A 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) • Access to extracurricular activities. • Access to activities and clubs during the school day. • Clearly articulate activities that are available to all students. Leads: Student Services Coordinator, Student Activities Coordinator, Athletic Director EA 1.2.3 (2): Students in Alternative Learning Programs will have opportunities for Place-Based, Project Learning. (SW6-iii-I) <i>Lead: Special Program Teachers (Uluono & ALC)</i> SLN EA 2.1.1: Implement an early warning system that identifies attendance patterns and triggers immediate support responses. <i>Lead(s)- Attendance Committee</i> SLN EA 2.1.2: Establish a dedicated attendance team that meets weekly to review data and coordinate interventions <i>Lead(s)- Executive Leadership</i> SLN EA 2.1.3: Develop personalized attendance success plans for chronically absent students that address specific barriers <i>Lead(s)- Attendance Committee</i> SLN EA 2.1.4: Create a student mentoring program pairing at-risk students with trusted adults for regular check-ins <i>Lead(s)- Peer Mentor Teacher</i> SLN EA 3.1.1: Identify and clearly define key expectations across academics, behavior, and SEL (aligned with indicator 1A.3)	2% improvement in Panorama SEL metrics from administration to administration. 10% increase in student survey participation from administration to administration. student enrollment in clubs/ athletics/ activities; Place- based project completion rates in ALC/ Uluono.	☒ WSF, \$90,000 ☒ Title I, \$20,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☒ Other: ALPSS, \$2,000
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		• Create visual displays of expectations for all classrooms • Build in regular time to revisit expectations and celebrate aligned practice <i>Lead(s)- Academic Coaches, Executive Leadership</i> SLN EA 3.1.2: Embed SEL instruction into daily classroom routines (aligned with indicator 3C.5) • Select/Identify SEL resources to use on a regular basis • Create flexible environments for learning and regulation • Model and narrate self-awareness and self-regulation strategies to develop coping strategies. • Professional Development • Provide consistent routines, check-ins, and transitions <i>Lead(s)- Academic Coaches, Executive Leadership</i> SLN EA 3.1.3: Use data to monitor implementation and impact of positive behavior interventions • Identify specific interventions to address student needs. • Collect student voice through short surveys after interventions • Invite students to join monthly "student voice" lunch groups (aligned with indicator 1A.10) • Use data to target specific student groups for interventions (lunch groups, positive incentives, etc) <i>Lead(s)- HMTSS Committee</i> SLN EA 3.2.1: Create multiple platforms for two-way communication (aligned with indicator 4A.4) • Ask all groups (counselors, athletics, PTC, PCWT, Talking Points Prompts, etc.) to use a simple one-question prompt that is reviewed regularly.			
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		• Provide clear follow-up to feedback on specific data collected using a "You said, we did" approach (newsletter column). • Critically analyze and address all communication methods for KHS (school app, Talking Points, phone call, websites, etc.). Lead(s)- <i>SCC Chairperson, Data Processing-User Support Technician, Curriculum Coordinator</i> SLN EA 3.2.2: Communicate expectations clearly to families (aligned with indicator 4A.3) • Use visuals, videos, or infographics to explain expectations clearly • Share short video behavior expectations in all areas. • Share school announcements with the broader community. • Incorporate student-led conferences and/or showcase opportunities at school family events to reinforce goals and clarify family roles Lead(s)- <i>SCC Chairperson, Data Processing-User Support Technician, Curriculum Coordinator</i>			
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★ **GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.**

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>		Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
			Implementation Evidence	Interim Measurable Outcomes	
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. <i>Required-all schools.</i> Annual Target: 100% of Freshman Academy students will have selected a pathway by the end of the first semester of the current school year.	RC 2-2A 2B 2C RC 3-3A 3B	SLN EA 2.1.4: Create a student mentoring program pairing at-risk students with trusted adults for regular check-ins EA 1.3.1 (1): Ensure a wide variety of College/Career readiness and civic opportunities are available and promoted through these mentoring check-ins. (SW5 & SW6) <i>Lead: College and Career Education Assistant</i> SLN EA 3.1.1: Identify and clearly define key expectations across academics, behavior, and SEL (aligned with indicator 1A.3) Classroom Visuals: Create visual displays of expectations specifically for CTE and Transition classrooms. Aligned Practice: Build in regular time to revisit expectations during pathway orientation. EA 1.3.1 (3): Implement the Transitions to high school course for all Freshman academy students in the first semester to explicitly teach these expectations. (SW6)	Targeted Support: Build an intervention bank of supports for students struggling to choose a pathway or pass the Transitions course. SEL Inventory: Inventory of SEL resources selected/identified for use in the "Transitions to High School" curriculum. Check-ins: Self-reporting data from Transition teachers on the implementation of consistent pathway check-ins.	2% improvement in Panorama SEL metrics; 10% increase in student participation regarding career interests- Examples: College & Career fair attendee lists AVID Early College Running Start CTSO Pathway Data Registration Course Counts. Master Schedule	☒ WSF, \$30,000 ☒ Title I, \$6,400 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:_, \$ ☐ Other:_, \$

