NĀ HOPENA AʻO

PRIORITY 3
Effective And Efficient Operations At All Levels

PRIORITY 2
High-Quality Educator Workforce In All Schools

PRIORITY 1
High-Quality Learning For All

Kohala Middle School
Academic Plan
SY 2025-2026

53-4155 Akoni Pule Highway
Kapaau, Hawaii 96755
(808) 313-6800

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

Submitted by Principal Trisha Sanborn	
[signature]	04/15/2025
Trisha Malia Sanborn (Apr 15, 2025 14:43 HST)	

Approved by Complex Area Superintendent Janette Snelling	
Janette Snelling	04/15/2025
Janette Snelling (Apr 15, 2025 15:02 HST)	

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 <u>comprehensive instructional program(s)</u> 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
Grade 6	'19 Amplify ELA ▾	i-Ready Classroom Mathematics ▾	Teacher Created	McDougal/Littel
Grade 7	'19 Amplify ELA ▾	i-Ready Classroom Mathematics ▾	Teacher Created	Bess Press
Grade 8	'19 Amplify ELA ▾	i-Ready Classroom Mathematics ▾	Teacher Created	Houghton Mifflin

Please list all <u>supplementary instructional materials</u> 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
Grade 6			PHET Lab, NextGen, Twinkl	Achieve 3000
Grade 7				Achieve 3000
Grade 8		Mathsmart		Achieve 3000

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 <u>screening and/or progress monitoring assessments</u> 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
Grade 6	I-Ready ˅	I-Ready ˅
Grade 7	I-Ready ˅	I-Ready ˅
Grade 8	I-Ready ˅	I-Ready ˅

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: CALL Survey
- ☑ Current Western Association of Schools and Colleges (WASC) report

Year of <u>Last Visit</u>: 2025   Year of <u>Next Action</u>:   Year of <u>Next Self-Study</u>:
Type of <u>Last Visit</u>: Full Self-Study ⌄   Type of <u>Next Action</u>:

Please identify <u>critical student learning needs</u> and the <u>root/contributing cause</u> why these needs have been prioritized. **"***What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?***"** Please number the student need and root/contributing cause for ease of cross-referencing.	
1	**Student Need:** Reading Proficiency: Need to increase overall English Language Arts proficiency on Smarter Balanced Assessment due to 65% not testing at or above grade level and reading proficiency. **Root/Contributing Cause:** Many new students are entering Kohala Middle well below grade level and lack foundational reading skills.
2	**Student Need:** Math Proficiency: Need to increase overall Math proficiency on Smarter Balanced Assessment due to 88% not testing at or above grade level. **Root/Contributing Cause:** Many new students are entering Kohala Middle well below grade level and lack foundational math skills.
3	**Student Need:** Student Capacity Building: Need to increase student efficacy due to more than half of the students reporting that they do not have this important life skill. **Root/Contributing Cause:** Many students are not clear on what they need to do to be "successful".
4	**Student Need:** Reading and Math Proficiency, Student Capacity Building

	Root/Contributing Cause: Systems have been created for PLTs, RTI, schoolwide practices (learning targets, success criteria, student discourse), HAWKS behavior expectations, discipline, attendance, support for IDEA/EL students - but not done consistently, efficiently, or effectively in some cases

	In order to address student subgroup(s) achievement gaps, please list the <u>targeted subgroup(s)</u> and their <u>identified need(s)</u>. Enabling activities should address identified subgroup(s) and their needs.
1	**<u>Targeted Subgroup:</u>** English Learners **<u>Identified Student Need(s):</u>** Students need more opportunities to practice speaking in classrooms.
2	**<u>Targeted Subgroup:</u>** Special Education **<u>Identified Student Need(s):</u>** Students need an evidence based curriculum, instruction and assessment for reading and math.

