





Konawaena High School Academic Plan SY 2025-2026

Konawaena High School
(808) 313-6000

<https://www.konawaenahs.org>

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

Submitted by Principal Ami Akeo	
 Ami Akeo (Apr 15, 2025 16:17 HST)	04/15/2025

Approved by Complex Area Superintendent Janette Snelling	
 Janette Snelling (Apr 15, 2025 16:22 HST)	04/15/2025

Comprehensive Instructional RESOURCES/MATERIALS to support your Guaranteed and Viable Curriculum (GVC)

This section highlights the school's comprehensive instructional programs used by each core subject area. *For SY 2024-2025, identifying Science and Social Studies instructional programs in the Academic Plan is optional.*

Please identify the comprehensive instructional program(s) used by each core subject area. Schools may indicate specific demographic subgroup(s) as appropriate.

To add additional information, please insert a new row as needed.

Grade Level / Course Name	English Language Arts	Mathematics	Science	Social Studies
Grades 9-12	Houghton Mifflin Harcourt	Reveal Math Traditional	It's Not Rocket Science, Suburban Science, Serendip	<p>Our principal secondary texts include:</p> <p>9th (World): <i>World History</i>, Pearson</p> <p>10th (US): <i>The Americans</i>, McDougal Littell, and <i>A People's History of the United States</i>, Howard Zinn</p> <p>10th (APUSH): <i>The American Pageant</i>, David Kennedy and Lizabeth Cohen</p> <p>11th (MHH): <i>Modern History of Hawai'i</i>, Ann Rayson and <i>A History of Hawai'i</i>, Menton and Tumura</p> <p>11th (PID): <i>Civics Today</i>, Glencoe</p> <p>11th (AP Gov): <i>We the People</i>, McGraw Hill</p> <p>12th (Soc): <i>Sociology and You</i>, Shepard and Greene</p> <p>12th (Psych): <i>Understanding Psychology</i>, Glencoe</p> <p>12th (Global Studies): Bloomsbury Academic</p> <p>12th (Economics): McDougal Littell</p>
Grades 9-12				

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

VIABLE QUALITY CURRICULUM

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

Please list all <u>supplementary instructional materials</u> used to enrich or extend the comprehensive instructional programs identified above, and specify the grade level(s) or course name. Schools may indicate specific demographic subgroup(s) as appropriate.				
Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
9-12	Pacific Island Literature	workbooks based on the material found through Flipped Math for Algebra 1 and All Things Algebra for Geometry and Algebra 2.		

HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

The Department is committed to ensuring that every student receives the support necessary for success. This commitment includes providing personalized support to meet individual student needs, documenting student interventions and monitoring progress.

How does your school document HMTSS student interventions? Please select all that apply. If “Other” is selected, please explain.

☒ Panorama ☒ School-created template ☐ Other:

UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

This section highlights school-administered screening, and/or other progress monitoring assessments designed to quickly identify the needs of students in **Kindergarten through Grade 9** who may require additional support.

Please utilize the dropdown list to identify the 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
9-12	STAR Enterprise ▾	STAR Enterprise ▾
	Other: ▾ IXL	Other: ▾ IXL
	Select One ▾	Select One ▾

IDENTIFIED SCHOOL NEEDS

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

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

Year of Last Visit: 2023

Type of Last Visit: Full Self-Study ▾

Year of Next Action: 2026

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

Year of Next Self-Study:

[SY28-29]

Please identify critical student learning needs and the root/contributing cause why these needs have been prioritized.

"What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?"

Please number the student need and root/contributing cause for ease of cross-referencing.

