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

Keaʻau Middle School
Academic Plan
SY 2025-2026

**16-565 Keaʻau-Pahoa Rd.
Keaʻau, HI 96749
(808) 313-4800
www.keaaumiddle.org**

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

Submitted by Principal Gregg Yonemori	
	April 9, 2025

Approved by Complex Area Superintendent Stacey Bello	
	4/9/2025

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

<div style="background-color:#1F3A6E; color:white;">

VIABLE QUALITY CURRICULUM
</div>

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

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

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
Grade 6	'20 Into Literature ▾	i-Ready Classroom Mathematics ▾		
Grade 7	'20 Into Literature ▾	i-Ready Classroom Mathematics ▾		
Grade 8	'20 Into Literature ▾	i-Ready Classroom Mathematics ▾		

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

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
Intervention	Third Quest			
Small Group/Resource	Read 180, LETRS	Struggly, Math 180		
Support Class	iReady My Path	iReady My Path		

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 6-8	I-Ready ▾	I-Ready ▾
Grade 6-8 (EL, Sped, Intervention reading class)	DIBELS ▾	Select One ▾
	Select One ▾	Select One ▾

IDENTIFIED SCHOOL NEEDS

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

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

Year of <u>Last Visit</u>: 2023   Year of <u>Next Action</u>: 2026   Year of <u>Next Self-Study</u>:
Type of <u>Last Visit</u>: Mid-Cycle Report & Visit ▾   Type of <u>Next Action</u>: Full Self-Study ▾   2025-2026

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   <u>**Student Need:**</u> Student achievement and growth in reading and math is consistently low for the past three years.

<u>**Root/Contributing cause(s):**</u>
- 1A: Rigorous evidence-based instruction is not consistently provided at Keaau Middle School so we need to use a variety of differentiated instructional strategies and modes that emphasize students' ability to read to learn and emphasize vocabulary development in all content areas, and apply level appropriate math skills.
- 1B: Routine diagnosis and response to student learning needs are not consistently provided at Keaau Middle School, so we need to consistently use student learning data and instructional strategy data to design fluid instructional groupings that respond to student needs, and provide students with opportunities to set goals and self monitor their progress based on data.

2   <u>**Student Need:**</u> Students have struggled in emotional regulation for the past three years resulting in inappropriate behavior leading to disciplinary consequences.

<u>**Root/Contributing cause(s):**</u>
- 2A: Rigorous evidence-based instruction is not consistently provided at Keaau Middle School and we need to explicitly teach relationship building skills and coping strategies, and reinforce schoolwide expected behaviors and procedures by positively teaching and enforcing them.

| 3 | **Student Need:** Regular attendance has been consistently low for the past three years. |

Root/Contributing cause(s):
- 3A: A strong community intensely focused on student learning is not present at Keaau Middle School so we need to facilitate two way communication among school personnel, students, and students' families to provide students with opportunities to set goals and self monitor their progress and for everyone to work together to advance student learning.

WASC Mid-Cycle Review (MCR) March 2023:

Implications of the data – School data continue to reflect low academic achievement in statewide and school level assessments. After reflective conversations, hunches to low academic achievement and growth are identified in the major preliminary student learner needs listed below:

Increase trauma informed practices and social-emotional learning for students.

Increase practices specific to middle level education (adolescent) students.

Implement instructional strategies that are targeted for and specific to student need.

Improve the quality of positive behavior interventions and support (PBIS).

WASC Full Self-Study February 2020:

School Identified Critical Areas for Follow-Up (School CA):

1. Increase participation and engagement of parents in school initiatives and activities to support their child's education.

2. Teachers will implement rigorous, Interdisciplinary Units incorporating project-based, problem-based, and/or service learning driven by student voice, in a relevant real-world context.

3. The teachers will establish a school wide common understanding of student voice, using student voice to inform and adjust instruction.

4. All teachers who support or instruct EL students will participate in PD to learn and to implement language acquisition strategies that support EL students.

5. Teachers will provide opportunities for students to evaluate or reflect on their own learning and develop goals focused on their progress.

