

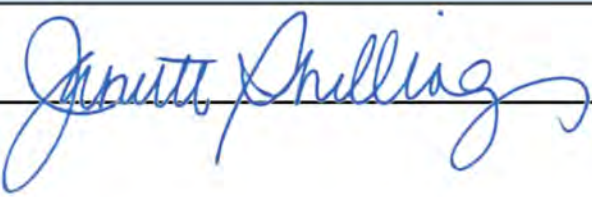


Konawaena High School Academic Plan SY 2026-2027

Konawaena High School
(808) 313-6000
<https://www.konawaenahs.org>

- ☒ Title I School
☐ Non-Title I School

Submitted by Principal TA Chelsea Qualey (in place of Principal Akeo)	
<u>Chelsea Qualey</u> Chelsea Qualey (Apr 15, 2026 17:28:38 HST)	Apr 15, 2026

Approved by Complex Area Superintendent Janette Snelling	
	Date 4/15/2026

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

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VIABLE QUALITY CURRICULUM

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

Please utilize the dropdown list to select the **comprehensive instructional program(s)** being used, and specify the grade level(s) or course name.

If "Other" is selected, please manually identify the program. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
Grades 9-12 ELA, Science, Social Studies Algebra 1, Geometry, Algebra 2	'20 Into Literature -	Reveal Math Tradit... -	It's Not Rocket Science, Suburban Science, Serendip	Our principal secondary texts include: 9th (World): <i>World History</i>, Pearson 10th (US): <i>The Americans</i>, McDougal Littell, and <i>A People's History of the United States</i>, Howard Zinn 10th (APUSH): <i>The American Pageant</i>, David Kennedy and Lizabeth Cohen 11th (MHH): <i>Modern History of Hawai'i</i>, Ann Rayson and <i>A History of Hawai'i</i>, Menton and Tumura 11th (PID): <i>Civics Today</i>, Glencoe 11th (AP Gov): <i>We the People</i>, McGraw Hill 12th (Soc): <i>Sociology and You</i>, Shepard and Greene 12th (Psych): <i>Understanding Psychology</i>, Glencoe 12th (Global Studies): <i>Bloomsbury Academic</i> 12th (Economics): <i>McDougal Littell</i>
	Select One -	Select One -		
	Select One -	Select One -		

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
	Pacific Island Literature - Grade 11			

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 9-12	STAR Enterprise ▾	STAR Enterprise ▾
	Select One ▾	Other: ▾ HKKK Math Assessments
	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:
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IDENTIFIED SCHOOL NEEDS

Academic Plans require the identification of school needs based on data and other information analyzed as part of the school improvement process. The **Comprehensive Needs Assessment (CNA) Data Workbook** (linked [here](#)) and **Lei Kulia** (linked [here](#)) are data resources to help guide and support continuous school improvement.

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

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

Year of Last Visit: 2026

Type of Last Visit: Mid-Cycle Report & Visit -

Year of Next Action: 2029

Type of Next Action: Full Self-Study -

Year of Next Self-Study:

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	<u>Student Need:</u> Students enrolled in Algebra 1 or below need to become proficient in the 8 Mathematical Practices in order to deeply understand and apply mathematics. <u>Root/Contributing Cause:</u> Limited use of differentiated teaching strategies, underutilization of existing tools and resources that support building of mathematical knowledge.
2	<u>Student Need:</u> Students need to see the relevance of their education to attend consistently. <u>Root/Contributing Cause:</u> Underdevelopment and underutilization of varied learning methods, such as cooperatively, project-based, and real world opportunities.

3	Student Need: Students need authentic, real-world learning experiences that connect classroom learning to their lives, interests, and future aspirations. Root/Contributing Cause: This is due to insufficient integration of project-based learning, internships, or community-connected activities, which prevents students from actively applying concepts, solidifying knowledge, and recognizing the practical utility of their skills.
4	Student Need: Students need a proactive tiered system of support that reliably and efficiently identifies, prioritizes, and delivers evidence-based interventions in order to decrease students' academic and behavioral challenges. Root/Contributing Cause: School leaders and teachers lack a consistently implemented MTSS framework and shared data analysis protocols in order to inform interventions

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	<u>Targeted Subgroup:</u> English Language Learner <u>Identified Student Need(s):</u> Opportunities needed to increase language proficiency and literacy across all subject areas. Targeted interventions and support.
2	<u>Targeted Subgroup:</u> Economically Disadvantaged - Free and Reduced Lunch <u>Identified Student Need(s):</u> Assistance with removing barriers to learning. Targeted interventions and support.
3	<u>Targeted Subgroup:</u> Special Education <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.