1	<p><u>Student Need:</u> Increase real-world, relevant learning opportunities (i.e. CTE pathways, WBL and connecting core subjects to real life applications)</p> <p><u>Root/Contributing Cause:</u> Lack of opportunities offered to all students. Students need more opportunities in order to make more informed decisions about their postsecondary path.</p>
2	<p><u>Student Need:</u> Strengthen Multi-tiered Systems of Support (MTSS) to be inclusive of all students and teachers both academically and behaviorally. This includes developing a comprehensive PBIS system which includes the current GLO system.</p> <p><u>Root/Contributing Cause:</u> The current bell schedule does not have MTSS built-in. The newly adopted bell schedule for SY 2025-26 includes an intervention period twice each week to address specific student needs. Students do not utilize the current support.</p>
3	<p><u>Student Need:</u> Highly engaging and effective classrooms taught by trained teachers that focus on research based interventions and best practices.</p> <p><u>Root/Contributing Cause:</u> Newly hired teachers and lack of systems that promote academic and behavior success. Lack of a guaranteed and viable curriculum across some subjects.</p>

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

1	<p><u>Targeted Subgroup:</u> English Language Learner</p> <p><u>Identified Student Need(s):</u> Opportunities needed to increase language proficiency and literacy across all subject areas. Targeted interventions and support.</p>
2	<p><u>Targeted Subgroup:</u> Economically Disadvantaged - Free and Reduced Lunch</p> <p><u>Identified Student Need(s):</u> Assistance with removing barriers to learning. Targeted interventions and support.</p>
3	<p><u>Targeted Subgroup:</u> Special Education</p> <p><u>Identified Student Need(s):</u> Increase student engagement, highly skilled teachers and opportunities to engage with the general education students. Targeted interventions and support.</p>