6. The leadership team will establish a process for evaluating school wide activities that meet the needs of Students, support personal development and increase

WASC Identified Critical Areas for Follow-Up (WASC CA):

1. Teachers and administrators continue to refine schoolwide processes in place and design more effective systems as needed to evaluate the effectiveness, using student achievement as measures, of programs including RtI A and RtI B, Honors Classes, ELL and Special Education instruction, and implementation of rigorous instruction and assessment practices.

2. The leadership team, the PLCs, and teachers need to improve the practice of collecting and using disaggregated data to drive decision-making and achievement.

3. Leadership will monitor rigor and relevance of common formative and standards-based content assessments to inform instruction and improve student achievement.

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   **Targeted Subgroup:** English Learners

       Identified Student Need(s): ELs need increased support in developing their English skills enough to access grade level curriculum and to get on track to exit the EL program.

2   **Targeted Subgroup:** Special Education (IDEA) Students

       Identified Student Need(s): Special Education students need targeted, specially designed instruction to close the gap in their current skill level proficiencies.

3   **Targeted Subgroup:** Students not regularly in school

       Identified Student Need(s): Students need increased support to regularly be in school in order to make academic growth and achievement in grade level standards. For SY2024-2025, Kea'au Middle School's rate of students not regularly in school was 43%.

Priority 1
High-Quality Learning For All

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

Desired Outcomes
"What do we plan to accomplish?"

Root/ Contributing Cause
"Why are we doing this?"

Enabling Activities
"How will we achieve the desired outcome?"

***and* Name of Accountable Lead(s)**
"Who is responsible to oversee and monitor implementation and progress?"

Monitoring of Progress (Initial & Intermediate Outcomes)
"How will we know progress is being made?"

Anticipated Source of Funds
"What funding source(s) should be utilized?"

Please estimate the additional amount needed to execute the enabling activity.

| **Reading Proficiency**

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

Required for Schools. | 1A, 1B

2A | Teachers provide Students with direct instruction in reading at their skill levels:
• Student Support Class (Students)
• Workshop Classes
• Honors Classes
(Literacy coach/Schoolwide Coordinator) SW6

Students assessed with diagnostic, formative and summative assessments, including interim assessments, to inform instructional practices and monitor growth.
(Schoolwide coordinator) SW5, SW6

Students will receive an evidence-based curriculum that is aligned with the state's reading standards and demonstrates evidence of student growth.
(Literacy coach/Schoolwide Coordinator) SW5, SW6

Students receive both Tier I classwide ELA instruction and targeted Tier II ELA instruction in the form of small group instruction, differentiated and targeted instruction, and/or skill based tutoring.
(Schoolwide coordinator) SW6

Students will receive direct, targeted instruction in small groups formed using data in their reading support classes.
(Schoolwide coordinator) SW6

Students will receive instruction covering content vocabulary and academic vocabulary.
(Schoolwide Coordinator) SW

All ELA teachers will receive ongoing professional development in the implementation of the Into Literature curriculum including instruction, assessment, and data analysis.
(Schoolwide Coordinator) | By the end of the 25-26 school year, there will be a 4% increase in the number of students meeting their stretch growth goals as measured by the iReady assessment.

By the end of the 25-26 school year, there will be a 4% increase in the number of students meeting their typical growth goals as measured by the iReady assessment.

In the 25-26 school year, there will be a 3% increase in the number of students reaching proficiency in the ELA SBA.

In the 25-26 school year, there will be a 3% increase in the number of students reaching proficiency in the ELA HSA-ALT. | ☐ WSF, $
☑ Title I, $65,000
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $2,500
☐ Homeless, $
☐ Grant:___, $
☑ Other:___, $ |

Mathematics Proficiency	1A, 1B 2A	Teachers provide Students with direct instruction in math at their skill levels:	By the end of the 25-26 school year, there will be a 4% increase in the number of students meeting their stretch growth goals as measured by the iReady assessment.	☑ WSF, $65,000

Mathematics Proficiency

1A, 1B

2A

1.1.3. Students are proficient in mathematics by the end of eighth grade, and those who are not proficient receive necessary and timely support to become proficient.

