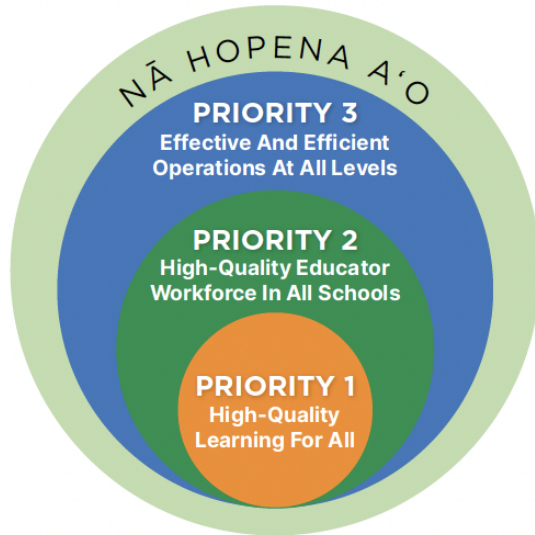
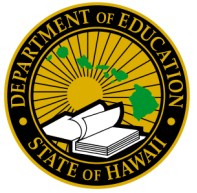




# Kohala Middle School Academic Plan SY 2026-2027

53-4155 Akoni Pule Highway, Kapaau, Hawaii 96755  
808.313.6800  
[www.kohalamiddleschool.org](http://www.kohalamiddleschool.org)

- ☒ Title I School  
☐ Non-Title 1 School

|                                                                                                                                                         |                           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|
| <b>Submitted by Principal</b> Trisha Sanborn                                                                                                            |                           |
| <br><a href="#">Trisha Malia Sanborn (Apr 15, 2026 16:00:59 HST)</a> | <b>Date</b><br>04/15/2026 |

|                                                                                       |                          |
|---------------------------------------------------------------------------------------|--------------------------|
| <b>Approved by Complex Area Superintendent</b> Janette Snelling                       |                          |
|  | <b>Date</b><br>4/15/2026 |

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 | <a href="#">English Language Arts</a> | <a href="#">Mathematics</a>     | Science         | Social Studies  |
|----------------------------|---------------------------------------|---------------------------------|-----------------|-----------------|
| 6                          | '19 Amplify ELA ▾                     | i-Ready Classroom Mathematics ▾ | Teacher Created | Teacher Created |
| 7                          | '19 Amplify ELA ▾                     | i-Ready Classroom Mathematics ▾ | Teacher Created | Teacher Created |
| 8                          | '19 Amplify ELA ▾                     | i-Ready Classroom Mathematics ▾ | Teacher Created | Teacher Created |

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 |
|----------------------------|-----------------------|-------------|-----------------------|----------------|
| 6                          |                       | Mathspace   | Open SciEd and Kesler | Achieve 3000   |
| 7                          |                       | Mathspace   | Open SciEd and Kesler | Achieve 3000   |
| 8                          |                       | Mathspace   | Open SciEd and Kesler | Achieve 3000   |

## 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         |
|----------------------------|-----------------------|---------------------|
| 6                          | I-Ready ▾             | I-Ready ▾ Mathspace |
| 7                          | I-Ready ▾             | I-Ready ▾ Mathspace |
| 8                          | I-Ready ▾             | I-Ready ▾ Mathspace |

## 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:
- ☒ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: 2025

Type of Last Visit: Full Self-Study ▾

Year of Next Action: 2027

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

Year of Next Self-Study:

2031

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 | <p><b><u>Student Need:</u></b> Reading Proficiency</p> <p><b><u>Root/Contributing Cause:</u></b> Many new students are entering Kohala Middle well below grade level and lack foundational reading skills.</p>                                                                                                                                                                                 |
| 2 | <p><b><u>Student Need:</u></b> Math Proficiency</p> <p><b><u>Root/Contributing Cause:</u></b> Many new students are entering Kohala Middle well below grade level and lack foundational math skills.</p>                                                                                                                                                                                       |
| 3 | <p><b><u>Student Need:</u></b> Student Capacity Building</p> <p><b><u>Root/Contributing Cause:</u></b> Many students are not clear on what they need to be "successful" in classes.</p>                                                                                                                                                                                                        |
| 4 | <p><b><u>Student Need:</u></b> Reading and Math Proficiency, Student Capacity Building</p> <p><b><u>Root/Contributing Cause:</u></b> 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</p> |