Priority 1

High-Quality Learning For All

PRIORITY 1

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

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities and Name of Accountable Lead(s) <i>"How will we achieve the desired outcome?"</i> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
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<p>Reading Proficiency</p> <p>1.1.2 All students read proficiently and those who do not receive necessary support to become proficient.</p>	<p>1,2,3</p>	<p>The newly adopted bell schedule for SY 2025-26 includes an intervention period twice each week</p> <p>Implementation & Strengthen the PLT Process:</p> <ul style="list-style-type: none"> • All teachers will participate in a PLT weekly • All teachers participate in data-driven instruction • Student Work Protocol and Common Formative Assessments within PLT • Implementation of RTI within classrooms <p>Professional Development:</p> <ul style="list-style-type: none"> • Solution Tree PD at Complex Waiver day • Literacy Grant <ul style="list-style-type: none"> ◦ Coach support and PD during PLT time <p>Implementation of the <u>Konawaena Classroom</u></p> <p>Tutoring Support:</p> <ul style="list-style-type: none"> • Tutoring supports for MEP, EL, and MV Students • Peer Student Support • After-School Tutoring Support <p>Accountable lead(s):</p>	<p>STAR Universal screener taken 3x during the SY.</p> <ul style="list-style-type: none"> • Monitor proficiency from STAR data and provide interventions as needed. • Students indicated “on track or grade level equivalent” are deemed to be proficient. <p>SBA scores to assess reading & writing proficiency</p> <p>Teachers and students use Lexile scores to monitor reading proficiency progress</p> <p>WIDA Access Reading Domain</p> <p>Intervention teachers will monitor student progress during intervention sessions</p> <p>Renaissance: Freckle/AR</p> <ul style="list-style-type: none"> • Students and teachers can monitor growth <p>During SY2024-25, based on STAR data, an average of 55% of students scored proficient in reading</p> <p>A goal for SY2025-26 is to show 10% reading proficiency growth in STAR by Spring 2026</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input checked="" type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input checked="" type="checkbox"/> Grant:CLSD____, \$ <input type="checkbox"/> Other:____, \$
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		<ul style="list-style-type: none"> • All teachers • Academic coaches • Data coach • Literacy coach 	<p>Advisory teachers will monitor the progress of students who remain within their advisory.</p> <p>Regular reviews of the intervention block's effectiveness will be conducted by the school administration and subject departments.</p> <p>Weekly ILT/PLT meeting notes</p> <p>Student Work Protocols/Data Teams</p> <ul style="list-style-type: none"> • Student Work Protocol for assessing proficiency on district priority standards <p>Common Formative Assessments</p> <p>Pacing Guides/Calendar</p>	
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<p>Mathematics Proficiency</p> <p>1.1.3. All students are proficient in mathematics, and those who are not proficient <u>receive necessary and timely support</u> to become proficient.</p>	<p>1,2,3</p>	<p>The newly adopted bell schedule for SY 2025-26 includes an intervention period twice each week</p> <p>Implementation & Strengthen the PLT Process:</p> <ul style="list-style-type: none"> • All teachers will participate in a PLT weekly • All teachers participate in data-driven instruction • Student Work Protocol and Common Formative Assessments within PLT <p>Continuation & Creation of Math Bridge Program</p> <ul style="list-style-type: none"> • Summer Bridge - Transition 8th grade to 9th grade • Intersession Math Support <p>Professional Development for Teachers:</p> <ul style="list-style-type: none"> • PBL Works - Math, Science, ELA • Solution Tree • Literacy Grant Coach <ul style="list-style-type: none"> ◦ Specialized PD and support <p>AVID National Conference - AVID Coordinator and AVID Elective Teacher</p> <p>Tutoring Support:</p>	<p>STAR Universal screener taken 3x during the SY.</p> <ul style="list-style-type: none"> • Monitor proficiency from STAR data and provide interventions as needed • Students indicated “on track or grade level equivalent” are deemed to be proficient <p>Growth monitored STAR scores showing students who meet the benchmark and/or <u>STAR screening report</u></p> <p>During SY2024-25, based on STAR data, an average of 22% of students scored proficient in Math</p> <p>A goal for SY2025-26 is to show 10% Math proficiency growth in STAR by Spring 2026</p> <p>SBA scores to assess Algebra 1 & II, Geometry proficiency</p> <p>Renaissance: Freckle</p> <ul style="list-style-type: none"> • Students and teachers can monitor growth <p>Intervention teachers will monitor student progress during intervention sessions.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input checked="" type="checkbox"/> IDEA, \$ <input checked="" type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$
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		<p>Tutoring supports for MEP, EL, and MV Students Peer Student Support Tutoring Support (Teach Club)</p> <p>Accountable lead(s):</p> <ul style="list-style-type: none"> • Academic coaches • Data coach • Literacy coach <p>Shannon Jacob Kline, Heather Wickersham, Kina'u Camacho</p>	<p>Advisory teachers will monitor the progress of students who remain within their advisory.</p> <p>Regular reviews of the intervention block's effectiveness will be conducted by the school leadership team (ILT)</p> <p>Weekly ILT/PLT meeting notes</p> <p>STAR and SBA assessments</p> <p>Student Work Protocols/Data Teams</p> <ul style="list-style-type: none"> • Student Work Protocol for assessing proficiency on district priority standards <p>Common Formative Assessments</p> <p>Pacing Guides/Calendaring</p> <p>Current IXL Data is currently being used to assist in monitoring of math progress</p>	
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<p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p>	<p>1,2,3</p>	<p>The newly adopted bell schedule for SY 2025-26 includes an intervention period twice each week</p> <p>CTE externship training and collaboration with Community Partners</p> <p>PBL training for ALL staff - focus on equity for all</p> <p>Content area collaboration days for the following content areas: Math, Science, Arts and Crafts</p> <ul style="list-style-type: none"> Align common formative assessments with curriculum maps unpacked Standards <p>Literacy Grant</p> <ul style="list-style-type: none"> PD - differentiation Create literacy interventions <p>Creation of CTE Coordinator Position</p> <ul style="list-style-type: none"> Facilitate Internship Opportunities <p>Grief Groups</p> <p>Tutoring Support: Tutoring supports for MEP, EL, and MV Students</p>	<p>Long-term goal: STRIVE HI data will reflect the amount of students “performing well” and KHS will strengthen programs that close the Achievement Gap</p> <p>The goal for growth is that the % of students passing core classes will increase by 5%.</p> <p>The criteria used to monitor “performing well” as reported in Lei Kulia:</p> <ul style="list-style-type: none"> % of students passing core classes % of students attending school regularly % of students who self report favorably on the Panorama survey in the area of perseverance <p>Intervention teachers will monitor student progress during intervention sessions.</p> <p>Advisory teachers will monitor the progress of students who remain within their advisory.</p> <p>Regular reviews of the intervention block's effectiveness will be conducted by the school administration and subject departments.</p> <p>STAR and SBA assessments</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$</p> <p><input checked="" 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 checked="" type="checkbox"/> IDEA, \$</p> <p><input checked="" type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>
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		<ul style="list-style-type: none"> • Push-in support to work with teachers/students on specific needs <p>Peer Student Support After-School Tutoring Support EL Newcomer Center</p> <p>Community Center School - School Created & Implemented</p> <ul style="list-style-type: none"> • Partnership with Hawaii Community Health • Konawaena Wildcat Korner • MEP & MV Social Workers • Night Classes for EL Parents <p>Accountable lead(s):</p> <ul style="list-style-type: none"> • ILT/DH • Academic coaches • Data coach • CTE Coordinator • MV Social Worker • MEP Social Worker 	<p>Classroom observations</p> <p>Increase in internship opportunities for students</p>	
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<p>1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.</p>	<p>3</p>	<p>Strengthen 8th to 9th-grade transition</p> <ul style="list-style-type: none"> Continuation of vertical articulation between KMS and KHS <ul style="list-style-type: none"> McCarley Group, LLC Freshmen Orientation Day 9th-grade Transitions class <p>Summer PD Physical Science teachers</p> <ul style="list-style-type: none"> Supports the transition of 9th grade students from middle school Science to the rigor of High School Science <p>Continuation & Creation of Math Bridge Program</p> <ul style="list-style-type: none"> Summer Bridge - Transition 8th grade to 9th grade Intersession Math Support <p>Strengthen Transition 12th to Post High</p> <ul style="list-style-type: none"> PTP restructuring Mock Interviews <p>Accountable lead(s):</p> <ul style="list-style-type: none"> ALL PLTs Counselors College & Career Counselor AVID Coordinator & Instructor Academic coaches 	<p>All 9th grade students are expected to attend freshman orientation.</p> <p>It is a graduation requirement that all students complete ½ credit Transition.</p> <p>DFUN list for freshmen Individualized Tracker for Seniors</p> <p>Monitoring of the Transition class grades Monitoring of the Advisory - Sat/UnSat grades</p> <p>Chapter 19 Offenses</p> <ul style="list-style-type: none"> Monitoring 9th grade Ch. 19 offenses year to year and data is used to inform 9th grade transition programs (i.e. Summer Bridge, freshmen orientation and advisory lessons) Monitoring the number of offenses Monitoring the category of offenses, including things like location, seriousness, repeat offenders, age of offender <p>Monitoring and services provided for students tagged in Peer Review.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input checked="" type="checkbox"/> IDEA, \$ <input checked="" type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$
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		<ul style="list-style-type: none">• Data coach		
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★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.