		<i>Lead(s)- Freshman Academy Coordinator, CTE Coordinator, and Transition to High School Teacher(s)</i> SLN EA 3.1.3: Use data to monitor implementation and impact of positive behavior interventions • Intervention Identification: Identify specific interventions to address student needs within career pathways. ◦ <i>Lead(s)- HMTSS Committee</i> • Student Voice: Invite students to monthly "student voice" lunch groups to discuss pathway satisfaction and civic opportunities. (Aligned with indicator 1A.10). ◦ <i>Lead(s)- Student Activities Coordinator</i> • Targeted Incentives: Use data to target specific student groups for pathway-related incentives. ◦ <i>Lead(s)- Student Activities Coordinator</i> • EA 1.3.1 (2): Monitor enrollment data in career pathway courses to ensure all students have access to real-world knowledge and skills. (SW6) ◦ <i>Lead: CTE Coordinator & Registrar</i>	Attendance Baseline: Establishment of a baseline for regular attendance in pathway exploration sessions. Showcase Events: Agendas and attendance logs from student-led conferences where students present their selected pathways to families.		
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1.3.3. All students graduate high school with a personal plan for their future. <i>KHS Specific</i> Annual Target: 100% of seniors will pass their PTP by November of their senior year through the Advisory classes.		EA 1.3.3 (1) The PTP process through Google Classroom will be refined to ensure all students can complete their PTP requirement by November of their senior year. SW6 <i>Leads - Instructional Coach & Counselors</i>	85% of students in grades 9-11 will complete their PTP assignments by the end of the school year.	Teachers will manage Advisory Google classroom by addressing students who are missing assignment(s). Administration, counselors, and registrar will monitor Advisory Google Classrooms for completion..	☒ WSF, \$82,000 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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PRIORITY 2: High-Quality Educator Workforce In All Schools

- ★ All students are taught by effective teachers.
- ★ All schools are staffed by effective support staff.
- ★ All schools are led by effective school administrators.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>		Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
			Implementation Evidence	Interim Measurable Outcomes	
2.1.2. All teachers are effective or receive the necessary support to become effective. <i>Required-all schools</i>	RC1-1A 1B RC2-2A 2B 2C RC3-3A 3B	EA 2.1.2 (1): Provide information and opportunities for teachers to develop their craft (ex, sheltered instruction credit opportunities, National Board Certification (NBCT), adding teaching licensing fields, etc.). (SW6-iii-IV) <i>Lead(s)- Principal</i>	Professional Development Sign-ins Records of teachers who are Sheltered Instruction certified. Records of teachers who are NBCT.	Increase the number of teachers who are sheltered instruction qualified.	☒ WSF, \$90,000 ☒ Title I, \$180,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:____, \$



PRIORITY 2: High-Quality Educator Workforce In All Schools

					☐ Other: ____, \$
2.2.2 All school support staff are effective or receive the necessary support to become effective. <i>Required-all schools</i>	RC1-1A 1B RC2-2A 2B 2C RC3-3A 3B	EA 2.2.2 (1): Provide information and opportunities to school support staff for higher education and/or licensing.(SW6-iii-IV) <i>Lead(s)- Principal</i>	Professional Development Sign-ins	Increase the number of school staff who pursue higher education and	☒ WSF, \$100,000 ☒ Title I, \$10,000 ☐ 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. <i>KHS Specific</i>	RC1-1A 1B RC2-2A 2B 2C RC3-3A 3B	EA 2.3.2 (1): Provide information and opportunities to school administration to improve their leadership impact.(SW6-iii-IV) <i>Lead(s)- Principal</i>			☒ WSF, \$100,000 ☒ Title I, \$80,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$