effectively in some cases

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 | <p><b><u>Targeted Subgroup:</u></b> English Learners</p> <p><b><u>Identified Student Need(s):</u></b> Our school's 2026-2027 Comprehensive Needs Assessment (CNA) highlights the need for developing <b>speaking skills</b>, as this is an area where EL students have historically scored lower on the WIDA test.</p> |
| 2 | <p><b><u>Targeted Subgroup:</u></b> Special Education</p> <p><b><u>Identified Student Need(s):</u></b> There is a need to strengthen the role of Special Education teachers within inclusion classrooms to provide effective <b>Tier 1 differentiation</b>.</p>                                                        |
| 3 | <p><b><u>Targeted Subgroup:</u></b> [Insert text]</p> <p><b><u>Identified Student Need(s):</u></b> [Insert text and/or image]</p>                                                                                                                                                                                      |



## PRIORITY 1: High-Quality Learning For All

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

| <b>Desired Outcome</b><br><i>"What do we plan to accomplish?"</i>                                                                           | <b>Root/<br/>Contributing<br/>Cause</b><br><i>"Why are we doing this?"</i> | <b>Enabling Activities</b><br><i>"How will we achieve the desired outcome?"</i><br><br><b>and Name of Accountable Lead(s)</b><br><i>"Who is responsible to oversee and monitor implementation and progress?"</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Monitoring of<br/>Progress</b><br><i>"How will we know progress is being made?"</i>                                                                                                                                                                                             | <b>Anticipated<br/>Source of Funds</b><br><i>"What funding source(s) should be utilized?"</i><br><i>Estimate the additional amount needed for enabling activities.</i>                                                                                                                                                                                                                                                                                                               |
|---------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Reading Proficiency</b><br><br>1.1.2 All students read proficiently and those who do not receive necessary support to become proficient. | 1, 3, 4                                                                    | 1. Use of the ELA PLT to identify guaranteed and viable curriculum (GVC) - priority standards, pacing, unit plans, common formative assessments (CFAs) - share and use effective instructional strategies, analyze student data, identify students in need of Tier 2 and 3 supports, progress monitor students (Accountable Lead = Literacy Coach)<br>2. Strengthen Tier 1 strategies based on the Science of Reading (Accountable Lead = Literacy Coach)<br>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)<br>4. Embed evidence based reading instruction in all content areas (Accountable Lead = Literacy Coach)<br>5. Utilize the powerful practice of Learning Targets and Success Criteria to give clarity about the learning, provide student agency and self-efficacy, and have a measure for progress monitoring. | Priority 1 - SBA Data - 100% of students will show growth from the previous year<br><br>Priority 2 - iREADY Data - 100% of students will show growth from one assessment to the next<br><br>Priority 3 - Common Formative Assessments<br><br>Priority 4 - Grades and Teacher Input | <input type="checkbox"/> WSF, \$ 10,000<br><input checked="" type="checkbox"/> Title I, \$ 20,000<br><input type="checkbox"/> Title II, \$<br><input type="checkbox"/> Title III, \$<br><input type="checkbox"/> Title IV-A, \$<br><input type="checkbox"/> Title IV-B, \$<br><input type="checkbox"/> IDEA, \$<br><input type="checkbox"/> SPPA, \$<br><input type="checkbox"/> Homeless, \$<br><input type="checkbox"/> Grant: CLSD, \$?<br><input type="checkbox"/> Other: __, \$ |