Desired Outcome "What do we plan to accomplish?"	Root/Contributing Cause "Why are we doing this?" Reference the Identified School Needs section.	Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress (Initial & Intermediate Outcomes) "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed to execute the enabling activity.
1.2.1. All students desire to and attend school regularly.	1,2,3	<p>Implementation of Trauma-Informed Classrooms and PD</p> <p>West Hawaii Health Center - KHS Campus</p> <p>Increase in CTE Opportunities</p> <ul style="list-style-type: none"> • CTE Coordinator hired • Outrigger externships <p>Increase in Industry Certifications to prepare for post-high</p> <p>PBL Implementation</p> <p>Implementation of the <u>Konawaena Classroom</u></p> <p>Student and Staff Wellness Committee</p> <ul style="list-style-type: none"> • GLO recognition • Intramural sports <p>Increase Student Activities</p>	<p>The criteria used to monitor student desire to attend school regularly as reported in Lei Kulia:</p> <ul style="list-style-type: none"> • % of students attending school regularly • % of students who self report favorably on the Panorama survey in the area of sense of belonging <p>100% of classroom teachers will be trained in trauma informed practices</p> <p>100% of classroom teachers will be trained in PBL Gold Standard strategies</p> <p>100% of new teachers will meet with their mentors regularly</p> <p>Walkthroughs will collect data on implementation and data will be collected and shared.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input checked="" type="checkbox"/> IDEA, \$ <input checked="" type="checkbox"/> SPPA, \$ <input checked="" type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input checked="" type="checkbox"/> Other: MEP, \$

