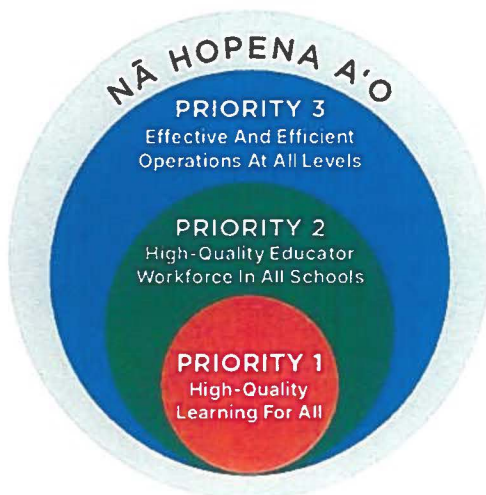




# Kea 'au Middle School Academic Plan SY 2026-2027

16-565 Kea'au-Pāhoa Rd.  
Kea'au, HI 96749  
(808) 313-4800  
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- ☒ Title I School  
☐ Non-Title I School

|                                              |                        |
|----------------------------------------------|------------------------|
| <b>Submitted by Principal</b> Brandon Tanabe |                        |
|                                              | <b>Date</b><br>4/14/26 |

|                                                             |                          |
|-------------------------------------------------------------|--------------------------|
| <b>Approved by Complex Area Superintendent</b> Stacey Bello |                          |
|                                                             | <b>Date</b><br>4/14/2026 |

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                  |
|----------------------------|---------------------------------------|-----------------------------|----------|---------------------------------|
| Grades 6-8                 | '20 Into Literature ▾                 | Ready ▾                     | Lab-Aids |                                 |
| Grade 6                    | Select One ▾                          | Select One ▾                |          | Teacher Created                 |
| Grade 7                    | Select One ▾                          | Select One ▾                |          | History of the Hawaiian Kingdom |
| Grade 8                    | Select One ▾                          | Select One ▾                |          | 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 |
|----------------------------|-----------------------|-----------------------|---------|----------------|
| Grades 6-8                 | i-Ready - WIN Support | i-Ready - WIN Support |         | Scholastics    |
| Grades 6-8 SPED            | Read 180              | Math 180              |         |                |
| Grades 6-8                 | Third Quest           |                       |         |                |

## 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  |
|----------------------------|-----------------------|--------------|
| Grades 6-8                 | I-Ready ▾             | I-Ready ▾    |
| Grades 6-8                 | DIBELS ▾              | Select One ▾ |
|                            | Select One ▾          | Select One ▾ |

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

Year of Last Visit: 2026

Type of Last Visit: Full Self-Study

Year of Next Action: N/A

Type of Next Action: N/A

Year of Next Self-Study:

N/A

WASC Schoolwide Growth Areas for Continuous Improvement:

- Continued Emphasis on the Implementation of a Schoolwide Rigorous and Relevant Instructional program:** While staff and students report areas of rigorous and relevant instruction, there is a need for the school leadership and staff to ensure this occurs schoolwide.
- Data Usage to Drive Student Achievement:** The school is encouraged to continue training and reinforce the need to collect and utilize disaggregated data to drive decision-making. The entire school community—administrators, teachers, staff, students, and parents—has a role in this work due to the wide variety of data needed to drive the many schoolwide decisions that impact student achievement.
- Intentionality of Intervention:** Staff and students are responsible to make daily intervention time more intentional and consistently implemented to ensure students make sizable academic gains, and are able to identify, recognize and regulate their social emotional health and well-being. Data collected to monitor the Advisory and Intervention blocks will help drive instruction and placement in the appropriate educational setting for students.
- Stakeholder Involvement in Governance:** The school leadership, teachers and staff need to continue efforts to involve key stakeholders, specifically students, parents, families, and non-certificated staff, in school improvement planning and decision-making. The whole school will benefit from more representation and voices of the stakeholders to accurately plan and provide for the needs of the community.

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 | <b>Student Need:</b> Students need to master foundational literacy and numeracy skills—including advanced decoding, morphology, and mathematical fluency—to effectively comprehend diverse disciplinary texts and apply critical problem-solving strategies to real-world scenarios across all subject areas. (Improve students’ proficiency and growth in ELA and math). |
|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|   | <p><b><u>Root/Contributing cause(s):</u></b></p> <ul style="list-style-type: none"> <li>• 1A: The school lacks a comprehensive, systematic approach to teaching literacy skills across content areas.</li> <li>• 1B: The school does not consistently implement differentiated instruction to meet diverse student needs.</li> <li>• 1C: The school lacks effective, collaborative structures to support continuous data-informed instruction and for teachers to learn, plan, and improve instruction together.</li> </ul>                                                                                                                                                                                          |
| 2 | <p><b><u>Student Need:</u></b> Students need to develop self-efficacy, self-regulation, and sense of belonging to build confidence and feel safe on campus.</p> <p><b><u>Root/Contributing cause(s):</u></b></p> <ul style="list-style-type: none"> <li>• 2A: The school lacks comprehensive, systematic approaches to teaching, reinforcing, and supporting social-emotional competencies.</li> <li>• 2B: The school has not established consistent practices to build meaningful connections with students and honor their diverse identities.</li> </ul>                                                                                                                                                          |
| 3 | <p><b><u>Student Need:</u></b> Students need to develop the ability to summarize complex ideas and articulate their thinking through sustained, high-quality academic discourse while building knowledge with others in collaborative interactions that deepen collective understanding.</p> <p><b><u>Root/Contributing cause(s):</u></b></p> <ul style="list-style-type: none"> <li>• 3A: The school lacks consistent implementation of instructional strategies that promote high-quality academic discourse and collaborative learning.</li> <li>• 3B: The school lacks effective collaborative structures to support continuous improvement of instructional practices related to academic discourse.</li> </ul> |