Required for Schools.

Teachers provide Students with direct instruction in math at their skill levels:
- Student Support Class (Students)
- Workshop Classes
- Honors Classes

(Schoolwide Coordinator) SW6

Students assessed with diagnostic, formative and summative assessments, including interim assessments, to inform instructional practices and monitor growth.
(Schoolwide coordinator)

All math classes will implement an evidence-based curriculum that is aligned with the state's math standards and demonstrates evidence of student growth.
(Schoolwide Coordinator)

Students receive both Tier I classwide math instruction and targeted Tier II math instruction in the form of small group instruction, differentiated and targeted instruction, and/or skill based tutoring.
(Schoolwide coordinator) SW6

Some students will receive direct, targeted instruction in small groups formed using data in their math support classes.
(Schoolwide coordinator)

Math teachers will receive, as needed, professional development in the implementation of the iReady Mathematics curriculum.
(Schoolwide Coordinator), SW5, SW6

By the end of the 25-26 school year, there will be a 4% increase in the number of students meeting their stretch growth goals as measured by the iReady assessment.

By the end of the 25-26 school year, there will be a 4% increase in the number of students meeting their typical growth goals as measured by the iReady assessment.

In the 25-26 school year, there will be a 4% increase in the number of students reaching proficiency in the Math SBA.

In the 25-26 school year, there will be a 4% increase in the number of students reaching proficiency in the Math HSA-ALT.

☑ WSF, $65,000
☑ Title I, $5,000
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $2,500
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $

| 1.1.4. Student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.

Required for Schools. | 1A

2A | All English Learners will receive English Language Development instruction until they graduate from the EL program according to the WIDA ACCESS assessment. (EL Coordinator) SW5

Teachers and paraprofessionals who support and instruct ELs will implement agreed upon English language development (ELD) strategies consistently. (EL Coordinator) SW5

Teachers will provide all ELs with opportunities to further develop their English language skills:
• Listening
• Speaking
• Reading
• Writing
(EL Coordinator)

Teachers and paraprofessionals will support and instruct SpEd identified students in a variety of ways:
• appropriate LRE
• specially designed instruction
• appropriate accommodations and modifications
(SpEd DH) SW5

Grade level counselors will work with teams to use teaming strategies to identify, monitor, and support students who experience academic/behavioral/attendance challenges that impede their ability to show academic growth. (Counseling DH) SW6 | By the end of the 25-26 school year, there will be a 4% increase in the number of students meeting their stretch growth goals as measured by the iReady assessment for math and reading.

By the end of the 25-26 school year, there will be a 4% increase in the number of students meeting their typical growth goals as measured by the iReady assessment for math and reading.

In the 25-26 school year, there will be a 3% increase in the number of students reaching proficiency in the ELA & math SBA.

In the 25-26 school year, there will be a 3% increase in the number of students reaching proficiency in the Science SBA. | ☑ WSF, $10,000
☑ Title I, $10,000
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☑ Other:__, $ |

In the 25-26 school year, there will be a 3% increase in the number of students reaching proficiency in the Science HSA-ALT

In the 25-26 school year, 10% of ELs will be on track to EL proficiency.

1.1.5. Students transition successfully at critical points, from elementary to middle school and from middle to high school. *Required for Schools.*	1A 2A	Students will be provided best practices that support their transition based on: • Middle Level Education (MLE) research • Positive behavior interventions and support (PBIS) • Social-Emotional Learning • Trauma informed practices • Adolescent brain research (Schoolwide Coordinator) Summer transition program will be available to all incoming 6th grade students to help them to prepare for middle school. (Schoolwide Coordinator) SW6 Provide a transition program for current 8th graders to help prepare them for high school. (Schoolwide Coordinator) SW6 Develop a transition program focused on the transition between grade levels (6-7, 7-8). (Schoolwide Coordinator) SW6	Infinite Campus referral data Attendance data to summer programs	☐ WSF, $ ☑ Title I, $ 15,000 ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