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 *"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** **(Initial & Intermediate Outcomes)** *"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.*
Reading Proficiency 1.1.2 All students read proficiently and those who do not receive necessary support to become proficient.	1, 4	1. Use of the ELA PLT to identify guaranteed and viable curriculum (GVC) - priority standards, pacing, unit plans, common formative assessments (CFAs) - agree upon effective instructional strategies, analyze student data, identify students in need of Tier 2 and 3 supports, progress monitor students (Accountable Lead = Literacy Coach) 2. Strengthen Tier 1 strategies based on the Science of Reading (Accountable Lead = Literacy Coach) 3. Create a fluid, seamless, and responsive Response To Intervention (RTI) system for students in need of Tier 2 and 3 supports (Accountable Lead = Literacy Coach) 4. Embed evidence based reading instruction in all content areas (Accountable Lead = Literacy Coach)	Priority 1 - SBA Data - 100% of students will show growth from the previous year Priority 2 - iREADY Data - 100% of students will show growth from one assessment to the next Priority 3 - Common Formative Assessments Priority 4 - Grades and Teacher Input	☑ WSF, $10,000 ☑ Title I, $ 20,000 ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $5,000 ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

Mathematics Proficiency	2, 4	1. Use of the math PLT to identify guaranteed and viable curriculum (GVC) - priority standards, pacing, unit plans, common formative assessments (CFAs) - agree upon effective instructional strategies, analyze student data, identify students in need of Tier 2 and 3 supports, progress monitor students (Accountable Lead = Academic Coach) 2. Strengthen Tier 1 strategies in all math classes (Accountable Lead = Academic Coach) 3. Create a fluid, seamless, and responsive Response To Intervention (RTI) system for students in need of Tier 2 and 3 supports (Accountable Lead = Academic Coach)	Priority 1 - SBA Data - 100% of students will show growth from the previous year Priority 2 - iREADY Data - 100% of students will show growth from one assessment to the next Priority 3 - Common Formative Assessments Priority 4 - Grades and Teacher Input	☐ WSF, $ ☑ Title I, $5,000 ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☑ IDEA, $3,000 ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $
1.1.3. All students are proficient in mathematics, and those who are not proficient <u>receive necessary and timely support</u> to become proficient.				

| 1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. | 1, 2, 3, 4 | 1. EL Students - Continue to strengthen the EL program - professional development for teachers and support staff, processes, structure, curriculum, instruction, communication, progress monitoring, parent engagement/support, SCHOOLWIDE PEDAGOGY of student discourse (Accountable Lead = EL Coordinator)
2. IDEA Students - Continue to strengthen differentiation in general education classrooms, specifically for reading and math (Accountable Lead - Literacy/Academic Coach) | Priority 1 - SBA Data - 100% of our EL and IDEA students will show growth from the previous year

Priority 2 - iREADY Data - 100% of our EL and IDEA students will show growth from one assessment to the next

Priority 3 - Common Formative Assessments

Priority 4 - Grades and Teacher Input | ☐ WSF, $
☐ Title I, $20,000
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $5,000
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |

1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.	3, 4	Incoming 5th Graders: 1. Staff from both the elementary and middle school will meet, at least once in the first semester to share initial information about the upcoming class - IDEA, 504, EL students and gen ed students 2. Staff from both the elementary and middle school will meet at least once in the second semester to share updates about incoming students - admin, SSC, sped DH, registrar will attend this meeting to ensure the right placement/classes/supports/resources are provided for students 3. Special transition meetings will be held for IDEA/504/EL students 4. Middle school staff will visit the elementary school to observe students with special needs in their 5th grade settings and plan for transition 5. Students with special needs will be given the opportunity to visit the middle school campus on multiple occasions to learn to navigate the campus and build familiarity with the facilities and people 6. All 5th grade students will visit the middle school for a day in April/May to tour the campus, meet 6th grade teachers, eat brunch/lunch, participate in recess, and attend an assembly where they are given their house assignments. 7. All incoming students will be invited to the month long Summer Bridge program where they learn chants, school culture, and participate in culture-based/aina-based activities and huaka'i 8. New 6th grade students will attend the first day of school, 7th/8th graders will start school on the second day of school (Accountable Lead for Transition = Principal, Summer Bridge Coordinator)	100% of sudents will participate in transition activities Meeting Agendas Meeting Minutes Transition Meeting IEPs, 504 plans, EL plans Visit Logs Pre- Post-Visit Surveys Summer Bridge Evidence Pre- Post-Exploring Careers Class Surveys CTE Transition Event Presentation Completion CTE Transition Event Parent and Student Sign In Sheets	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