|                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| To address student subgroup(s) achievement gaps, please list the <b><u>targeted subgroup(s)</u></b> and their <b><u>identified need(s)</u></b> . Enabling activities should address identified subgroup(s) and their needs. |                                                                                                                                                                                                                                                                                   |
| 1                                                                                                                                                                                                                           | <p><b><u>Targeted Subgroup:</u></b> English Learner (EL) Students</p> <p><b><u>Identified Student Need(s):</u></b> EL students need increased support in developing their language skills enough to access grade level curriculum and to get on track to exit the EL program.</p> |
| 2                                                                                                                                                                                                                           | <p><b><u>Targeted Subgroup:</u></b> Special Education (SPED) Students</p> <p><b><u>Identified Student Need(s):</u></b> SPED students need targeted, specially designed instruction to close the gap in their current skill level proficiencies.</p>                               |
| 3                                                                                                                                                                                                                           | <p><b><u>Targeted Subgroup:</u></b> Students not regularly in school</p>                                                                                                                                                                                                          |

|  |                                                                                                                                                                                |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <b><u>Identified Student Need(s):</u></b> Students need increased support to regularly be in school in order to make academic growth and achievement in grade level standards. |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



## PRIORITY 1: High-Quality Learning For All

| ★ GOAL 1.1 All students experience rigorous, high-quality learning that results in equitable outcomes for all learners. |                                                                   |                                                                                                                                                                                                    |                                                                             |                                   |                                                                                                                                                                   |
|-------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Desired Outcome<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>and Name of Accountable Lead(s)<br><i>"Who is responsible to oversee and monitor implementation and progress?"</i> | Monitoring of Progress<br><i>"How will we know progress is being made?"</i> |                                   | Anticipated<br>Source of<br>Funds<br><i>"What funding source(s) should be utilized?"</i><br><i>Estimate the additional amount needed for enabling activities.</i> |
|                                                                                                                         |                                                                   |                                                                                                                                                                                                    | Implementation<br>Evidence                                                  | Interim<br>Measurable<br>Outcomes |                                                                                                                                                                   |



|                                                                                                                                                                                                                                  |            |                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                           |                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <b>Reading Proficiency</b><br><br>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.<br><i>Required for Schools.</i> | 1B, 1C     | EA 1.1.2 (1): Strengthen Tier 1 instruction by following and using the approved viable curriculum, HMH Into Lit. (Comprehensive Literacy State Development (CLSD) Coordinator-Katherine DeKemper, ELA Dept. Head (DH)-Elizabeth Sharrock) SW6                                                                                                                                                                | Professional Development (PD) logs<br><br>Unit plans                                                      | 100% of teachers will include a literacy-based success criterion in their unit plans.                                                                                                               | <input type="checkbox"/> WSF, \$<br><input checked="" type="checkbox"/> Title I, \$50,000<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, \$2,500<br><input type="checkbox"/> Homeless, \$<br><input type="checkbox"/> Grant: __, \$<br><input type="checkbox"/> Other: __, \$ |
|                                                                                                                                                                                                                                  | 1B         | EA 1.1.2 (2): Students receive instruction, via teacher or i-Ready, in reading at their skill levels: <ul style="list-style-type: none"> <li>• i-Ready “My Path” during What I Need (WIN) Periods</li> <li>• Reading or Math Workshop Classes</li> <li>• Honors/Accelerated Classes</li> <li>• Small Group Resource Classes</li> </ul> (CLSD Coordinator- Katherine DeKemper, ELA DH-Elizabeth Sharrock) SW6 | Classroom walkthrough data<br><br>SBA data<br><br>i-Ready data<br><br>Department and Team Meeting Minutes | By the end of the 26-27 SY, the percentage of students “Meeting” or “Exceeding” on the SBA ELA assessment will increase to 42%.                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|                                                                                                                                                                                                                                  | 1C         | EA 1.1.2 (3): Students will be assessed with the i-Ready universal screener three times a year, formative and summative assessments, and interim assessments, to inform instructional practices and monitor growth. (Schoolwide (SW) coordinator) SW5, SW6                                                                                                                                                   |                                                                                                           |                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|                                                                                                                                                                                                                                  | 1A         | EA 1.1.2 (4): Schoolwide disciplinary literacy: Implement explicit vocabulary instruction and “Science of Reading” strategies across all content areas. (CLSD Coordinator-Katherine DeKemper) SW5                                                                                                                                                                                                            |                                                                                                           | By the end of the 26-27 SY, the percentage of students meeting their “Typical” Growth will increase to 75% and “Stretch” Growth will increase to 40% as measured by the i-Ready reading assessment. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|                                                                                                                                                                                                                                  | 1C, 3A, 3B | EA 1.1.2 (5): Schoolwide implementation of content-specific Professional Learning Communities (PLCs) to collect, share, and analyze student work, discuss strategy implementation, utilize common formative assessment, and reteach. (SW Coordinator, CLSD Coordinator-Katherine DeKemper, ELA DH-Elizabeth Sharrock)                                                                                        |                                                                                                           |                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