|                                                                                                                                                                                                                               |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Mathematics Proficiency</b></p> <p>1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient.</p> | 2, 3, 4    | <p>1. Use of the math PLT to identify guaranteed and viable curriculum (GVC) - priority standards, pacing, unit plans, common formative assessments (CFAs) - share and use effective instructional strategies, analyze student data, identify students in need of Tier 2 and 3 supports, progress monitor students (Accountable Lead = Team Lead)</p> <p>2. Strengthen Tier 1 strategies in all math classes (Accountable Lead = Team Lead)</p> <p>3. Create a fluid, seamless, and responsive Response To Intervention (RTI) system for students in need of Tier 2 and 3 supports (Accountable Lead = Team Lead)</p> <p>5. Utilize the powerful practice of Learning Targets and Success Criteria to give clarity about the learning, provide student agency and self-efficacy, and have a measure for progress monitoring.</p> | <p>Priority 1 - SBA Data - 100% of students will show growth from the previous year</p> <p>Priority 2 - iREADY Data - 100% of students will show growth from one assessment to the next</p> <p>Priority 3 - Common Formative Assessments</p> <p>Priority 4 - Grades and Teacher Input</p>                                 | <p><input checked="" type="checkbox"/> WSF, \$5,000</p> <p><input checked="" type="checkbox"/> Title I, \$5,000</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>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p> <p><i>Required for all schools.</i></p>                                  | 1, 2, 3, 4 | <p>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)</p> <p>2. IDEA Students - Continue to strengthen differentiation in general education classrooms, specifically for reading and math (Accountable Lead = Literacy Coach)</p>                                                                                                                                                                                                                                                                                                                                      | <p>Priority 1 - SBA Data - 100% of our EL and IDEA students will show growth from the previous year</p> <p>Priority 2 - iREADY Data - 100% of our EL and IDEA students will show growth from one assessment to the next</p> <p>Priority 3 - Common Formative Assessments</p> <p>Priority 4 - Grades and Teacher Input</p> | <p><input type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$20,000</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, \$5,000</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:CLSD, \$?</p> <p><input type="checkbox"/> Other:__, \$</p>                   |

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| <p>1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.</p> <p><i>Required for all schools.</i></p> | <p>3.4</p> | <p>Incoming 5th Graders:</p> <ol style="list-style-type: none"> <li>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</li> <li>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</li> <li>3. Special transition meetings will be held for IDEA/504/EL students</li> <li>4. Middle school staff will visit the elementary school to observe students with special needs in their 5th grade settings and plan for transition</li> <li>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</li> <li>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.</li> <li>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</li> <li>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 = SSC, Registrar, Summer Bridge Coordinator)</li> </ol> | <p>100% of students will participate in transition activities</p> <p>Meeting Agendas</p> <p>Meeting Minutes</p> <p>Transition Meeting IEPs, 504 plans, EL plans</p> <p>Visit Logs</p> <p>Pre- Post-Visit Surveys</p> <p>Summer Bridge Evidence</p> <p>Pre- Post-Exploring Careers Class Surveys</p> <p>CTE Transition Event Presentation Completion</p> <p>CTE Transition Event Parent and Student Sign In Sheets</p> <p>High School Registration - Competition and Pathway Choosing</p> | <p><input type="checkbox"/> WSF, \$1,000</p> <p><input type="checkbox"/> Title I, \$</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 Castle, \$?</p> <p><input type="checkbox"/> Other:__, \$</p> |
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|  |  | <p>Outgoing 8th Graders:</p> <p>9. In the second 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)</p> <p>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)</p> <p>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)</p> <p>12. High school provides summer bridge program and freshman kickoff for new 9th graders (Accountable Lead = High School..hahahaha)</p> <p>Students New To The School:</p> <p>13. 1:1 Meeting with Counselor to Welcome to KMS (Accountable Lead = Counselor)</p> <p>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)</p> <p>15. Student Survey 1 month after enrollment at KMS (Accountable Lead = Counselor)</p> | <p>Accuracy</p> <p>Counselor Interaction/Activity Log</p> <p>New Student Survey</p> <p>EL Family Night - Participation and Satisfaction Survey</p> |  |
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| 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 | 1, 2, 3, 4 | <p>1. Advisory Lessons - Students will learn about growth mindset, goal setting, action planning, progress monitoring and honest reflection. (Accountable Lead = Counselor/Advisory Teachers)</p> <p>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)</p> <p>3. Learning Targets and Success Criteria will be used in ALL classrooms. (Accountable Lead = Literacy/Academic Coach)</p> <p>4. Students will use Success Criteria to self-assess their learning in ALL classrooms. (Accountable Lead = Literacy/Academic Coach)</p> <p>5. Students will accurately identify what “mastery” of a concept or skill looks like in ALL classrooms. (Accountable Lead = Literacy/Academic Coach)</p> <p>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).</p> <p>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)</p> <p>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)</p> | <p>Panorama Data</p> <p>Discipline Data</p> <p>Advisory Activity Calendar</p> <p>Student Goal Sheets</p> <p>Classroom Visit Data</p> <p>Tier I Meeting</p> <p>Agendas/Minutes</p> <p>Peer Review Meeting Agendas/Minutes</p> <p>HAWK Academy Student Data</p> | <p><input checked="" type="checkbox"/> WSF, \$10,000</p> <p><input type="checkbox"/> Title I, \$</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> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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