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 <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <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 for enabling activities.</i>
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Mathematics Proficiency 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. Annual Target: Maintain a 75% participation rate on all STAR screener administrations. Increase proficiency on STAR Math Screener by 2% from the Winter to Spring STAR Administration windows.	1. Limited use of differentiated teaching strategies, underutilization of existing tools and resources that support building of mathematical knowledge. 2. Underdevelopment and underutilization of varied learning methods, such as cooperatively, project-based, and real world opportunities. 3. This is due to insufficient integration of project-based learning, internships, or community-connected activities, which prevents students from actively applying concepts, solidifying knowledge, and recognizing the practical utility of their skills. 4. School leaders and teachers lack a consistently implemented MTSS framework and shared data analysis protocols in order to inform interventions	Strategy: Use of differentiated teaching strategies, and existing tools and resources that support building of mathematical knowledge. 100% of STAR administrators will give the test within each testing window, and offer at least one opportunity for students to make it up if absent. (Lead: Testing Coordinator, Department Chairs) Math course-alike PLT will utilize assessment data (ie. Freckle, STAR, classroom achievement data, SBA, Common Formative Assessment Data) to identify students' needs, and inform and deliver targeted interventions (Lead: Math Department Chair). Utilize the twice-weekly scheduled intervention block to deliver targeted Tier II math interventions for students identified through PLT data analysis.(Lead: Math Department Chair). All math teachers will attend the quarterly HKKK Math Support Days. (Lead: Admin) Continue the 9th-grade Math Foundations elective lab to provide targeted interventions and strengthen foundational skills for students prior to Algebra 1 enrollment. (Lead: Admin) Professional development opportunities provided to math teachers in order to strengthen Tier 1 and <u>remedial</u> instruction and mathematical content knowledge. (Lead: Admin)	Evidence: Freckle student and teacher usage data Measure: 9000 total minutes spent on Freckle math per month Measure: Average grade level growth indicated on Freckle Math is 0.15 at end of Q1, 0.30 at end of Q2, 0.45 at end of Q3. Evidence: STAR participation data Measure: At least 75% of students will participate in each STAR screening window. Measure: Math PLT/Course alike minutes Evidence: Math PLT/course alike dedicate time weekly on agendas to analyze student data & plan for intervention	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. Annual Target(s): Student proficiency on the ELA SBA will be at or above the statewide proficiency level. SBA math proficiency scores will increase by 2% from the previous school year. SBA achievement gap will decrease from 29% to 27% in ELA and 13% to 11% in Math. Increase proficiency on STAR ELA Screener by 2% from the Winter to Spring STAR Administration windows.	1. Limited use of differentiated teaching strategies, underutilization of existing tools and resources that support building of mathematical knowledge. 2. Underdevelopment and underutilization of varied learning methods, such as cooperatively, project-based, and real world opportunities. 3. This is due to insufficient integration of project-based learning, internships, or community-connected activities, which prevents students from actively applying concepts, solidifying knowledge, and recognizing the practical utility of their skills. 4. School leaders and teachers lack a consistently implemented MTSS framework and shared data analysis protocols in order to inform interventions	Strategy: Development and utilization of varied learning methods, such as cooperative, project-based, and real-world opportunities. 