		<ul style="list-style-type: none"> • Assemblies • Pep rallies • Spirit Weeks • School Dances • Cultural Events/Activities • Challenge Day <p>JV and Varsity sports</p> <p>Clubs</p> <ul style="list-style-type: none"> • Culinary • GSA • Anime • Polynesian • Jesus • Art • Leo • Student Credit Union • Student Government (KSG) • NHS • Gaming <p>Konawaena Wildcat Korner - Supporting basic needs and helping to remove barriers to attendance</p> <p>Implementation of the Family Resource Center (FRC)</p> <p>Weekly Advisory</p> <ul style="list-style-type: none"> • Consistent Advisor 9-12 <p>Accountable lead(s):</p> <ul style="list-style-type: none"> • Teachers 	<p>Increase internship and/or job shadowing opportunities on and off campus by 75%</p> <p>Increase student activity opportunities by 5% from previous year</p> <p>Panorama Data</p> <ul style="list-style-type: none"> • Supportive Relationships <ul style="list-style-type: none"> ◦ Current 81% • Sense of Belonging <ul style="list-style-type: none"> ◦ Current 42% • Goal is to increase by 5% each <p>Current attendance rate is 89.03 Year to Date</p> <ul style="list-style-type: none"> • Increase to 95% by end of year 2025-2026 <p>Panorama SEL Survey data</p> <p>LEI Kulia data</p> <p>Attendance Rates</p> <p>Peer Review</p> <p>ILT reviews Panorama survey data to inform goal setting throughout the school year.</p> <p>Athletic Rosters</p> <p>Club Rosters</p>	
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		<ul style="list-style-type: none">• Counselors• Student Activity Coordinator• Athletic Coaches• Athletic Director	Committee Minutes	
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<p>1.2.2. All students demonstrate positive behaviors at school.</p>	<p>1,2,3</p>	<p>All teachers will receive training to improve positive behavior supports for students</p> <p>Development of Behavior Matrix</p> <ul style="list-style-type: none"> • Agreed upon Behavior Expectations • PBIS/GLO Reward System <p>Targeted advisory lessons:</p> <ul style="list-style-type: none"> • acceptance • appropriate language • racially charged language • bathroom expectations • healthy choice <p>Continued PD from District Staff</p> <ul style="list-style-type: none"> • Teaching Behavior to High School Students <p>Staff Wellness Committee</p> <ul style="list-style-type: none"> • Coffee and Fellowship provided • Faculty Games <p>Student Wellness Committee</p> <ul style="list-style-type: none"> • GLO recognition • Intramural sports 	<p>Targeted advisory lessons developed by the Counseling department will be monitored via feedback form</p> <p>100% of teachers will participate in district staff training minimum 1 x per semester</p> <p>Reduction in Chapter 19 offenses by 5%</p> <p>Positive responses on Panorama and SQS results</p> <p>Student/Teacher Surveys</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input checked="" type="checkbox"/> Other:__, \$
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		<p>Athletic Student Behavior Expectation Contracts</p> <p>Accountable lead(s):</p> <ul style="list-style-type: none">• Teachers• Counselors• Student Activity Coordinator• Athletic Director		
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1.2.3. All students experience a Nā Hopena A'o environment for learning.	1,2,3	<p><u>Belonging:</u></p> <ul style="list-style-type: none"> • Staff: Visit and travel of 35 mile KHS district • Staff gatherings/bonding experiences • Student: Konawaena Classroom • Student: Assemblies • Various activities and events provided to students <p><u>Responsibility:</u></p> <ul style="list-style-type: none"> • Restorative Justice Training & Implementation of Restorative Justice <p><u>Excellence:</u></p> <ul style="list-style-type: none"> • Recognition of SBA, Honor Roll, Senior CTE Honors • Athletics - Outstanding Athletics • GLO Recognition <p><u>Aloha:</u></p> <ul style="list-style-type: none"> • Community Service Projects <p><u>Total Well-Being:</u></p> <ul style="list-style-type: none"> • SEL • Student Wellness • Athletics • Intramurals • Total Well-Being <p><u>Hawaii:</u></p> <ul style="list-style-type: none"> • Incorporating culturally relevant learning 	<p>100% of new teachers hired for SY2025-26 will be trained in the KHS Behavior Matrix/Na Hopena A'o language during new teacher summer orientation.</p> <p>An increase in all teachers using language from Nā Hopena A'o and recognizing a connection between Nā Hopena A'o and GLOs</p> <p>100% administrators and school level leaders will receive restorative justice training.</p> <p>Clubs and Leadership provide opportunities for students to complete a minimum of 2 service work activities during the SY.</p> <ul style="list-style-type: none"> • NHS • Leo Club • Leadership class <p>Panorama and Student SQS data</p> <p>Increase in place-based instruction and Culturally Responsive Sheltered Instruction</p> <p>100% of teachers will participate in classroom visits</p>	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input checked="" type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input checked="" type="checkbox"/> Other:_MEP_, \$
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		<ul style="list-style-type: none"> • Continued Faculty Training on Nā Hopena A'o • PD for all new Konawaena H.S. staff • Nā Hopena A'o implementation/integration with the behavior matrix • Place-Based Learning • Advisory lessons <p>Accountable lead(s):</p> <ul style="list-style-type: none"> • Counselors • Admin • ALPSS Teacher 		
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★ **GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.**