| <b>Desired Outcome</b><br><i>"What do we plan to accomplish?"</i>                                         | <b>Root/<br/>Contributing<br/>Cause</b><br><i>"Why are we doing this?"</i> | <b>Enabling Activities</b><br><i>"How will we achieve the desired outcome?"</i><br><br><b>and Name of Accountable Lead(s)</b><br><i>"Who is responsible to oversee and monitor implementation and progress?"</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Monitoring of<br/>Progress</b><br><i>"How will we know progress is being made?"</i>                                                                                                                                                                                                            | <b>Anticipated<br/>Source of Funds</b><br><i>"What funding source(s) should be utilized?"</i><br><i>Estimate the additional amount needed for enabling activities.</i>                                                                                                                                                                                                                                                                                                                                       |
|-----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1.2.1. All students desire to and attend school regularly.</p> <p><i>Required for all schools.</i></p> | <p>1, 2, 3, 4</p>                                                          | <p>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)</p> <p>2. Attendance Policy will be communicated to staff, students, and families. (Accountable Lead = Counselor)</p> <p>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)</p> <p>4. School will promote attendance through parent/student communication, celebrations for perfect attendance, rewards (Accountable Lead = Counselor)</p> | <p>Panorama</p> <p>Everyday Labs</p> <p>98% daily attendance rate</p> <p>Attendance Policy Documentation</p> <p>Student/Parent Handbook</p> <p>School Website and Social Media</p> <p>Remind</p> <p>Parent Newsletters</p> <p>Attendance Committee Spreadsheet</p> <p>Calendar for Assemblies</p> | <p><input type="checkbox"/> WSF, \$2,000</p> <p><input type="checkbox"/> Title I, \$</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> |