|                                                                                                                                                                                                                                             |            |                                                                                                                                                                                                                                                                                                                                                                                  |                                                                         |                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Mathematics Proficiency</b><br><br>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.<br><i>Required for Schools.</i> | 1B, 1C     | EA 1.1.3 (1): Strengthen Tier 1 instruction by following and using the approved viable curriculum, Ready Math.<br>(SW Coordinator, Math DH-Carl Soares) SW6                                                                                                                                                                                                                      | PD logs                                                                 | 100% of teachers will include a literacy-based success criterion in their unit plans.                                                                                                            | <input checked="" type="checkbox"/> WSF, \$5,000<br><input checked="" type="checkbox"/> Title I, \$30,000<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, \$2,500<br><input type="checkbox"/> Homeless, \$<br><input type="checkbox"/> Grant: __, \$<br><input type="checkbox"/> Other: __, \$ |
|                                                                                                                                                                                                                                             | 1B         | EA 1.1.3 (2): Students receive instruction, via teacher or i-Ready, in reading at their skill levels: <ul style="list-style-type: none"> <li>• i-Ready “My Path” during What I Need (WIN) Periods</li> <li>• Reading or Math Workshop Classes</li> <li>• Honors/Accelerated Classes</li> <li>• Small Group Resource Classes</li> </ul> (SW Coordinator, Math DH-Carl Soares) SW6 | Unit plans                                                              |                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|                                                                                                                                                                                                                                             | 1C         | EA 1.1.3 (3): Students will be assessed with the i-Ready universal screener three times a year, formative and summative assessments, and interim assessments, to inform instructional practices and monitor growth.<br>(SW Coordinator) SW5, SW6                                                                                                                                 | Classroom walkthrough data                                              | By the end of the 26-27 SY, the percentage of students “Meeting” or “Exceeding” on the SBA Math assessment will increase to 25%.                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|                                                                                                                                                                                                                                             | 1C, 3A, 3B | EA 1.1.3 (4): Schoolwide implementation of content-specific Professional Learning Communities (PLCs) to collect, share, and analyze student work, discuss strategy implementation, utilize common formative assessment, and reteach.<br>(SW Coordinator, Math DH-Carl Soares)                                                                                                    | SBA data<br><br>i-Ready data<br><br>Department and team meeting minutes | By the end of the 26-27 SY, the percentage of students meeting their “Typical” Growth will increase to 75% and “Stretch” Growth will increase to 42% as measured by the i-Ready math assessment. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

|                                                                                                                                                                                      |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1.1.4. Student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p> <p><i>Required for Schools.</i></p> | 3A, 3B     | <p>EA 1.1.4 (1): Language Acquisition PD: Provide all teachers with PD and support for schoolwide implementation of English Learner (EL) Quality Teaching for English Learners (QTEL) strategies to encourage and increase academic discourse in all classrooms. QTEL focuses on five principles:</p> <ul style="list-style-type: none"> <li>• Sustaining academic rigor</li> <li>• Holding high expectations</li> <li>• Engaging students in quality interactions</li> <li>• Sustaining a language focus</li> <li>• Developing quality curriculum</li> </ul> <p>(SW Coordinator) SW5, SW6</p> | <p>PD logs</p> <p>Classroom walkthrough data</p> <p>WIDA ACCESS data</p> <p>Read 180 and Math 180 usage reports and progress reports.</p> <p>Department and team meeting minutes</p> <p>Committee meeting minutes</p> <p>Staff and student surveys and feedback</p> <p>PBIS incentive tracker</p> <p>Advisory pacing guide</p> <p>Discipline data</p> <p>Attendance data</p> | <p>By the end of the 26-27 SY, 10% of EL students will be on track for their Growth to Target (GTT) and/or meet reclassification criteria.</p> <p>By the end of the 26-27 SY, there will be a 4% increase in the number of SPED students reaching proficiency in ELA and math SBA and HSA Science.</p> <p>By the end of the 26-27 SY, 60% of SPED students will meet or exceed their “Typical” Growth targets on the i-Ready reading and math assessments.</p> | <p><input checked="" type="checkbox"/> WSF, \$10,000</p> <p><input checked="" type="checkbox"/> Title I, \$10,000</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> |
|                                                                                                                                                                                      | 1A, 3A, 3B | <p>EA 1.1.4 (2): All EL students will receive English Language Development (ELD) instruction until they exit from the EL program according to the WIDA ACCESS assessment. (SW Coordinator, Registrar-Shellea Maeda-Hata) SW5, SW6</p>                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|                                                                                                                                                                                      | 1B         | <p>EA 1.1.4 (3): Strengthen Tier 1 instruction and provide enhanced tiered support for students with disabilities. (Student Services Coordinator (SSC)-Brittney Imade Meguro, SPED DH-Brandy Baji) SW6</p>                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|                                                                                                                                                                                      | 1C         | <p>EA 1.1.4 (4): Use data to refine our MTSS process to ensure students are appropriately placed in classes to support their needs and maximize their growth in ELA and/or math.</p> <ul style="list-style-type: none"> <li>• Reading or math workshop</li> <li>• Small group resource class</li> <li>• ELD class</li> <li>• Honors/accelerated class</li> </ul> <p>(SW Coordinator, Registrar-Shellea Maeda-Hata) SW6</p>                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|                                                                                                                                                                                      | 1C         | <p>EA 1.1.4 (5): High quality IEPs will be data-driven and written to support individual student learning and continued growth (academic and behavior) using resources such as:</p> <ul style="list-style-type: none"> <li>• Goalbook</li> <li>• Quality Performance Indicators (QPI)</li> <li>• fastIEP</li> </ul> <p>(SSC-Brittney Imade Meguro) SW5, SW6</p>                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