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

Desired Outcomes *"What do we plan to accomplish?"*	Root/ Contributing Cause *"Why are we doing this?"*	Enabling Activities *"How will we achieve the desired outcome?"* *and* Name of Accountable Lead(s) *"Who is responsible to oversee and monitor implementation and progress?"*	Monitoring of Progress (Initial & Intermediate Outcomes) *"How will we know progress is being made?"*	Anticipated Source of Funds *"What funding source(s) should be utilized?"* *Please estimate the additional amount needed to execute the enabling activity.*
1.2.1. Students desire to and attend school regularly. *Required for Schools.*	3A	Provide students with support to increase school attendance: • implement PBIS based incentive program supporting attendance (Attendance Team) SW5 Increase student connectedness and engagement for all students with opportunities for: • student voice • leadership opportunities • school service (Schoolwide Coordinator) Provide students with support to increase school attendance: • Grade level counselors will work with teams to use teaming strategies to identify, monitor, and support students who experience academic, behavioral, and/or social challenges that decrease their school attendance. (Counseling DH) SW6	In the 25-26 school year, the percentage of students identified as having Regular Attendance (>90% of school days) will increase by 5%.	☑ WSF, $15,000 ☐ Title I, ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

| 1.2.2. Students demonstrate positive behaviors at school.

Required for Schools. | 3A | Students will receive SEL lessons and activities:
• Schoolwide alignment of SEL curriculum
• Schoolwide expectations for implementation schedule
• Lessons implemented with fidelity
(Team Leads) SW6

Students provided with advisory lessons and activities:
• Schoolwide alignment of advisory curriculum
• Schoolwide expectations for implementation schedule
• Lessons implemented with fidelity
(Team Leads)

Students provided with a variety of PBIS activities:
• Class PBIS
• Team PBIS
• Grade level PBIS
• Schoolwide PBIS
(PBIS Team) SW5

Students will receive direct instruction on expected school behaviors:
• Develop school wide behavioral focus & expectations
• Develop schoolwide lessons and expectations for implementation
• Lessons implemented with fidelity
(Greenwaves Character Crew) SW6

Professional development and ongoing support will be provided to teachers on how to use and instruct using the social-emotional learning curriculum.
(Counseling DH) SW6

Professional development and ongoing support will be provided to teachers on how to use and instruct using the advisory curriculum.
(Counseling DH) | In the 25-26 school year there will be a 10% decrease in all classes of disciplinary action. | ☑ WSF, $10,000
☐ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |

Professional development will be provided to teachers on trauma informed practices to increase understanding of and supporting student needs. SW6
(Counseling DH)

1.2.3. Students experience a Nā Hopena Aʻo environment for learning. *Required for Schools.*	3A	Increase student sense of belonging, aloha, excellence and engagement with targeted student activities to provide opportunities for: • student voice • leadership opportunities • school service (VP & Student Activities Coordinator) Increase student sense of belonging, excellence and engagement in learning and achievement with ELO opportunities for: • student interests • enrichment • need areas (VP) Restorative practices will be utilized when consequencing students for inappropriate behavioral choices. (VP) SW5	In the 25-26 school year, there will be a 5% increase in the sense of belonging on the Panorama student survey.	☐ WSF, $ ☑ Title I, $20,000 ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

Desired Outcomes "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?"	Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress (Initial & Intermediate Outcomes) "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Please estimate the additional amount needed to execute the enabling activity.
1.3.1. Students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. *Required for Schools.*	1A 2A	Students are provided opportunities for career exploration, community engagement and civic opportunities will be offered to students through relevant excursions, career day participation, and advisory lessons. (Team Leads) SW5 Teachers will provide students with relevant learning opportunities: • project based, problem based, and/or service learning, • student voice • real world context (Schoolwide Coordinator)	Team Minutes	☑ WSF, $10,000 ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

K-12 Alignment		
K-12 Alignment 1.3.2. Students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.	1A 2A	

Students receive direct instruction in reading and/or math at their skill levels:
- Student Support Class (Students)
- Workshop Classes
- Honors Classes

(Literacy Coach/Schoolwide Coordinator) SW6

Teachers will provide students with relevant learning opportunities:
- project based, problem based, and/or service learning,
- student voice
- real world context