PRIORITY 2: High-Quality Educator Workforce In All Schools

					☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:____, \$ ☐ Other:____, \$
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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.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>		Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
			Implementation Evidence	Interim Measurable Outcomes	
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. <i>Required- all schools.</i> Annual Target 100% of SCC meetings achieve quorum with representation from all stakeholder groups.	RC2- 2A 2B 2C RC3- 3A 3B	SLN 3.2.3: Share school climate data with stakeholders (aligned with indicators 4B.1 and 4B.3) • Family-Friendly Reports: Share versions of school reports with visuals and summaries during SCC meetings. • EA 3.3.1 (1): SCC meets monthly in-person on the KHS campus and ensures quorum through representation • EA 3.3.1 (2): SCC minutes will be posted to the school's website monthly. (SW5) <i>Lead: SCC Chairperson, Data Processing-User Support Technician</i>	SCC Presence: Agendas and sign-in sheets documenting representation (parent, community, staff, student). Transparency : Website log showing monthly posting of SCC minutes. Data Sharing: Documentatio	100% of meeting minutes will be publicly accessible.	☒ WSF, \$20,000 ☐ Title I, ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:____, \$ ☐ Other:____, \$



PRIORITY 3: Effective and Efficient Operations At All Levels

			n of Q&A opportunities provided during SCC meetings regarding school climate.		
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. <i>KHS Specific</i> Annual Target: Improve SQS Safety Climate data by 5%	RC2-2A 2B 2C RC3-3A 3B	SLN EA 3.2.1: Create multiple platforms for two-way communication (aligned with indicator 4A.4) • One-Question Prompts: Ask all groups (counselors, athletics, PTC, etc.) to use a simple one-question prompt reviewed regularly. ◦ <i>Leads: Executive Leadership Team</i> • EA 3.3.2 (1): Ensure 100% representation of administration, students, and faculty in meetings (PLC, Leadership, Dept). (SW6) ◦ <i>Leads: Executive Leadership Teams</i> • EA 3.3.2 (4): Host monthly Parent/Community Walkthroughs and produce monthly PCNC newsletters. ◦ <i>Leads: Parent Community Network Coordinator</i> SLN EA 3.2.2: Communicate expectations clearly to families (aligned with indicator 4A.3) • Visuals & Videos: Use infographics and short videos to share behavior expectations in all areas. ◦ <i>Lead: HMTSS, Student Activities Coordinator, Data Processing-User Support Technician</i>	Feedback Loops: Samples of "You said, we did" newsletter columns based on stakeholder feedback. Visual Tracking: Photo documentation of the "data wall" in the front office showing school goals and progress. Communication Audit: Analysis report of current KHS communication methods (app, phone, website) with	10% increase in student/family survey participation; 2% improvement in Panorama SEL metrics.	☒ WSF, \$80,000 ☒ Title I, \$5,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __ → \$ ☐ Other: __ → \$



PRIORITY 3: Effective and Efficient Operations At All Levels

		• EA 3.3.2 (5): Host monthly Cougar Country Market athletic events to reinforce school pride and community connection. (SW5 and SW6) ◦ <i>Lead: Keaau Cougars Athletic Boosters</i> • EA 3.3.2 (7): Provide access to extracurricular activities during the school day to build morale and traditions. (SW6) ◦ <i>Leads: Student Activities Coordinator, Athletic Director</i> SLN EA 3.2.3: Share school climate data with stakeholders (aligned with indicators 4B.1 and 4B.3)(SW6) • Data Anchoring: All family event agendas will be anchored to a school climate data point. ◦ <i>Leads Specific Event Leads</i> • EA 3.3.2 (3): Departments meet to discuss morale and culture for all stakeholders to plan or reflect on processes. ◦ <i>Leads Department Heads</i> • EA 3.3.2 (6): Routine campus beautification planned and implemented by the Campus Beautification Committee. ◦ <i>Leads Campus Beautification Committee</i>	recommendations. Engagement Logs: Agendas and attendance logs from monthly Parent Walkthroughs and Cougar Country Market events. Translation Inventory: Inventory of translated materials created for school announcements and family events.		
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APPENDIX A: SCHOOL COMMUNITY COUNCIL ASSURANCES FORM

One of a School Community Council's (SCC) main functions is to review the school's Academic Plan and Financial Plan for the upcoming school year and either recommend revisions of the plans to the principal or recommend the plans for approval by completing the SCC Assurances Form.