		Outgoing 8th Graders:	High School Registration - Competition and Pathway Choosing Accuracy	
		9. In the first quarter of the 8th grade year = 3 - 4 Exploring Careers wheel classes will be offered for students to complete their high school transition preparation activities (Accountable Lead = Registrar)		
		10. In January/February of the 8th grade year = CTE Transition Evening at Kohala High School for parents and students to meet the high school staff, learn about the pathways, tour the campus, and begin the registration process, 8th grade students will present the self-discovery information and resulting research they conducted in the first quarter (Accountable Lead = CTE Coordinator)	Counselor Interaction/Activity Log	
		11. In April/May of the 8th grade year = students will be taken to the high school to spend a partial day at the school, eating brunch and working on registration for 9th grade classes (Accountable Lead = Registrar)	New Student Survey	
		12. High school provides summer bridge program and freshman kickoff for new 9th graders (Accountable Lead = High School..hahahaha)	EL Family Night - Participation and Satistfaction Survey	
		Students New To The School:		
		13. 1:1 Meeting with Counselor to Welcome to KMS (Accountable Lead = Registrar)		
		14. Team Aloha - volunteer group of students will welcome new students and show them to classes, eat lunch with them and spend time at recess with them (Accountable Lead = Counselor)		
		15. Student Survey 1 month after enrollment at KMS (Accountable Lead = Counselor)		
		Other:		

		16. EL parent nights will be held for parents of EL students in July and in April/May (Accountable Lead = EL Coordinator)		

| Self-Efficacy- All students build skills that helps them develop a belief in their own power to affect situations, face challenges competently, make strategic decisions, and be successful | 3, 4 | 1. Advisory Lessons - Students will learn about growth mindset, goal setting, action planning, progress monitoring and honest reflection. (Accountable Lead = Counselor/Advisory Teachers)
2. Advisory Activity - Students will set their own academic and wellness goals for each quarter and assess their progress at the end of each quarter. (Accountable Lead = Counselor/Advisory Teachers)
3. Learning Targets and Success Criteria will be used in ALL classrooms. (Accountable Lead = Literacy/Academic Coach)
4. Students will use Success Criteria to self-assess their learning in ALL classrooms. (Accountable Lead = Literacy/Academic Coach)
5. Students will accurately identify what "mastery" of a concept or skill looks like in ALL classrooms. (Accountable Lead = Literacy/Academic Coach)
6. Tier I - Behavioral PLT teams will discuss students who struggle with self-efficacious activities and agree upon additional support in all classes. (Accountable Lead = Tier I Lead Team).
7. Tier II = Peer Review team will discuss students who chronically struggle with self-efficacious behaviors and provide additional supports for students (e.g. counseling). (Accountable Lead = Counselor)
8. Tier III = Students who consistently struggle with Tier II support will be referred to HAWK Academy, target behaviors will be identified, curriculum and exit criteria developed, time frame estimated, and communication with student, families and teachers will be provided. (Accountable Lead = Vice Principal) | Panorama Data

Discipline Data

Advisory Activity Calendar

Student Goal Sheets

Classroom Visit Data

Tier I Meeting Agendas/Minutes

Peer Review Meeting Agendas/Minutes

HAWK Academy Student Data | ☑ WSF, $10,000
☐ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |

★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.				
Desired 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 (Initial & Intermediate Outcomes)** *"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.*
1.2.1. All students desire to and attend school regularly.	1, 2, 3, 4	1. Kohala Complex - Kohala High, Kohala Middle, and Kohala Elementary - will have a common attendance policy, aligned with Hawaii Revised Statutes 302A-1132. (Accountable Lead = Vice Principal) 2. Attendance Policy will be communicated to staff, students, and families. (Accountable Lead = Counselor) 3. Attendance Committee will meet every two weeks - pull attendance data from Panorama, identify students with attendance concerns, determine next steps for students based off of the policy, document and communicate work to stakeholders (Accountable Lead = Counselor) 4. School will promote attendance through parent/student communication, celebrations for perfect attendance, rewards (Accountable Lead = Counselor)	98% daily attendance rate Attendance Policy Documentation Student/Parent Handbook School Website and Social Media Remind Parent Newsletters Attendance Committee Spreadsheet Calendar for Assemblies	☑ WSF, $2,000 ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