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| <p>1.2.2. All students demonstrate positive behaviors at school.</p> <p><i>Required for all schools.</i></p> | <p>3, 4</p> | <ol style="list-style-type: none"> <li>1. HAWK Behavioral Expectations will be established at the beginning of each year and communicated to students and families. (Accountable Lead = Vice Principal)</li> <li>2. Behavior Boot Camp will be conducted at the beginning of each quarter. (Accountable Lead = Vice Principal)</li> <li>3. Visual reminders of the HAWK Behavioral Expectations will be provided through banners and posters throughout the school. (Accountable Lead = Counselor)</li> <li>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).</li> <li>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)</li> <li>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)</li> </ol> | <p>By the end of the 2026-2027 school year, Kohala Middle School will see a <b>20% decrease in Tier 2 and Tier 3 behavioral referrals</b> by consistently implementing school-wide PBIS expectations.</p> <p>For the 26.27 sy =</p> <p>&lt;1 A offense<br/>&lt;5 B offense<br/>&lt;10 C offense<br/>&lt;20 D offense<br/>&lt;15 students with Referrals</p> <p>HAWKS Behavioral Expectations Documentation</p> <p>Student/Parent Handbook</p> <p>School Website and Social Media</p> <p>Remind</p> <p>Parent Newsletters</p> <p>Peer Review Spreadsheet</p> | <p><input checked="" type="checkbox"/> WSF, \$5,000</p> <p><input type="checkbox"/> Title I, \$</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> |
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|  |  |  | Calendar for<br>Assemblies -<br>HAWK/HAWKETTE |  |
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| <p>1.2.3. All students experience a <a href="#">Nā Hopena A'o</a> environment for learning.</p> <p><i>Required for all schools.</i></p> | <p>1, 2, 3, 4</p> | <p>1. The "Mo'olelo Map" Project</p> <p>Hā Focus: Belonging, Spirituality Students research a specific landmark or historical story from the North Kohala district (e.g., the birth of Kamehameha I, the Kohala Ditch, or local ahupua'a).</p> <ul style="list-style-type: none"> <li>• The Activity: Students create a physical or digital "community map" where they pin their own stories or family histories alongside these landmarks.</li> <li>• Why it works: It connects their personal identity to the land (<i>āina</i>), reinforcing that they are a vital part of a long, local lineage.</li> </ul> <p>2. "He Kuleana Ko'u" (I Have a Responsibility) Circles</p> <p>Hā Focus: Responsibility, Aloha In middle school, belonging often comes from feeling <i>needed</i>.</p> <ul style="list-style-type: none"> <li>• The Activity: Small groups (Advisory or Homeroom) identify one "pain point" in the school (e.g., litter near the cafeteria or a lack of seating at lunch). They design a small-scale solution and present it.</li> <li>• Why it works: By practicing <i>Kuleana</i>, students stop being passive observers of their school and start becoming active stakeholders.</li> </ul> <p>3. "Ku'u Hae" Identity Banners</p> <p>Hā Focus: Excellence, Belonging</p> | <p>80% of students will have completed the following activities:</p> <p>Completed Maps Displayed Around Campus</p> <p>Kuleana Work Before/After Pictures</p> <p>Ku'u Hae in Hallways</p> <p>Kupuna Interviews Recorded</p> | <p><input type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</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> |
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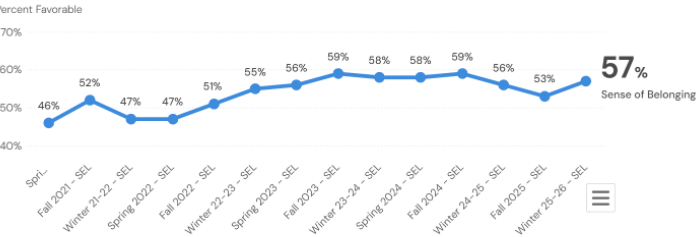
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|  |  | <ul style="list-style-type: none"> <li>• The Activity: Using the HĀ framework as a guide, students design a personal "standard" or banner. One side represents their roots (where they come from/family values), and the other represents their aspirations (Excellence/Happiness).</li> <li>• Why it works: Displaying these banners in the hallways creates a visual "hall of belonging" where every student's unique background is literally part of the school's decor.</li> </ul> <p>4. "Talk Story" Intergenerational Interviews</p> <p>HĀ Focus: Aloha, Spirituality</p> <ul style="list-style-type: none"> <li>• The Activity: Students interview a local "Aunty," "Uncle," or Kupuna about what Kohala was like when they were young. They then share one "lesson learned" with the class.</li> <li>• Why it works: This bridges the gap between the school and the wider Kohala community. It teaches students to listen with <i>Aloha</i> and realize that their community's wisdom is an extension of their classroom.</li> </ul> <p>(Accountable Lead = Counselor, Malama Aina, Community School Coordinator)</p> <p><a href="https://secure.panoramaed.com/hidoe/understand/13897767/survey_results/33090281#/questions/topics/34002">https://secure.panoramaed.com/hidoe/understand/13897767/survey_results/33090281#/questions/topics/34002</a></p> |  |  |
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**Sense of Belonging**

Based on 160 responses

How much students feel that they are valued members of the school community.

How have results changed over time?



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

| <b>Desired Outcome</b><br><i>"What do we plan to accomplish?"</i>                                                                                                        | <b>Root/<br/>Contributing<br/>Cause</b><br><i>"Why are we doing this?"</i> | <b>Enabling Activities</b><br><i>"How will we achieve the desired outcome?"</i><br><br><b>and Name of Accountable Lead(s)</b><br><i>"Who is responsible to oversee and monitor implementation and progress?"</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Monitoring of<br/>Progress</b><br><i>"How will we know progress is being made?"</i>                                                                                                                                                                                                                                                                                        | <b>Anticipated<br/>Source of Funds</b><br><i>"What funding source(s) should be utilized?"</i><br><i>Estimate the additional amount needed for enabling activities.</i>                                                                                                                                                                                                                                                                                                                                                      |
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| <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>3, 4</p>                                                                | <p>CAREER OPPORTUNITIES -</p> <ol style="list-style-type: none"> <li>1. See Desired Outcome 1.1.5 Transitions</li> <li>2. Advisory Activities - Students will participate in career exploration activities in advisory. (Accountable Lead = Counselor)</li> <li>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)</li> <li>4. Field Trips - Students will attend 1-2 college and career fairs during their middle school years. (Accountable Lead = Counselor)</li> <li>5. Guest Speakers - Students will meet professionals with different career experiences through a Career Day or during special presentations. (Accountable Lead = Counselor)</li> <li>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)</li> </ol> | <p>For the 26.27 sy =</p> <p>-At least 10 opportunities for each grade level<br/>-100% of students are given access for their grade level activities<br/>- 100% of students show evidence of growth/new knowledge through each activity</p> <p>Pre- Post-Exploring Careers Class Surveys</p> <p>CTE Transition Event Presentation Completion</p> <p>YIP Panel Assignments</p> | <p><input checked="" type="checkbox"/> WSF, \$5,000</p> <p><input type="checkbox"/> Title I, \$</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: Gear Up, \$</p> <p><input type="checkbox"/> Other:__, \$</p> |