(Team Leads)

Support will be provided to teachers on designing, implementing, and assessing project/problem/service learning projects.
(Literacy coach)

Increase student connectedness and engagement with ELO opportunities for:
- student interests
- enrichment
- need areas

(VP) SW5

Support programs will be provided to students in need of credit recovery.
(VP) SW5

Special education (IDEA) students will receive specially-designed instruction, appropriate LRE placement, progress monitoring and individualized goal setting in order to close the gap in academic achievement.
(SpEd DH) SW5

By the end of the 25-26 school year, there will be a 4% increase in the number of students meeting their stretch growth goals as measured by the iReady assessment.

By the end of the 25-26 school year, there will be a 4% increase in the number of students meeting their typical growth goals as measured by the iReady assessment for math and reading.

In the 25-26 school year, there will be a 3% increase in the number of students reaching proficiency in the ELA SBA.

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

English Learners (ELs) will receive direct English Language Development (ELD) instruction in order to increase their access to grade level curriculum and to close the gap in their academic achievement. SW5, SW6

- Teachers will be provided with PD on ELD best practices (EL Coordinator)

In the 25-26 school year, there will be a 4% increase in the number of students reaching proficiency in the Math SBA.

In the 25-26 school year, there will be a 3% increase in the number of students reaching proficiency in the Science SBA.

In the 25-26 school year, 10% of ELs will be on track to EL proficiency.

Team Minutes
IEPs

Priority 2
High-Quality Educator Workforce In All Schools

★ Students are taught by effective teachers.
★ Schools are staffed by effective support staff.
★ Schools are led by effective school administrators.

Desired Outcomes *"What do we plan to accomplish?"*	Root/ Contributing Cause *"Why are we doing this?"*	Enabling Activities *"How will we achieve the desired outcome?"* *and* Name of Accountable Lead(s) *"Who is responsible to oversee and monitor implementation and progress?"*	Monitoring of Progress *"How will we know progress is being made?"*	Anticipated Source of Funds *"What funding source(s) should be utilized?"* *Please estimate the additional amount needed to execute the enabling activity.*
2.1.2 All teachers are effective or receive the necessary support to become effective.	1A, 1B 2A 3A	Professional development on literacy strategies to be used in support classes and all content classes will be provided for all teachers. (Schoolwide Coordinator, Literacy Coach) Science teachers will receive ongoing professional development in the implementation of the new science curriculum including instruction, assessment, and data analysis. (Schoolwide Coordinator) Professional development will be provided to SpEd and inclusion teachers: • best practices for co-teaching teams (review) • implementing appropriate inclusive practices	Meeting agendas PD Attendance	☑ WSF, $40,000 ☑ Title I, $40,000 ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

- Developing specially designed instruction
- Developing specially designed instruction
- Providing specially designed instruction

(SpEd Administrator)

Professional development will be provided to SpEd and inclusion teachers supporting IEP development:
- determining the appropriate least restrictive environment
- determining appropriate specially designed instruction

(SpEd Administrator)

Professional development will be provided to SpEd teachers supporting IEP development:
- Appropriate assessments
- data collection
- using data to identify students needs and strengths
- using data to develop appropriate goals and objectives

(SpEd Administrator) SW5, SW6

Professional development will be provided to teachers of ELs:
- instructional practices that support language acquisition and development
- accessing content curricula

(EL Coordinator)

Professional development on utilizing data will be provided to all teachers:
- accessing iReady data
- analyzing different sources of data (iReady, SBA, DIBELS, CFAs, attendance, behavior, well being, Panorama, BIESY, etc.) to identify learning needs for each sub-group
- applying data to inform instruction
- Use data to identify necessary supports and interventions for student behavior, emotional regulation, and attendance.