|  |        |                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                             |                                                                                                                                           |  |
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|  | 1B, 1C | EA 1.1.4 (6): Teachers and paraprofessionals will support and instruct SPED students by providing: <ul style="list-style-type: none"> <li>• Instruction in the least restrictive environment (LRE)</li> <li>• Specially designed instruction (SDI)</li> <li>• Appropriate accommodations and modifications (SPED DH-Brandy Baji) SW5, SW6</li> </ul>                                                                                                         | SPED progress monitoring reports<br><br>Failure list and credit recovery enrollment<br><br>Family engagement sign in sheets | By the end of the 26-27 SY, the percentage of students identified as having regular attendance (>90% of school days) will increase by 5%. |  |
|  | 1B     | EA 1.1.4 (7): Utilize Read 180 and Math 180 for SPED students during small group resource classes. (SW Coordinator) SW5, SW6                                                                                                                                                                                                                                                                                                                                 |                                                                                                                             |                                                                                                                                           |  |
|  | 1B     | EA 1.1.4 (8): Direct explicit phonics and phonemic awareness instruction during WIN period (CLSD Coordinator-Kat DeKemper) SW6                                                                                                                                                                                                                                                                                                                               |                                                                                                                             |                                                                                                                                           |  |
|  | 1C, 2B | EA 1.1.4 (9): Grade level counselors, Behavior Health Specialists (BHS) counselors, the school social worker, and administration will monitor attendance data, develop and implement a PBIS (Positive Behavioral Interventions and Supports)-based incentive program, and work with teams to support students who experience attendance challenges that impede their ability to demonstrate academic growth. (Administration, Counselor DH-Kristin Bajo) SW6 |                                                                                                                             |                                                                                                                                           |  |
|  | 1C     | EA 1.1.4 (10): Develop and establish common grading policies and effective assessment practices that are aligned with middle level best practices. (Administration) SW6                                                                                                                                                                                                                                                                                      |                                                                                                                             |                                                                                                                                           |  |
|  | 2A, 2B | EA 1.1.4 (11): Implement key middle level structures and practices. <ul style="list-style-type: none"> <li>• Teaming: Teachers are organized into teams sharing the same group of students, allowing for collaborative planning and student-focused instruction.</li> <li>• Advisory: Dedicated time for building community and ensuring every student has a trusted adult advocate who knows them personally.</li> </ul>                                    |                                                                                                                             |                                                                                                                                           |  |

|  |        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |  |  |
|--|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|
|  |        | <ul style="list-style-type: none"> <li>• Developmentally responsive instruction: Utilize varied instruction that supports young adolescents' intellectual, social-emotional, and physical developmental needs.</li> <li>• Active and engaging learning: Include hands-on, relevant, and inquiry-based learning.</li> <li>• Equitable practices: prioritize equity, diversity, and inclusion to ensure all students have access to high-quality education and support.</li> <li>• Exploratory curriculum: Offer a wide range of academic and elective courses to help students explore interests and identities.</li> </ul> <p>(Administration) SW6</p> |  |  |  |
|  | 2A, 2B | EA 1.1.4 (12): Implement and maintain consistent communication via Talking Points to inform families about academic/behavioral progress, school events, resources, or other important information and updates.<br>(Administration) SW6                                                                                                                                                                                                                                                                                                                                                                                                                 |  |  |  |
|  | 2B     | EA 1.1.4 (13): Host regular 'ohana nights focusing on academics, student well-being, and community and family engagement.<br>(Student Activities Coordinator (SAC)-Tiffany Edwards Hunt, Parent-Community Networking Center (PCNC)-Selene Wayne)                                                                                                                                                                                                                                                                                                                                                                                                       |  |  |  |

|                                                                                                                                                                  |        |                                                                                                                                                                                                                               |                                                           |                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| 1.1.5. Students transition successfully at critical points, from elementary to middle school and from middle to high school.<br><br><i>Required for Schools.</i> | 2B     | EA 1.1.5 (1): Field trip for incoming 5th grade students from elementary feeder schools.<br>(Administration)                                                                                                                  | Field trip logs and agendas                               | Reduce failure rate of 6th grade students by 50% | <input type="checkbox"/> WSF, \$<br><input checked="" type="checkbox"/> Title I, \$ 2,000<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: __, \$<br><input type="checkbox"/> Other: __, \$ |
|                                                                                                                                                                  | 2B     | EA 1.1.5 (1): Informational meetings for families of incoming 6th graders.<br>(Administration)                                                                                                                                | Slides and agenda for informational meetings for families |                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|                                                                                                                                                                  | 2A, 2B | EA 1.1.5 (1): Summer transition program, Summer Bridge, will be available to all incoming 6th grade students to help prepare them for middle school.<br>(Administration) SW6                                                  | Summer Bridge flyer                                       |                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|                                                                                                                                                                  | 2A, 2B | EA 1.1.5 (1): 6th grade orientation day for all 6th graders to familiarize themselves with the campus and their teachers.<br>(SAC-Tiffany Edwards Hunt)                                                                       | Attendance data to summer programs                        |                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|                                                                                                                                                                  | 2A, 2B | EA 1.1.5 (1): 8th grade field trip to the high school, prior to submitting their elective preferences, to show students the classes that are offered and familiarize themselves with the campus.<br>SAC-Tiffany Edwards Hunt) | Orientation agenda                                        |                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|                                                                                                                                                                  | 1C, 2B | EA 1.1.5 (1): Transition IEPs and 504s with feeder elementary schools and high school.<br>(SSC-Brittney Imade Meguro) SW6                                                                                                     | Transition meeting schedule                               |                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|                                                                                                                                                                  |        |                                                                                                                                                                                                                               | Student surveys                                           |                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

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

| 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 Progress<br><i>"How will we know progress is being made?"</i>                                                                                                                                         |                                                                                                                                           | Anticipated Source of Funds<br><i>"What funding source(s) should be utilized?"</i><br><br><i>Estimate the additional amount needed for enabling activities.</i>                                                                                                                                                                                                                                                                                                        |
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|                                                                                            |                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Implementation Evidence                                                                                                                                                                                             | Interim Measurable Outcomes                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 1.2.1. Students desire to and attend school regularly.<br><br><i>Required for Schools.</i> | 2A, 2B<br><br>2B<br><br>2A, 2B                                    | EA 1.2.1 (1): Implement a tiered PBIS based incentive program to reward both perfect attendance and "most improved" attendance.<br>(Administration, Counselor DH-Kristin Bajo) SW5, SW6<br><br>EA 1.2.1 (2): Increase student connectedness and engagement for all students with opportunities for: <ul style="list-style-type: none"> <li>• Student voice</li> <li>• Leadership opportunities</li> <li>• School service</li> </ul> (SW Coordinator, SAC-Tiffany Edwards Hunt)<br><br>EA 1.2.1 (3): Provide students with support to increase school attendance: <ul style="list-style-type: none"> <li>• 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.</li> <li>• Advisory teachers and/or grade level counselors conduct weekly check-ins to build rapport and identify barriers to attendance.</li> </ul> (Counselor DH Kristin Bajo) SW6 | Attendance data<br><br>PBIS incentive tracker<br><br>Check-in schedules and notes<br><br>Parent/guardian contact log<br><br>Incentive flyers<br><br>Extracurricular participation data<br><br>School climate survey | By the end of the 26-27 SY, the percentage of students identified as having regular attendance (>90% of school days) will increase by 5%. | <input checked="" type="checkbox"/> WSF, \$15,000<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: __, \$ |