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|  |  | <p>7. CTE Classrooms - Classes that align to the high school academies will be provided as wheel classes for students to experience different types of careers - natural resources, culinary, business, architectural engineering, building and construction, health, and digital and print media. (Accountable Lead = Registrar/CTE Coordinator)</p> <p>COMMUNITY/CIVIC OPPORTUNITIES -</p> <p>1. Community School partnerships will be created that give students the opportunity to positively impact community needs.(Accountable Lead = Community School Coordinator)</p> <p>2. Student will be given a chance to do community service projects through field trips to wahi pana. (Accountable Lead = Community School Coordinator)</p> <p>3. 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)</p> | <p>College and Career Fair Pre-Post-Surveys</p> <p>School/Advisory Calendar</p> <p>Master Schedule</p> <p>Pacing Guides/CFAs for Social Studies Classes</p> |  |
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| <p><b>K-12 Alignment</b></p> <p>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.</p> | <p>1, 2, 3</p> | <ol style="list-style-type: none"> <li>1. See Desired Outcome 1.1.2</li> <li>2. See Desired Outcome 1.1.3</li> <li>3. See Desired Outcome 1.1.4</li> <li>4. See Desired Outcome 1.1.5</li> <li>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 = Team Leads)</li> <li>6. Vertical Articulation - Teachers will be given opportunities and resources to have vertical articulation sessions (Accountable Lead = Team Leads)</li> </ol> | <p>SBA Data - 100% of students will show growth from the previous year</p> <p>iREADY Data - 100% of students will show growth from one assessment to the next</p> <p>Common Formative Assessments</p> <p>Grades and Teacher Input</p> <p>Summer Bridge Evidence - 100% of students will have acquired valuable skills/knowledge from the program</p> <p>Pre- Post-Exploring Careers Class Surveys - 100% of students will develop a "mini-PTP" prior to entering high school</p> <p>Vertical Articulation Evidence - 100% of teachers will be provided time for</p> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> WSF, \$1,000</li> <li><input type="checkbox"/> Title I, \$</li> <li><input type="checkbox"/> Title II, \$</li> <li><input type="checkbox"/> Title III, \$</li> <li><input type="checkbox"/> Title IV-A, \$</li> <li><input type="checkbox"/> Title IV-B, \$</li> <li><input checked="" type="checkbox"/> IDEA, \$200</li> <li><input type="checkbox"/> SPPA, \$</li> <li><input type="checkbox"/> Homeless, \$</li> <li><input type="checkbox"/> Grant:__, \$</li> <li><input type="checkbox"/> Other:__, \$</li> </ul> |
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|  |  |  | vertical articulation<br>throughout the<br>school year |  |
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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<br><i>"What do we plan to accomplish?"</i>                                                                                                                                                                                              | Root/<br>Contributing<br>Cause<br><i>"Why are we doing this?"</i> | Enabling Activities<br><i>"How will we achieve the desired outcome?"</i><br><br><b>and Name of Accountable Lead(s)</b><br><i>"Who is responsible to oversee and monitor implementation and progress?"</i>                                                                                                                                                                                                                                                                                                                                                                               | Monitoring of<br>Progress<br><i>"How will we know progress is being made?"</i>                                                                                                                                                                                                                                                                                                  | Anticipated<br>Source of Funds<br><i>"What funding source(s) should be utilized?"</i><br><i>Estimate the additional amount needed for enabling activities.</i>                                                                                                                                                                                                                                                                                                                                                  |
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| <p>2.1.2 All teachers are effective or receive the necessary support to become effective.</p> <p>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.</p> | 1, 2, 3, 4                                                        | <p>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 = Team Lead for academic PLTs, Tier 1 Team Leads for Wellness PLTs)</p> <p>2. All staff will participate in professional development provided through the CLSD grant</p> <ul style="list-style-type: none"> <li>- All teachers: Science of Reading</li> <li>- GC/Leadership: HMTSS-R</li> <li>- Literacy Coach: HDOE coaching sessions</li> <li>- (Accountable Lead = Literacy/Academic Coach)</li> </ul> | <p>Throughout the 2026-2027 school year, <b>100% of instructional staff</b> will participate in weekly PLC cycles, as evidenced by submitted meeting logs and 'short-cycle' data templates. These cycles will demonstrate that teams are using the <b>Four Critical Questions</b> to analyze common formative assessment data, resulting in at least <b>80% of students</b></p> | <p><input type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$20,000</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: CLSD, \$</p> <p><input type="checkbox"/> Other: __, \$</p> |