Desired Outcome "What do we plan to accomplish?"	Root/Contributing Cause "Why are we doing this?" Reference the Identified School Needs section.	Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress (Initial & Intermediate Outcomes) "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed to execute the enabling activity.
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.	2,3	<p>Increased CTE internships</p> <p>Civic Responsibilities</p> <ul style="list-style-type: none"> • Beach Clean-ups • Voting • Awareness Campaigns • Driver awareness • Sociology field trip to the Keakealani Building for Court Observations (in Family Court and the Third Circuit Court) <p>Increase Field Trips/Real World Applications</p> <ul style="list-style-type: none"> • College & Career Fairs • College presentations • Leo Club • National Honor Society • AVID College Trip and AVID Mock Interview • Career Related Field Trips • CTE Pathways • School Community Council Memberships • Transition Course • Senior Exit Interviews <p>Accountable lead(s):</p> <ul style="list-style-type: none"> • College & Career Counselor 	<p>Questions to consider:</p> <p>Baseline data is being gathered during SY2024-25</p> <p>Ensure that there is more than one opportunity for each grade level</p> <p>100% of seniors will engage in post high planning via the KHS tracker and CC Counselor</p> <p>Increase students enrolled in college-level classes by 5%</p> <p>Newly hired WBL/CTE Coordinator will monitor and collect baseline data for placing students in internships and WBL opportunities</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input checked="" type="checkbox"/> Other: Gear Up, \$

		<ul style="list-style-type: none"> • Student Activity Coordinators • Academic Coaches • CTE/WBL Coordinator 		
K-12 Alignment 1.3.2. All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.	1,2,3	HKKK complex priority standards KMS/KHS vertical articulation Transitions course CTE focused on Career Pathways Designated college and career counselor Accountable lead(s): <ul style="list-style-type: none"> • CTE Coordinator • Transitions Class Instructor/Teacher • Academic Coaches • Department Heads 	Number of 9Rs Number of students enrolled in high-level classes	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input checked="" type="checkbox"/> Other:__, \$

<p>1.3.3. All students graduate high school with a personal plan for their future.</p>	<p>1,2,3</p>	<p>Personal Transition Plan (PTP)</p> <ul style="list-style-type: none"> • Create a grade level requirement to meet PTP requirements <ul style="list-style-type: none"> ◦ Mock Interviews with community members • JROTC <ul style="list-style-type: none"> ◦ ASVAB • Student Exit Surveys • College Career field trips • AVID College Tour • Senior Reality Fair • Junior/Senior AVID Mock Job Interviews • AVID Guest Instructors <ul style="list-style-type: none"> ◦ Hawaii Federal Credit Union - Financial Literacy Lesson ◦ Outrigger First Impressions lesson ◦ Ocean Mariculture - Resumes confirmations <p>Accountable lead(s):</p> <ul style="list-style-type: none"> • All Advisory Teachers • College & Career Counselor • AVID Coordinator • JROTC 	<p>PTP Credits</p> <p>Advisory Lessons</p> <p>Advisory Grades</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input checked="" type="checkbox"/> Grant:Gear Up, \$ <input checked="" type="checkbox"/> Other:__, \$
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Priority 2