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|  | 2B     | EA 1.2.1 (4): Increase opportunities for student involvement in extracurricular activities that foster engagement and a sense of belonging.<br>(SAC-Tiffany Edwards Hunt)                        | Student support plans |  |  |
|  | 2B     | EA 1.2.1 (5): Build strong school-home partnerships by increasing communication, sharing family resources, and engaging families in attendance solutions.<br>(Administration, PCNC-Selene Wayne) |                       |  |  |
|  | 1C, 2B | EA 1.2.1 (6): Use data to identify students with chronic absenteeism and track their attendance patterns to implement timely interventions.<br>(Counselor DH-Kristin Bajo)                       |                       |  |  |



|                                                                                                      |        |                                                                                                                                                                                                                                                                                                                                                           |                              |                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <p>1.2.2. Students demonstrate positive behaviors at school.</p> <p><i>Required for Schools.</i></p> | 2A     | EA 1.2.2 (1): Explicitly teach, model, and reinforce schoolwide behavioral expectations that align with SPARK (Safe, Positive, Accountable, Respectful, Kind). (Administration, Counselor DH-Kristin Bajo) SW6                                                                                                                                            | Discipline data              | <p>By the end of the 26-27 SY, there will be a 10% decrease in all classes of disciplinary action.</p> | <input checked="" type="checkbox"/> WSF, \$10,000<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: __, \$ |
|                                                                                                      | 2A, 2B | EA 1.2.2 (2): Provide PD for staff on restorative practices to resolve conflicts and decrease both in-school and out-of-school suspensions. (Administration) SW6                                                                                                                                                                                          | PBIS incentive tracker       |                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|                                                                                                      | 2A, 2B | EA 1.2.2 (3): Establish a PBIS team to oversee implementation, assess needs, and refine practices. Students are offered a variety of PBIS activities: <ul style="list-style-type: none"> <li>• PBIS store and room</li> <li>• Class PBIS</li> <li>• Team PBIS</li> <li>• Grade level PBIS</li> <li>• Schoolwide PBIS</li> </ul> (Administration) SW5, SW6 | Check-in schedules and notes |                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|                                                                                                      |        |                                                                                                                                                                                                                                                                                                                                                           | Parent/guardian contact log  |                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|                                                                                                      | 1C, 2A | EA 1.2.2 (4): Ensure there is engaging, bell-to-bell, instruction that promotes academic success and fosters positive behavior through effective classroom management, structured routines, and consistent consequences. (Administration, SW Coordinator) SW6                                                                                             | Incentive flyers             |                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|                                                                                                      | 1C, 2A | EA 1.2.2 (5): Accurately track and log student behavior to enable timely interventions and support. (Administration)                                                                                                                                                                                                                                      | School climate survey        |                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|                                                                                                      | 2B, 1C | EA 1.2.2 (6): Provide tiered interventions for targeted behavioral support. <ul style="list-style-type: none"> <li>• Check-in/Check-out (CICO)</li> <li>• Small group counseling</li> <li>• Peer mediation</li> <li>• Ripple Effects</li> </ul> (Administration, Counselor DH-Kristin Bajo) SW5, SW6                                                      | Student support plans        |                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|                                                                                                      | 2A, 2B | EA 1.2.2 (7): Establish a collaborative behavior support team to oversee interventions and monitor student progress.                                                                                                                                                                                                                                      |                              |                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

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|                                                                                                          |        | (Administration) SW6                                                                                                                                                                                                                                                                                              |                                         |                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 1.2.3. Students experience a Nā Hopena A‘o environment for learning.<br><br><i>Required for Schools.</i> | 2A, 2B | EA 1.2.3 (1): Recognize students for following SPARK schoolwide expected behaviors.<br>(Administration, SAC-Tiffany Edwards Hunt)                                                                                                                                                                                 | Panorama data                           | By the end of the 26-27 SY, there will be a 10% increase in students' sense of belonging on the Panorama student survey. | <input checked="" type="checkbox"/> WSF, \$10,000<br><input checked="" type="checkbox"/> Title I, \$15,000<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 checked="" type="checkbox"/> Grant: Aina Aloha, \$10,000<br><input type="checkbox"/> Other: __, \$ |
|                                                                                                          | 2B     | EA 1.2.3 (2): Promote team awards and recognition to celebrate academic and behavioral excellence and foster a sense of belonging.<br>(Administration, Team Leads)                                                                                                                                                | Student of the Quarter awards           |                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|                                                                                                          | 2B     | EA 1.2.3 (3): Recognize academic excellence with Honor Roll and Principal's List (4.0 GPA) certificates.<br>(SAC-Tiffany Edwards Hunt)                                                                                                                                                                            | Honor Roll and Principal's List tracker |                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|                                                                                                          | 2A, 2B | EA 1.2.3 (4): Host a community day that brings our students, families, and community together. Community resources and partners will be present, but it will also be a showcase of student excellence.<br>(Administration, PCNC-Selene Wayne) SW5, SW6                                                            | Family engagement sign in sheets        |                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|                                                                                                          | 2B     | EA 1.2.3 (5): Engage students in programs and activities that connect them to the land and provide place-based and culturally significant experiences.<br><ul style="list-style-type: none"> <li>• Flora and fauna class</li> <li>• Hawaiian language class</li> <li>• Makahiki games</li> </ul> (SW Coordinator) | Extracurricular participation data      |                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|                                                                                                          | 2B     | EA 1.2.3 (6): Increase students' sense of belonging, excellence and engagement with expanded extended learning opportunities (ELO) after school.<br>(Administration) SW6                                                                                                                                          |                                         |                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