## PRIORITY 2: High-Quality Educator Workforce In All Schools

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|  |  |  | <p>showing growth on targeted standards between pre- and post-assessments each quarter.</p> <p>PLT<br/>Agendas/Minutes</p> <p>Individual Student Data Records</p> <p>Important Events Calendar</p> <p>Meeting<br/>Agendas/Minutes</p> <p>Schoolwide Practice Agreements</p> <p>Implementation Progress Monitoring</p> |  |
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## PRIORITY 3: Effective and Efficient Operations At All Levels

| ★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.                                                                              |                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| Desired Outcome<br><i>"What do we plan to accomplish?"</i>                                                                                                                        | Root/<br>Contributing<br>Cause<br><i>"Why are we doing this?"</i> | Enabling Activities<br><i>"How will we achieve the desired outcome?"</i><br><br><b>and Name of Accountable Lead(s)</b><br><i>"Who is responsible to oversee and monitor implementation and progress?"</i>                                                                                                                                                                                                                                                                                                                                                                           | Monitoring of<br>Progress<br><i>"How will we know progress is being made?"</i>                                                                                                                                                                                                                                                                                                                                                    | Anticipated<br>Source of Funds<br><i>"What funding source(s) should be utilized?"</i><br><i>Estimate the additional amount needed for enabling activities.</i>                                                                                                                                                                                                                                                                                                                                |
| <p>3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.</p> <p><i>Required for all schools.</i></p> | 1, 2, 3, 4                                                        | <ol style="list-style-type: none"> <li>Members will calendar out responsibilities for the school year</li> <li>Members will meet regularly to review important school improvement work</li> <li>Members will analyze school macro data</li> <li>Members will use data to craft the Comprehensive Needs Assessment (CNA)</li> <li>Members will use the CNA to craft the Academic and Financial Plans</li> <li>Members will progress monitor school initiatives</li> <li>Members will be a part of decision making for important school policy and improvement initiatives</li> </ol> | <p>By October 2026, the Kohala Middle School Community Council will achieve and maintain <b>100% full membership</b> across all stakeholder groups (parents, teachers, staff, community, and students) as defined by Hawaii DOE guidelines. The council will hold a minimum of <b>eight monthly meetings</b> per school year with at least <b>75% member attendance</b>, during which the principal and council will document</p> | <p> <input type="checkbox"/> WSF, \$<br/> <input type="checkbox"/> Title I, \$<br/> <input type="checkbox"/> Title II, \$<br/> <input type="checkbox"/> Title III, \$<br/> <input type="checkbox"/> Title IV-A, \$<br/> <input type="checkbox"/> Title IV-B, \$<br/> <input type="checkbox"/> IDEA, \$<br/> <input type="checkbox"/> SPPA, \$<br/> <input type="checkbox"/> Homeless, \$<br/> <input type="checkbox"/> Grant: __, \$<br/> <input type="checkbox"/> Other: __, \$         </p> |