(Schoolwide coordinator)

Professional development will be provided to teachers on effective characteristics of middle level best practices.
(Schoolwide Coordinator) SW6

Professional development will be provided to teachers to support tier 1 support for students:
- Middle level education (MLE)
- trauma informed practices
- positive behavior interventions and support (PBIS)

(Schoolwide Coordinator)

Professional development will be provided to all department heads:
- Understanding data
- Using data to drive instruction
- Facilitating group discussions and decision making processes

(Schoolwide coordinator, Literacy coach)

Teachers will provide students with relevant learning opportunities:
- project based, problem based, and/or service learning,
- student voice
- real world context

(Schoolwide Coordinator)

All teachers, years 1-2, will receive official and unofficial mentoring support with on-campus mentors to guide them in the logistics, philosophy and practices of Keaʻau Middle School.
(Schoolwide Coordinator)SW5, SW6

| 2.2.2 Support staff are effective or receive the necessary support to become effective. | 1A, 1B
2A
3A | Professional development will be provided to paraprofessionals of students with disabilities:
• best practices for co-teaching teams (review)
• implementing appropriate inclusive practices
• Developing specially designed instruction
• Providing specially designed instruction
(Admin) | Meeting agendas

PD Attendance | ☑ WSF, $10,000
☑ Title I, $10,000
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $ |

Professional development will be provided to paraprofessionals:
- instructional practices that support language acquisition and development
- accessing content curricula

(EL Coordinator)

Professional development will be provided to staff on effective characteristics of middle level best practices.
(Schoolwide Coordinator) SW6

Professional development will be provided to staff to support tier 1 support for students:
- Middle level education (MLE)
- trauma informed practices
- positive behavior interventions and support (PBIS)

(Schoolwide Coordinator) SW5, SW6

Professional development will be provided to teachers on trauma informed and restorative practices to increase understanding of and supporting student needs.
(Counseling DH)

Develop a system to track and monitor the implementation of strategies learned in PD for fidelity and effectiveness.
(Schoolwide Coordinator)

☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:___, $
☐ Other:___, $

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 Outcomes "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?"	Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Please estimate the additional amount needed to execute the enabling activity.
3.3.1. School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. *Required for Schools.*	1A, 1B 2A 3A	School Community Council (SCC) will meet regularly throughout the school year and will be trained on the role of the SCC as well as receive explanation of key areas of interest including the school budget, academic plan and relevant school data. (School Community Council Chairperson/Principal) School Community Council (SCC) will meet regularly to discuss the needs of the school and its students and provide members the opportunity to review and discuss data, provide feedback on the school focus, academic plans, financial plan and other important school related issues. (Schoolwide Coordinator)	SCC Meeting Schedule and Minutes	☐ WSF, $ ☑ Title I, $ 5,000 ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

| School level leaders will effectively facilitate communication, guide decision making, and support their department or grade level teams in the development and implementation of school initiatives. | 1A, 1B 2A 3A | All Department Heads and Team Leads will receive professional development in meeting facilitation strategies that will result in professional, effective, and student-centered discussion, decision making, and planning. (Schoolwide Coordinator) All Department Heads and Team Leads will meet regularly with administration to participate in professional development, school level decision making, and communication of school needs between their department/team and administration. (Schoolwide Coordinator) | Leadership Meeting Minutes Team Lead Meeting Minutes | ☐ WSF, $ ☑ Title I, $5,000 ☐ 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 Outcomes *"What do we plan to accomplish?"*	Root/ Contributing Cause *"Why are we doing this?"*	Enabling Activities *"How will we achieve the desired outcome?"* **and Name of Accountable Lead(s)** *"Who is responsible to oversee and monitor implementation and progress?"*	Monitoring of Progress *"How will we know progress is being made?"*	Anticipated Source of Funds *"What funding source(s) should be utilized?"* *Please estimate the additional amount needed to execute the enabling activity.*
Families will be given opportunities to participate meaningfully in the school decision making process and activities that can support students' academic achievement.	1A 2A	PTSA (Parent, Teacher, Student Association) will meet regularly to communicate and plan for activities that will support positive experiences for students at our school to increase engagement, motivation and achievement. (Schoolwide Coordinator) Family engagement activities relating to the academic achievement, health and wellness, behavioral and social emotional needs of students will occur throughout the school year in an effort to boost family participation in the success and well-being of students. (Family Engagement VP)	Meeting minutes Sign in sheets to indicate attendance	☐ WSF, $ ☑ Title I, $5,000 ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

★ Other Systems of Support

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.
[Insert school specific desired outcome] (To add additional desired outcomes, duplicate this row, including source of funds checkboxes)	[If applicable, reference the root/contributing cause from the Identified School Needs section]	[Include specific enabling activities or strategic actions being taken to achieve your desired outcome]; [Reference name of accountable lead(s) here]	[List the measures and/or evidence that will be used to monitor progress here]	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

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 Keaʻau Middle School's current bell schedule and total student instructional hours per year. To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided bell schedule tool.