1.2.2. All students demonstrate positive behaviors at school.	3, 4	1. HAWK Behavioral Expectations will be established at the beginning of each year and communicated to students and families. (Accountable Lead = Vice Principal) 2. Behavior Boot Camp will be conducted at the beginning of each quarter. (Accountable Lead = Vice Principal) 3. Visual reminders of the HAWK Behavioral Expectations will be provided through banners and posters throughout the school. (Accountable Lead = Counselor) 4. Tier I - Behavioral PLT teams will discuss students who struggle with demonstrating positive behaviors and agree upon additional support in all classes. (Accountable Lead = Tier I Lead Team). 5. Tier II = Peer Review team will discuss students who chronically struggle with demonstrating positive behaviors and provide additional supports for students (e.g. counseling). (Accountable Lead = Counselor) 6. Tier III = Students who consistently struggle with Tier II support will be referred to HAWK Academy, target behaviors will be identified, curriculum and exit criteria developed, time frame estimated, and communication with student, families and teachers will be provided. (Accountable Lead = Vice Principal)	For the 25.26 sy = <1 A offense <5 B offense <10 C offense <20 D offense <15 students with referrals HAWKS Behavioral Expectations Documentation Student/Parent Handbook School Website and Social Media Remind Parent Newsletters Peer Review Spreadsheet Calendar for Assemblies - HAWK/HAWKETTE	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

★ GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.				
Desired 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** **(Initial & Intermediate Outcomes)** *"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.*
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.	1, 2, 3	CAREER OPPORTUNITIES - 1. See Desired Outcome 1.1.5 Transitions 2. Advisory Activities - Students will participate in career exploration activities in advisory. (Accountable Lead = Counselor) 3. Young Innovators Program - Students will be introduced to different career fields and meet professionals within that field through the YIP. (Accountable Lead = YIP Teacher) 4. Field Trips - Students will attend 1-2 college and career fairs during their middle school years. (Accountable Lead = Counselor) 5. Guest Speakers - Students will meet professionals with different career experiences through a Career Day or during special presentations. (Accountable Lead = Hale Kokua and/or Counselor) 6. Students will be introduced to different careers during field trips to wahi pana (important places) in Kohala and learn the different types of careers of those who work in the place, the history of the area and how to care for the 'aina. (Accountable Lead = Community School Coordinator) 7. CTE Classrooms - Classes that align to the high school academies will be provided as wheel	For the 25.26 sy = -At least 10 opportunities for each grade level -100% of students are given access for their grade level activities - 100% of students show evidence of growth/new knowledge through each activity Pre- Post-Exploring Careers Class Surveys CTE Transition Event Presentation Completion YIP Panel Assignments	☐ WSF, $5,000 ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

classes for students to experience different types of careers - natural resources, culinary, business, architectural engineering, building and construction, health, and digial and print media. (Accountable Lead = Registrar/CTE Coordinator) COMMUNITY/CIVIC OPPORTUNITIES - 1. Community School partnerships will be created that give students the opportunity to positively impact community needs.(Accountable Lead = Community School Coordinator) 2. Student will be given a chance to do community service projects through field trips to wahi pana. (Accountable Lead = Community School Coordinator) 3. A Parent/Community Hub will be created on campus for families to engage in the school and for students to receive resources (Accountable Lead = Community School Coordinator) 4. Opportunities for students to learn about and develop civic responsibility will be provided (e.g. discussions about the importance of voting, field trip to the Kona Courthouse) (Accountable Lead = Social Studies Teachers)	College and Career Fair Pre-Post-Surveys School/Advisory Calendar Master Schedule Establishment of a Community/Parent Hub Pacing Guides/CFAs for Social Studies Classes	