### PRIORITY 3: Effective and Efficient Operations At All Levels

|  |  |  |                                                                                                                                                                                                    |  |
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|  |  |  | <p>collaborative review and feedback on the Academic Plan and Financial Plan in official meeting minutes.Meeting Agendas and Minutes</p> <p>SCC Assurances</p> <p>SCC EOY Principal Evaluation</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.

| <b>Desired Outcome</b><br><i>"What do we plan to accomplish?"</i>                                                                                                            | <b>Root/<br/>Contributing<br/>Cause</b><br><i>"Why are we doing this?"</i> | <b>Enabling Activities</b><br><i>"How will we achieve the desired outcome?"</i><br><br><b>and Name of Accountable Lead(s)</b><br><i>"Who is responsible to oversee and monitor implementation and progress?"</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Monitoring of<br/>Progress</b><br><i>"How will we know progress is being made?"</i>                                                                                                                                                                                                                                                                                                                            | <b>Anticipated<br/>Source of Funds</b><br><i>"What funding source(s) should be utilized?"</i><br><i>Estimate the additional amount needed for enabling activities.</i>                                                                                                                                                                                                                                                                                                                                                                       |
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| <p>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.</p> | <p>1, 2, 3, 4</p>                                                          | <ol style="list-style-type: none"> <li>1. Families will be provided with a School Handbook that outlines all school policies, procedures, protocols and logistical information</li> <li>2. Parent Orientation will be held at the beginning of each year</li> <li>3. Kohala Complex EL Families will have special parent meetings in July and April/May of each year</li> <li>4. 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</li> <li>5. Communication about important school initiatives will be shared with families throughout the year</li> <li>6. Family surveys will be provided for important decisions that impact them</li> </ol> | <p>For the 26.27 sy=</p> <p>One family event/quarter<br/>At least 50% parent attendance at in-person events<br/>100% of parents will engage at least once with school activities, events, communications</p> <p>School Handbook</p> <p>Sign In Sheets - Parent Orientation, EL Family Meetings, volunteer, parent nights, conferences, hoike, student led conferences, other Activities</p> <p>Remind, School</p> | <div> <input type="checkbox"/> WSF, \$30,000         <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: Castle, \$         <input type="checkbox"/> Grant: Gear Up, \$       </div> |

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|  |  |  | Website, School<br>Social Media,<br>Parent Newsletters<br><br>Surveys |  |
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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 **Kohala Middle 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 **Dec 8, 2025** to share the school data and gather input on student priorities.
  - ☐ A School Community Meeting was conducted on **Mar 10, 2026** to share the draft Academic Plan and gather feedback and recommendations.
  - ☐ Other (list): School Community Meetings held on August 24, 2025 and on January 14, 2026 for these purposes
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: **Date**

### Attested:

| Kohala Middle School Principal | Signature                                                                                                                                                | Date         |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| Trisha Sanborn                 | <br><small>Trisha Malia Sanborn (Apr 15, 2026 16:00:59 HST)</small> | Mar 10, 2026 |
| SCC Chairperson                | Signature                                                                                                                                                | Date         |

|               |                                                                          |             |
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| Cicely Isabel | <u><i>Cicely Isabel</i></u><br>Cicely Isabel (Apr 15, 2026 16:07:26 HST) | Mar 9, 2026 |
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### 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: |
|---------------------|---------------------------------------|---------------------------------------------|
|                     |                                       |                                             |
|                     |                                       |                                             |
|                     |                                       |                                             |

**SCC Comments: Statement of Problem or Concerns regarding the Academic Plan and Financial Plan review process.**

### Attested:

| SCC Chairperson | Signature                                                                                                                                        | Date       |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| Cicely Isabel   | <br><small>Cicely Isabel (Apr 15, 2026 16:07:26 HST)</small> | 04/15/2026 |

## 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](#).

|                                                                                                                                                                                                                             |                                                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| <b>Total student instructional <u>hours per year</u></b> <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> | 1800 hours                                                                                                                |
| <b>Has an SCC Waiver Request Form been submitted to address bell schedule compliance?</b>                                                                                                                                   | <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A, we meet the requirement |
| <b>Kohala Middle School Bell Schedule:</b> <a href="#">KMS Official Bell Schedule 2026.2027</a>                                                                                                                             |                                                                                                                           |