Total student instructional hours per year (*Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours*)	1,080 hours
Did your school submit a SCC Waiver Request Form? Please explain.	An SCC waiver request form was submitted for SY25-26 in order to provide time to implement training for faculty in staff in the areas of middle level education practices, trauma informed practices, instructional practices, and other targeted supports necessary to move the school forward.

Bell Schedule: (Image below also links to viewable .pdf)

BELL SCHEDULE WORKSHEET- C

Classes meet 3 times a week, No internal prep. School end 2:15 on M,T,Th, F and 1:00 on W. Longer HR on W, Advisory pd on W, Support pd, split lunch

Monday

Teacher Start Time 8:00 AM
Student Start Time 8:00 AM

Start	End	Min	Type	Desc.
8:00 AM	8:24 AM	24	Advisory	Instr
8:24 AM	8:28 AM	4	Passing	Other
8:28 AM	9:31 AM	63	Instruction	P1**
9:31 AM	9:46 AM	15	Recess	Other
9:46 AM	9:50 AM	4	Passing	Other
9:50 AM	10:53 AM	63	Instruction	P2
10:53 AM	10:57:00 A	4	Passing	Other
10:57:00 A	11:27 AM	30	Instruction	Support
11:27 AM	11:31 AM	4	Passing	Other
11:31 AM	12:01 PM	30	Lunch	
12:01 PM	12:05 PM	4	Passing	Other
12:05 PM	1:08 PM	63	Instruction	P3
1:08 PM	1:12 PM	4	Passing	Other
1:12 PM	2:15 PM	63	Instruction	P4
2:15 PM	3:00 PM	45	TPrep	Cmn Prep

Student End Time 2:15 PM
Teacher End Time 3:00 PM

Tuesday

Teacher Start Time 8:00 AM
Student Start Time 8:00 AM

Start	End	Min	Type	Desc.
8:00 AM	8:24 AM	24	Advisory	Instr
8:24 AM	8:28 AM	4	Passing	Other
8:28 AM	9:31 AM	63	Instruction	P5
9:31 AM	9:46 AM	15	Recess	Other
9:46 AM	9:50 AM	4	Passing	Other
9:50 AM	10:53 AM	63	Instruction	P6
10:53 AM	10:57:00 A	4	Passing	Other
10:57:00 A	11:27 AM	30	Instruction	Support
11:27 AM	11:31 AM	4	Passing	Other
11:31 AM	12:01 PM	30	Lunch	
12:01 PM	12:05 PM	4	Passing	Other
12:05 PM	1:08 PM	63	Instruction	P1**
1:08 PM	1:12 PM	4	Passing	Other
1:12 PM	2:15 PM	63	Instruction	P2
2:15 PM	3:00 PM	45	TPrep	Cmn Prep

Student End Time 2:15 PM
Teacher End Time 3:00 PM

Wednesday

Teacher Start Time 8:00 AM
Student Start Time 8:00 AM

Start	End	Min	Type	Desc.
8:00 AM	8:40 AM	40	Advisory	Instruction
8:40 AM	8:44 AM	4	Passing	Other
8:44 AM	9:47 AM	63	Instruction	P3
9:47 AM	10:02 AM	15	Recess	Other
10:02 AM	10:06 AM	4	Passing	Other
10:06 AM	11:09 AM	63	Instruction	P4
11:09 AM	11:13:00 A	4	Passing	Other
11:13:00 A	11:43 AM	30	Instruction	Support
11:43 AM	11:47 AM	4	Passing	Other
11:47 AM	12:17 PM	30	Lunch	
12:17 PM	12:21 PM	4	Passing	Other
12:21 PM	1:00 PM	39	Advisory	Instr
1:15 PM	2:15 PM	60	Meeting	Other
2:15 PM	3:00 PM	45	TPrep	CmnPrep