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

| 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 Progress<br><i>"How will we know progress is being made?"</i>             |                                                                                                                                                                                                                                                   | Anticipated Source of Funds<br><i>"What funding source(s) should be utilized?"</i><br><br><i>Estimate the additional amount needed for enabling activities.</i>                                                                                                                                                                                                                                                                                                           |
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|                                                                                                                                                          |                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Implementation Evidence                                                                 | Interim Measurable Outcomes                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 1.3.1. Students throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.<br><br><i>Required for Schools.</i> | 1B, 2B<br><br><br><br><br><br><br><br><br><br>1B, 2B              | EA 1.3.1 (1): Students are provided opportunities for career exploration, community and civic opportunities will be offered through relevant excursions, career day, and advisory lessons.<br>(Team Leads, SAC-Tiffany Edwards Hunt) SW5, SW6<br><br>EA 1.3.1 (2): ELO or enrichment programs prepare students for success in high school and college/career.<br><ul style="list-style-type: none"> <li>● Science fair</li> <li>● Robotics</li> <li>● STEM</li> <li>● Career fair/day</li> <li>● Field trips</li> <li>● National Junior Honor Society</li> <li>● National Junior Art Honor Society</li> <li>● Greenwave Gazette</li> <li>● Amazing Shake</li> <li>● Student Body Government (SBG)</li> </ul> (Administration) SW5, SW6 | Team meeting minutes<br><br>Extracurricular participation data<br><br>Student showcases | By the end of the 26-27 SY, the percentage of students "Meeting" or "Exceeding" on the SBA ELA assessment will increase to 42%.<br><br>By the end of the 26-27 SY, the percentage of students "Meeting" or "Exceeding" on the SBA Math assessment | <input checked="" type="checkbox"/> WSF, \$10,000<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: __, \$ |

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|  |  |  |  | <p>will increase to 25%.</p> <p>By the end of the 26-27 SY, the percentage of students identified as having regular attendance (&gt;90% of school days) will increase by 5%.</p> |  |
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|                                                                                                                                                                                                          |            |                                                                                                                                                                                                                                                                                                                                                                                                            |              |                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <b>K-12 Alignment</b><br><br>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, 1B, 3A | EA 1.3.2 (1): ELA, math, and science use a rigorous and viable curriculum. This ensures all content is aligned with state standards and prepares students for the academic challenges of high school and beyond.<br>(SW Coordinator, CLSD Coordinator-Katherine DeKemper) SW5                                                                                                                              | SBA data     | By the end of the 26-27 SY, the percentage of students “Meeting” or “Exceeding” on the SBA ELA assessment will increase to 42%.           | <input checked="" type="checkbox"/> WSF, \$10,000<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: __, \$ |
|                                                                                                                                                                                                          | 1B         | EA 1.3.2 (2): Students receive instruction, via teacher or i-Ready, in reading and/or math at their skill levels: <ul style="list-style-type: none"> <li>• i-Ready “My Path” during What I Need (WIN) Periods</li> <li>• Reading or Math Workshop Classes</li> <li>• Honors/Accelerated Classes</li> <li>• Small Group Resource Classes</li> </ul> (SW Coordinator, Registrar-Shellea Maeda-Hata) SW5, SW6 | i-Ready data | By the end of the 26-27 SY, the percentage of students “Meeting” or “Exceeding” on the SBA Math assessment will increase to 25%.          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|                                                                                                                                                                                                          | 1B         | EA 1.3.2 (3): Students are offered a variety of electives that align with high school coursework.<br>(Administration, Registrar-Shellea Maeda-Hata)                                                                                                                                                                                                                                                        |              | By the end of the 26-27 SY, the percentage of students identified as having regular attendance (>90% of school days) will increase by 5%. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|                                                                                                                                                                                                          | 1B, 1C     | EA 1.3.2 (4): Support programs will be provided to students in need of credit recovery.<br>(Administration) SW5, SW6                                                                                                                                                                                                                                                                                       |              |                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |



## 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 Progress<br><i>"How will we know progress is being made?"</i>                                                                                    |                                   | Anticipated<br>Source of<br>Funds<br><i>"What funding source(s) should be utilized?"</i><br><br><i>Estimate the additional amount needed for enabling activities.</i>                                                                                                                                                                                                                                                                                                                       |
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|                                                                                         |                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Implementation<br>Evidence                                                                                                                                     | Interim<br>Measurable<br>Outcomes |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 2.1.2. All teachers are effective or receive the necessary support to become effective. | 1C                                                                | EA 2.1.2 (1): PD plan will be based on WASC identified areas of growth and the Academic Plan. <ul style="list-style-type: none"> <li>• QTEL</li> <li>• Rigorous and relevant Tier 1 instruction</li> <li>• Tiered support and interventions</li> <li>• Student engagement</li> <li>• Quality IEPs</li> <li>• Implementing IEPs and supporting students with IEPs</li> <li>• Restorative practices and classroom management</li> <li>• Using student data to inform decisions and respond to student needs</li> <li>• Effective PLCs and teaming</li> <li>• PBIS</li> <li>• Middle level best practices</li> </ul> (Administration) SW6 | PD Plan<br><br>Induction and mentoring meeting logs<br><br>Department and team meeting minutes<br><br>Committee meeting minutes<br><br>Stipend/sub day tracker |                                   | <input checked="" type="checkbox"/> WSF, \$5,000<br><input checked="" type="checkbox"/> Title I, \$55,000<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: ___, \$<br><input type="checkbox"/> Other: ___, \$ |