High-Quality Educator Workforce In All Schools

PRIORITY 2

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

Desired Outcome "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?" Reference the Identified School Needs section.	Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed to execute the enabling activity.
2.1.1 All staff will engage in the PLC process to ensure high-quality instruction using the four critical questions as the road map for student success.	2,3	<p>All teachers will utilize the PLT process to implement best practice strategies to plan and modify instruction informed by formative assessment data.</p> <ul style="list-style-type: none"> • New teacher onboarding: summer stipend • New teacher quarterly support/coaching cycles • Instructional strategy PD during breaks • Department Head onboarding: Summer stipend <p>Academic: All teacher teams will develop:</p>	<p>SWP</p> <p>PLT Meeting Notes</p> <p>ILT Meeting Note</p>	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input checked="" type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$

		<ul style="list-style-type: none"> • Quarterly Unit plans, • Identifying and agreements of priority standards • proficiency scales • Pacing of Priority Standards • success criteria • learning targets <p>Behavior: All teachers will implement Tier 1 behavioral strategies:</p> <ul style="list-style-type: none"> • Meet/Greet at the door • Full implementation of Cell phone procedures • Circle Questions • Brain Breaks <p>Professional Development Summer 2025:</p> <ul style="list-style-type: none"> • ASCA • PBL • AVID <p>Accountable lead(s):</p> <ul style="list-style-type: none"> • Academic Coaches • McCarley Group • Department Heads • Administration • Data Coach • McCarley Group 		
2.1.2 All teachers are effective or receive the necessary support to become effective.	2,3	<p>All staff will participate in professional development provided through the CLSD grant</p> <p>All staff will participate in professional development around:</p>	<p>Walkthrough Data is shared with the ILT in order to plan instructional next steps and school wide SMART Goals.</p> <ul style="list-style-type: none"> • Baseline data will be collected in Q1 	

		<ul style="list-style-type: none"> • PLT/Instructional/Coaching <ul style="list-style-type: none"> ◦ McCarley Group • AVID instructional PD <ul style="list-style-type: none"> ◦ Annette Murray and AVID Team <p>Accountable lead(s):</p> <ul style="list-style-type: none"> • All teachers: Science of Reading • GC/Leadership: HMTSS-R • Literacy Coach: HDOE coaching sessions • Academic Coaches • McCarley Group 	<p>Academic Coaches complete Coaching Cycles throughout the year with Department Heads, new teachers, new to KHS teachers and teachers requested by Administrator</p> <p>EES Data</p> <ul style="list-style-type: none"> • Goal of 100% of teachers rated effective <p>100% of HMTSS-R Literacy Team will participate in all sessions</p>	
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Priority 3

Effective and Efficient Operations At All Levels

PRIORITY 3

★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.

Desired Outcome "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?" Reference the Identified School Needs section.	Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed to execute the enabling activity.
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.	1,2,3	<p>SCC meets regularly and has a full membership</p> <p>School Community Councils are:</p> <ul style="list-style-type: none"> A group of people who are elected by their peers to advise the principal on matters that affect student achievement and school improvement. Their primary role is to participate in the process that ensures that the needs of all students are addressed in the school's Academic Plan. Forums for open discussion and problem-solving related to student achievement. A means to involve the community in the discussion of educational issues and help schools identify 	Principal to attend 100% or send a designee	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input checked="" type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input checked="" type="checkbox"/> Other: __, \$

		<p>and respond to the educational needs of the community.</p> <p>Responsible Lead(s):</p> <ul style="list-style-type: none">• Administration <p>Ami Akeo, Barbra Kaimulua Bates , Timm Henry</p>		
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★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.