K-12 Alignment	1, 2, 3	1. See Desired Outcome 1.1.2 2. See Desired Outcome 1.1.3 3. See Desired Outcome 1.1.4 4. See Desired Outcome 1.1.5 5. West Hawaii Priority Standards Work - Standardization/alignment work on core content priority standards, guarantee and viable curriculum, and common formative assessments will continue for all four core content areas (Accountable Lead = Teacher Leader) 6. Vertical Articulation - Teachers will be given opportunities and resources to have vertical articulation sessions (Accountable Lead = Team Leads)	SBA Data - 100% of students will show growth from the previous year iREADY Data - 100% of students will show growth from one assessment to the next Common Formative Assessments Grades and Teacher Input Summer Bridge Evidence - 100% of students will have acquired valuable skills/knowledge from the program Pre- Post-Exploring Careers Class Surveys - 100% of students will develop a "mini-PTP" prior to entering high school	☐ WSF, $1000 ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $200 ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

1.3.2. All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.

			CTE Transition Event Presentation Completion - 100% of students will complete a presentation CTE Transition Event Parent and Student Sign In Sheets High School Registration - Competition and Pathway Choosing Accuracy - 100% of students will accurately choose a high school pathway (determined in their senior year) Pacing Guides + Priority Standards + Unit Plans + CFAs Documented - 100% of teachers will have documents uploaded in KMS Planning Document	

			Vertical Articulation Evidence - 100% of teachers will be provided time for vertical articulation throughout the school year	

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 *"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.
2.1.2 All teachers are effective or receive the necessary support to become effective. All staff will engage in the PLC process to ensure high-quality instruction using the four critical questions as the road map for student success.	1, 2, 3, 4	1. All teachers will utilize the PLT process to implement best practice strategies to plan and modify instruction informed by formative assessment data. (Accountable Lead = Literacy/Academic Coach for academic PLTs, Tier 1 Team for wellness PLTs)	PLT Agendas/MInutes Individual Student Data Records	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $
2.1.2 All teachers are effective or receive the		1. All staff will participate in professional development provided through the CLSD grant	PD Calendar	

necessary support to become effective.		- All teachers: Science of Reading - GC/Leadership: HMTSS-R - Literacy Coach: HIDOE coaching sessions - (Accountable Lead = Literacy/Academic Coach)	Meeting Agendas/Minutes Schoolwide Practice Agreements Implementation Progress Monitoring	

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 *"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.*
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.	1, 2, 3, 4	1. Members will calendar out responsibilities for the school year 2. Members will meet regularly to review important school improvement work 3. Members will analyze school macro data 4. Members will use data to craft the Comprehensive Needs Assessment (CNA) 5. Members will use the CNA to craft the Academic and Financial Plans 6. Members will progress monitor school initiatives 7. Members will be a part of decision making for important school activities	Meeting Agendas and Minutes SCC Assurances SCC EOY Principal Evaluation	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

★ 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.*
3.3.2. 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. [For schools with Community School Coordinators only]	1, 2, 3, 4	1. Families will be provided with a School Handbook that outlines all school policies, procedures, protocols and logistical information 2. A Family Hub will be created on campus 3. Parent Orientation will be held at the beginning of each year 4. Kohala Complex EL Families will have special parent meetings in July and April/May of each year 5. Opportunities for families to engage in their child's learning will be provided - volunteer opportunities, parent nights, parent conferences, student led conferences, ho'ike, cultural events 6. Communication about important school initiatives will be shared with families throughout the year 7. Family surveys will be provided for important decisions that impact them	For the 25.26 sy= One family event/quarter At least 50% parent attendance at in-person events 100% of parents will engage at least once with school activities, events, communications School Handbook Sign In Sheets - Family Hub, Parent Orientation, EL Family Meetings, volunteer, parent nights, conferences, hoike, student led conferences, other activities	☐ WSF, $30000 ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

| | | | Remind, School Website, School Social Media, Parent Newsletters

Surveys | |
|---|---|---|---|---|

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 Kohala Middle School's current bell schedule(s) and total student instructional hours per year. To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided bell schedule tool.	
Total student instructional hours per year *(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)*	1285
Did your school submit a SCC Waiver Request Form? Please explain.	No
Bell Schedule: 2025.2026 Kohala Middle School Bell Schedule	