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

|                                                                                          |            |                                                                                                                                                                                                                                                                                                                                                                        |                             |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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|                                                                                          | 1C         | EA 2.1.2 (2): Induction and mentoring support for new teachers through school-level mentors and complex area induction and mentoring programs.<br>(Administration) SW5, SW6                                                                                                                                                                                            |                             |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|                                                                                          | 1C         | EA 2.1.2 (3): Provide opportunities for teachers to do peer observations and school visits.<br>(Administration)                                                                                                                                                                                                                                                        |                             |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|                                                                                          | 1C         | EA 2.1.2 (4): Provide consistent collaboration time, establish committees, and allocate funds for stipends/sub coverage for PD. PD will be delivered via waiver days, 21 hour PDs, and stipend/sub days.<br>(Administration) SW5, SW6                                                                                                                                  |                             |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 2.2.2. Support staff are effective or receive the necessary support to become effective. | 1B, 1C     | EA 2.2.2 (1): PD will be provided to paraprofessionals of students with disabilities. <ul style="list-style-type: none"> <li>• Best practices for co-teaching</li> <li>• Appropriate inclusive practices</li> <li>• Providing SDI</li> <li>• Small group instruction</li> <li>• Safety Care</li> </ul> (Administration, SW Coordinator, SSC-Brittney Imade Meguro) SW6 | Meeting agendas and minutes |  | <input checked="" type="checkbox"/> WSF, \$10,000<br><input checked="" type="checkbox"/> Title I, \$10,000<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: ___, \$<br><input type="checkbox"/> Other: ___, \$ |
|                                                                                          | 1C, 3A, 3B | EA 2.2.2 (2): PD will be provided to paraprofessionals of EL students. <ul style="list-style-type: none"> <li>• Instructional practices that support language acquisition and development.</li> <li>• Accessing content curricula</li> </ul> (Administration, SW Coordinator) SW6                                                                                      |                             |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|                                                                                          | 2B         | EA 2.2.2 (3): Implement employee onboarding processes to provide job-specific training to support new hires. <ul style="list-style-type: none"> <li>• Watch all mandatory videos</li> <li>• Introduce new hires to DOE and KMS protocols and procedures</li> </ul>                                                                                                     |                             |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |



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

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|  |  | <ul style="list-style-type: none"><li>● Provide KMS materials:<ul style="list-style-type: none"><li>○ Vision and mission</li><li>○ SPARK schoolwide expectations</li><li>○ Job roles and responsibilities</li><li>○ Schedules</li><li>○ Calendars</li></ul></li><li>● Introduce new hires to all staff via schoolwide communication<br/>(Administration)</li></ul> |  |  |  |
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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 Progress<br><i>"How will we know progress is being made?"</i> |                                   | Anticipated<br>Source of<br>Funds<br><i>"What funding source(s) should be utilized?"</i><br><br><i>Estimate the additional amount needed for enabling activities.</i>                                                                                                                                                                                                                                                                                        |
|                                                                                                                                                                          |                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Implementation<br>Evidence                                                  | Interim<br>Measurable<br>Outcomes |                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 3.3.1. School Community Councils (SCC) have full membership, meet regularly, and are engaged with their respective school principal.<br><br><i>Required for Schools.</i> | 2B<br><br><br><br><br><br><br><br><br><br>2B                      | EA 3.3.1 (1): 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.<br>(Principal, SCC Chairperson)<br><br>EA 3.3.1 (2): 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.<br>(Principal, SCC Chairperson) | SCC meeting agendas and minutes                                             |                                   | <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: ____, \$ |

★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.

| 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 Progress<br><i>"How will we know progress is being made?"</i> |                                   | Anticipated<br>Source of<br>Funds<br><i>"What funding source(s) should be utilized?"</i><br><br><i>Estimate the additional amount needed for enabling activities.</i>                                                                                                                                                                                                                                                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|-----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                      |                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Implementation<br>Evidence                                                  | Interim<br>Measurable<br>Outcomes |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 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. | 2B<br><br>2A, 2B                                                  | EA 3.3.2 (1): Parent, Teacher, Student Association (PTSA) will meet regularly to communicate and plan for activities that will support positive experiences for students at our school to increase a sense of belonging, engagement, motivation, and achievement.<br>(PCNC-Selene Wayne)<br><br>EA 3.3.2 (2): Family engagement activities relating to academic achievement, 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.<br>(SAC-Tiffany Edwards Hunt, PCNC-Selene Wayne) | Family engagement sign-in sheets<br><br>Feedback from events                |                                   | <input type="checkbox"/> WSF, \$<br><input checked="" type="checkbox"/> Title I, \$5,000<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: __, \$<br><input type="checkbox"/> Other: __, \$ |

## APPENDIX A: SCHOOL COMMUNITY COUNCIL ASSURANCES FORM

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

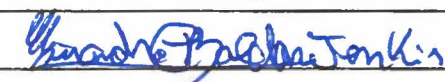
The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name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

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

The **Kea 'au 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 **Mar 9, 2026** to share the school data and gather input on student priorities.
  - ☒ A School Community Meeting was conducted on **Apr 15, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
  - ☐ Other (list):
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:**

| <b>Kea 'au Middle School Principal</b> | <b>Signature</b>                                                                      | <b>Date</b>  |
|----------------------------------------|---------------------------------------------------------------------------------------|--------------|
| Brandon Tanabe                         |  | Apr 15, 2026 |
| <b>SCC Chairperson</b>                 | <b>Signature</b>                                                                      | <b>Date</b>  |
| Lissandra Baldan Jenkins               |   | Apr 15, 2026 |