Desired Outcome "What do we plan to accomplish?"	Root/Contributing Cause "Why are we doing this?" Reference the Identified School Needs section.	Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed to execute the enabling activity.
3.3.2. All families and staff can easily learn about and participate in feedback processes that inform decision making at the school, complex area, and state levels.	3	Open House School Messenger Parent Collaboration Day (January) Evening Huddles - Parent communication events Family Resource Surveys Accountable lead(s) <ul style="list-style-type: none"> • PCNC • Administration • Counselors • Family Resource Center Support Staff 	Goal of 25% of parents to attend open house 100% of parents should be signed up for school messenger Goal of 25% of parents to attend the collaboration day in January Data coach monitors % of responses sent to parents	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:____, \$ <input type="checkbox"/> Other:____, \$

★ Other Systems of Support				
Desired Outcome “What do we plan to accomplish?”	Root/Contributing Cause “Why are we doing this? Reference the Identified School Needs section.	Enabling Activities and Name of Accountable Lead(s) “How will we achieve the desired outcome?” “Who is responsible to oversee and monitor implementation and progress?”	Monitoring of Progress “How will we know progress is being made?”	Anticipated Source of Funds “What funding source(s) should be utilized?” Estimate the additional amount needed to execute the enabling activity.

APPENDIX A: SCHOOL BELL SCHEDULE

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

This section showcases **Konawaena High School** current bell schedule(s) and total student instructional hours per year. To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided bell schedule tool.

Total student instructional hours per year (Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)

[Insert value; refer to cell D58 in the bell schedule tool]

Did your school submit a SCC Waiver Request Form? Please explain.

Requested additional PD Days.

Bell Schedule: Konawaena HS Bell Schedule

Konawaena 4x4 Block Schedule

SY 25-26

Highlights

- Student Start Time: 8:30a M,T,W,Th,F
- Student End Time: 2:45p M,T,Th,F and 1:30p W
- Teacher prep from either 7:45a - 8:30a or 2:45p - 3:30p daily
- Students earn 8 credits per year (4 credits per semester)
- Interventions Tues/Thurs
- Advisory Wed

Monday	Tuesday	Wednesday	Thursday	Friday
Period 1 (75) 8:30a - 9:45a	Opening (5) 8:30a - 8:35a	Period 1 (50) 8:30a - 9:20a	Opening (5) 8:30a - 8:35a	Period 1 (75) 8:30a - 9:45a
Passing (5) 9:45a - 9:50a	Period 1 (65) 8:35a - 9:40a	Passing (5) 9:20a - 9:25a	Period 1 (65) 8:35a - 9:40a	Passing (5) 9:45a - 9:50a
Period 2 (75) 9:50a - 11:05a	Passing (5) 9:40a - 9:45a	Period 2 (50) 9:25a - 10:15a	Passing (5) 9:40a - 9:45a	Period 2 (75) 9:50a - 11:05a
Recess (30) 11:05a - 11:35a	Period 2 (65) 9:45a - 10:50a	Recess (20) 10:15a - 10:35a	Period 2 (65) 9:45a - 10:50a	Recess (30) 11:05a - 11:35a
Passing (5) 11:35a - 11:40a	Recess (30) 10:50a - 11:20a	Passing (5) 10:35a - 10:40a	Recess (30) 10:50a - 11:20a	Passing (5) 11:35a - 11:40a
Period 3 (75) 11:40a - 12:55p	Passing (5) 11:20a - 11:25a	Advisory (30) 10:40a - 11:10a	Passing (5) 11:20a - 11:25a	Period 3 (75) 11:40a - 12:55p
Lunch (30) 12:55p - 1:25p	Intervention (30) 11:25a - 11:55a	Passing (5) 11:10a - 11:15a	Intervention (30) 11:25a - 11:55a	Lunch (30) 12:55p - 1:25p
Passing (5) 1:25p - 1:30p	Passing (5) 11:55a - 12:00p	Period 3 (50) 11:15a - 12:05p	Passing (5) 11:55a - 12:00p	Passing (5) 1:25p - 1:30p
Period 4 (75) 1:30p - 2:45p	Period 3 (65) 12:00p - 1:05p	Lunch (30) 12:05p - 12:35p	Period 3 (65) 12:00p - 1:05p	Period 4 (75) 1:30p - 2:45p
	Lunch (30) 1:05p - 1:35p	Passing (5) 12:35p - 12:40p	Lunch (30) 1:05p - 1:35p	
	Passing (5) 1:35p - 1:40p	Period 4 (50) 12:40p - 1:30p	Passing (5) 1:35p - 1:40p	
	Period 4 (65) 1:40p - 2:45p	Closing (15) 1:30p - 1:45p	Period 4 (65) 1:40p - 2:45p	
		Meetings (60) 1:45p - 2:45p		