Student End Time 1:00 PM
Teacher End Time 3:00 PM

Thursday

Teacher Start Time 8:00 AM
Student Start Time 8:00 AM

Start	End	Min	Type	Desc.
8:00 AM	8:24 AM	24	Advisory	Instr
8:24 AM	8:28 AM	4	Passing	Other
8:28 AM	9:31 AM	63	Instruction	P5
9:31 AM	9:46 AM	15	Recess	Other
9:46 AM	9:50 AM	4	Passing	Other
9:50 AM	10:53 AM	63	Instruction	P6
10:53 AM	10:57:00 A	4	Passing	Other
10:57:00 A	11:27 AM	30	Instruction	Support
11:27 AM	11:31 AM	4	Passing	Other
11:31 AM	12:01 PM	30	Lunch	
12:01 PM	12:05 PM	4	Passing	Other
12:05 PM	1:08 PM	63	Instruction	P1**
1:08 PM	1:12 PM	4	Passing	Other
1:12 PM	2:15 PM	63	Instruction	P2
2:15 PM	3:00 PM	45	TPrep	Cmn Pre

Student End Time 2:15 PM
Teacher End Time 3:00 PM

Friday

Teacher Start Time 8:00 AM
Student Start Time 8:00 AM

Start	End	Min	Type	Desc.
8:00 AM	8:24 AM	24	Advisory	Instr
8:24 AM	8:28 AM	4	Passing	Other
8:28 AM	9:31 AM	63	Instruction	P3
9:31 AM	9:46 AM	15	Recess	Other
9:46 AM	9:50 AM	4	Passing	Other
9:50 AM	10:53 AM	63	Instruction	P4
10:53 AM	10:57:00 A	4	Passing	Other
10:57:00 A	11:27 AM	30	Instruction	Support
11:27 AM	11:31 AM	4	Passing	Other
11:31 AM	12:01 PM	30	Lunch	
12:01 PM	12:05 PM	4	Passing	Other
12:05 PM	1:08 PM	63	Instruction	P5
1:08 PM	1:12 PM	4	Passing	Other
1:12 PM	2:15 PM	63	Instruction	P6
2:15 PM	3:00 PM	45	TPrep	Cmn Prep

Student End Time 2:15 PM
Teacher End Time 3:00 PM

Daily Totals

	Monday	Tuesday	Wednesday	Thursday	Friday	Total
Student Minutes	375	375	300	375	375	1800
Tchr Instruct Time	243	243	235	243	306	1270
Tchr Duty-free Lunch	30	30	30	30	30	150
Tchr Prep Time	45	45	45	45	45	225
Tchr "Other" Time	102	102	95	102	39	440

SUMMARY

SUMMARY	M, T, Th, F	W		Instructions on how to assess your school's bell schedule:	School	Complies
Total Teacher Workday	7 hr	6 hr 45 mi		• Type in Start and End times for each block of time. Minutes automatically calculated. Use the drop down menu to describe the time block.		
Teacher Prep	Common after school			• Student Instructional Minutes (Bell to Bell) = no less than 1,800 per week	1800	yes
Teacher Start Time	8:00 am	8:00 am		• Teacher Instructional time = no more than 1,285 minutes per week for Secondary Levels. (Need waiver if >1,285 min)	1270	yes
Teacher End Time	3:00 pm	3:00 pm		• Teacher Duty-free lunch = 150 minutes per week	150	yes
Student Start Time	8:00 am	8:00 am		• Teacher Prep time = no less than 225 minutes per week. (Need waiver if <225 minutes)	225	yes
Student End Time	2:15 pm	1:00 pm		• Teacher "Other" time = no more than 440 minutes per week includes meetings (faculty, departmental, grade level, curriculum), opening/closing time,	440	yes