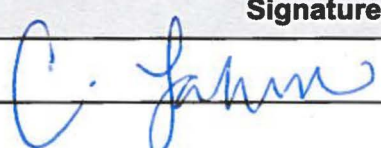
The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name and signature of the SCC chairperson must be included on both pages of the form, regardless of revisions or comments added to the second page.

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

The **Kea'au High School** School Community Council (SCC) recommends the school plans to the Complex Area Superintendent for approval and assures the following:

1. The SCC is correctly constituted and was formed in accordance with the Board of Education policy, Department of Education procedures and state law.
2. The SCC reviewed its responsibilities under the Board of Education policy, Department of Education procedures and state law, including those related to the review of the Academic Plan and Financial Plan.
3. The SCC sought and considered all recommendations from the school community or committees before recommending the plans for approval. (Check all that apply)
 - ☒ A School Community Council Meeting was conducted on **Feb. 11, 2026** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **March 11, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☒ Other (list): **[Leadership meetings and Faculty 21- Hour]**
4. The SCC reviewed the Academic Plan and Financial Plan and found that they are based upon a thorough analysis of student performance data, and use evidence-based interventions.
5. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The principal has provided a clear explanation to the SCC about the status of each of the recommendations made by the SCC regarding the Academic Plan and Financial Plan.
7. This school plan was adopted through consensus or by vote by the School Community Council on: **Mar 11, 2026**

Attested:

Kea'au High School Principal	Signature	Date
Dean Cevallos		03/23/2026
SCC Chairperson	Signature	Date
Courtney Lahm		03/23/2026

SCC Recommendations to the Academic Plan and Financial Plan:

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

SCC Recommendation:	Rationale for the SCC Recommendation:	Principal's Response to SCC Recommendation:
n/a	n/a	n/a

SCC Comments: Statement of Problem or Concerns regarding the Academic Plan and Financial Plan review process.
none at this time

Attested:

SCC Chairperson	Signature	Date
Courtney Lahm	C. Lahm	03/23/2024

APPENDIX B: BELL SCHEDULE

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

To ensure 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 <i>(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)</i>	1,085																
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement																
Kea'au High School Bell Schedule: <table border="1" style="margin: 10px auto; width: 80%;"> <thead> <tr> <th colspan="2" style="color: red;">(M, T, TH, & F)</th> <th colspan="2" style="color: red;">Wednesday</th> </tr> </thead> <tbody> <tr> <td>8:05 - 9:22 am Block 1 (Period 1 or 2)</td> <td>11:15 - 12:28 pm Block 3 (Period 5 or 6)</td> <td>8:05 - 9:05 am Block 1 (Period 1 or 2)</td> <td>10:45 - 11:45 am Block 3 (Period 5 or 6)</td> </tr> <tr> <td>9:27 - 10:40 am Block 2 (Period 3 or 4)</td> <td style="color: red;">12:28 - 12:58 pm Lunch</td> <td>9:10 - 10:10 am Block 2 (Period 3 or 4)</td> <td style="color: red;">11:45 - 12:15 pm Lunch</td> </tr> <tr> <td style="color: red;">10:40 - 11:10 am Recess</td> <td>1:03 - 2:15 pm Block 4 (Period 7 or 8)</td> <td style="color: red;">10:10 - 10:40 am Recess</td> <td>12:15 - 1:20 pm Block 4 (Period 7 or 8)</td> </tr> </tbody> </table>		(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)	12:28 - 12:58 pm Lunch	9:10 - 10:10 am Block 2 (Period 3 or 4)	11:45 - 12:15 pm Lunch	10:40 - 11:10 am Recess	1:03 - 2:15 pm Block 4 (Period 7 or 8)	10:10 - 10:40 am Recess	12:15 - 1:20 pm Block 4 (Period 7 or 8)
(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)	12:28 - 12:58 pm Lunch	9:10 - 10:10 am Block 2 (Period 3 or 4)	11:45 - 12:15 pm Lunch														
10:40 - 11:10 am Recess	1:03 - 2:15 pm Block 4 (Period 7 or 8)	10:10 - 10:40 am Recess	12:15 - 1:20 pm Block 4 (Period 7 or 8)														