**SCC Recommendations to the Academic Plan and Financial Plan:**

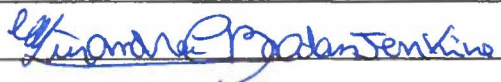
The School Community Council, in review of the Academic and Financial Plans, has provided the principal with the following recommendations for consideration. These recommendations are included as a means to share these issues with the Complex Area Superintendent and to identify the action taken by the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

| SCC Recommendation: | Rationale for the SCC Recommendation: | Principal's Response to SCC Recommendation: |
|---------------------|---------------------------------------|---------------------------------------------|
| N/A                 |                                       |                                             |
|                     |                                       |                                             |
|                     |                                       |                                             |

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

|     |
|-----|
| N/A |
|-----|

**Attested:**

| SCC Chairperson          | Signature                                                                            | Date                                    |
|--------------------------|--------------------------------------------------------------------------------------|-----------------------------------------|
| Lissandra Baldan Jenkins |  | <input type="checkbox"/> Date 4/15/2006 |

## 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 hours per year</b> (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                                                                                                               |
| <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 |

### Kea 'au Middle School Bell Schedule:



# KEAAU MIDDLE SCHOOL

## Bell Schedule

### SY 2025 – 2026

| GRADE 6          |    |                   | GRADE 6     |    |                   | GRADE 7 & 8     |    |                   | GRADES 7 & 8 |    |                   |
|------------------|----|-------------------|-------------|----|-------------------|-----------------|----|-------------------|--------------|----|-------------------|
| MON/TUES/THU/FRI |    |                   | WEDNESDAY   |    |                   | MON/TUE/THU/FRI |    |                   | WEDNESDAY    |    |                   |
| Time             |    | Description       | Time        |    | Description       | Time            |    | Description       | Time         |    | Description       |
| 7:55-8:00        | 5  | Passing           | 7:55-8:00   | 5  | Passing           | 7:55-8:00       | 5  | Passing           | 7:55-8:00    | 5  | Passing           |
| 8:00-8:24        | 24 | Advisory          | 8:00-8:40   | 40 | AM Advisory       | 8:00-8:24       | 24 | Advisory          | 8:00-8:40    | 40 | AM Advisory       |
| 8:24-8:28        | 4  | Passing           | 8:40-8:44   | 4  | Passing           | 8:24-8:28       | 4  | Passing           | 8:40-8:44    | 4  | Passing           |
| 8:28-9:31        | 63 | Block 1           | 8:44-9:47   | 63 | Period 3          | 8:28-9:31       | 63 | Block 1           | 8:44-9:47    | 63 | Period 3          |
| 9:31-9:46        | 15 | Recess            | 9:47-10:02  | 15 | Recess            | 9:31-9:46       | 15 | Recess            | 9:47-10:02   | 15 | Recess            |
| 9:46-9:50        | 4  | Passing           | 10:02-10:06 | 4  | Passing           | 9:46-9:50       | 4  | Passing           | 10:02-10:06  | 4  | Passing           |
| 9:50-10:53       | 63 | Block 2           | 10:06-11:09 | 63 | Period 4          | 9:50-10:53      | 63 | Block 2           | 10:06-11:09  | 63 | Period 4          |
| 10:53-10:57      | 4  | Passing           | 11:09-11:13 | 4  | Passing           | 10:53-10:57     | 4  | Passing           | 11:09-11:13  | 4  | Passing           |
| 10:57-11:27      | 30 | Lunch             | 11:13-11:43 | 30 | Support/WIN       | 10:57-11:27     | 30 | Support/WIN       | 11:13-11:43  | 30 | Lunch             |
| 11:27-11:31      | 4  | Passing           | 11:43-11:47 | 4  | Passing           | 11:27-11:31     | 4  | Passing           | 11:43-11:47  | 4  | Passing           |
| 11:31-12:01      | 30 | Support/WIN       | 11:47-12:17 | 30 | Lunch             | 11:31-12:01     | 30 | Lunch             | 11:47-12:17  | 30 | Support/WIN       |
| 12:01-12:05      | 4  | Passing           | 12:17-12:21 | 4  | Passing           | 12:01-12:05     | 4  | Passing           | 12:17-12:21  | 4  | Passing           |
| 12:05-1:08       | 63 | Block 3           | 12:21-1:00  | 39 | PM Advisory       | 12:05-1:08      | 63 | Block 3           | 12:21-1:00   | 39 | PM Advisory       |
| 1:08-1:12        | 4  | Passing           | 1:00 PM     |    | Students Released | 1:08-1:12       | 4  | Passing           | 1:00 PM      |    | Students Released |
| 1:12-2:15        | 63 | Block 4           |             |    |                   | 1:12-2:15       | 63 | Block 4           |              |    |                   |
| 2:15 PM          |    | Students Released |             |    |                   | 2:15 PM         |    | Students Released |              |    |                   |

| Monday   | Tuesday  | Thursday | Friday   |
|----------|----------|----------|----------|
| Advisory | Advisory | Advisory | Advisory |
| 1        | 5        | 2        | 6        |
| Recess   | Recess   | Recess   | Recess   |
| 2        | 6        | 1        | 5        |
| Lunch    | Lunch    | Lunch    | Lunch    |
| Sup./WIN | Sup./WIN | Sup./WIN | Sup./WIN |
| 3        | 1        | 6        | 4        |
| 4        | 2        | 5        | 3        |

| Monday   | Tuesday  | Thursday | Friday   |
|----------|----------|----------|----------|
| Advisory | Advisory | Advisory | Advisory |
| 1        | 5        | 2        | 6        |
| Recess   | Recess   | Recess   | Recess   |
| 2        | 6        | 1        | 5        |
| Sup./WIN | Sup./WIN | Sup./WIN | Sup./WIN |
| Lunch    | Lunch    | Lunch    | Lunch    |
| 3        | 1        | 6        | 4        |
| 4        | 2        | 5        | 3        |