100% of Advisory and Intervention teachers use Freckle math and ELA to support students with math interventions and extensions. (Lead: Admin, Grade Level Chair) Utilize the twice-weekly scheduled intervention block to deliver targeted Tier II academic interventions for students identified through PLT data analysis. (Lead: Department Chairs, & Literacy Coach) 100% of 11 grade Math and ELA students have in class opportunities to practice content aligned SBA questions. (Lead: Math and ELA Department Chair) 11th grade students have an opportunity to take the SBA Interim Test before taking the SBA (Lead: Math and ELA Department Chair). Growth in CTE internship opportunities by aligning placements with student interests and the CTE courses offered. Expansion of programs to include an Auto pathway and the addition of Level 3 course offerings (Lead: CTE/WBL Coordinator). Utilize success criteria to provide targeted feedback that empowers students to reflect and self-assess their progress and identify their own next steps for academic mastery. (Lead: Dept. Chairs)	Evidence: Freckle student and teacher usage data Measure: 18,000 total minutes spent on Freckle math and ELA per month Measure: Average grade level growth indicated on Freckle Math and ELA is 0.15 at end of Q1, 0.30 at end of Q2, 0.45 at end of Q3. Evidence: Math & ELA pacing guides Measure: Pacing guides reflect multiple SBA practice opportunities within a semester. Evidence: Literacy Coach intervention logs. Measure: 100% faculty complete assigned modules Evidence: Attendance logs Evidence: Master schedule	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☒ Grant: Literacy, \$ ☐ Other: __, \$
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		PBL training opportunities for ALL staff (Lead: Academic & Data Coach) Growth of the AVID elective courses. (Lead: AVID Coordinator) Provide students with non-traditional learning pathways to bridge learning gaps and restore students academic standing (ie. Twilight, ALPSS). (Lead: Admin) All teachers complete Components of Literacy training and incorporate it into daily instruction. (Lead: Literacy Coach) Tutoring supports for MEP, EL, and MV Students (Lead: MEP Coordinator) Push-in ELL support to work with teachers/students on specific needs (Lead: ELL Coordinator) Continue and expand the ALPSS program to provide highly differentiated, non-traditional learning pathways and targeted interventions that address the specific academic and social-emotional needs of diverse student subgroups. (Lead: ALPSS Teacher, ALPSS Peer Review Team, Admin)		
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1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school. Annual Target: 9th grade promotion will increase from the previous school year. Annual Target: 95% of seniors will earn their Personal Transition Plan credit by the end of the first semester of their senior year.	Opportunities needed to increase language proficiency and literacy across all subject areas. Targeted interventions and support. Underdevelopment and underutilization of varied learning methods, such as cooperatively, project-based, and real world opportunities. Assistance with removing barriers to learning. Targeted interventions and support. Increase student engagement, highly skilled teachers and opportunities to engage with the general education students. Targeted interventions and support.	Strategy: Behavior Education and management 100% of 9th grade Advisory teachers will teach students about the Behavior Matrix and KHS GLO awards program. (Lead: Advisory Committee, Grade Level Chairs) Strategy: Strengthen 8th to 9th-grade transition Continue student-led outreach visits to 8th-grade classes to share information on high school courses, pathways, and culture. (Lead: College & Career Counselor, SAC) Collaborate with Konawaena Middle School to facilitate student-led transition conferences for all incoming freshmen with IEPs and 504 plans, empowering students to take ownership of their accommodations and advocate for their learning needs (Lead: SSC, SpEd Dept. Chair, Admin). Continue bi-annual vertical articulation with Konawaena Middle School (Lead: Admin, Academic coaches) Continue Freshmen Orientation Day (Lead: SAC) 9th grade AVID elective and Transitions classes align priority standards. (Lead: AVID Coordinator) Provide a Summer Bridge program to support incoming freshmen (Lead: College & Career Counselor, WBL Coordinator)	Evidence: GLO tickets Measure: every teacher gives-out at least one GLO ticket per quarter Evidence: Vertical articulation minutes Measure: 100% of selected teachers attend Evidence: PLT minutes show dedicated time for AVID & Transitions teachers to meet Measure: priority standards on pacing guides are aligned.	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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		Strategy: Strengthen Transition 12th to Post High Advisory teachers will conference with students once a quarter regarding course selection & progress and career interests. (Lead: Grade Level Chairs) Facilitate an annual Senior Parent-Teacher Course Planning Conference to review each student's credit progress, graduation status, and upcoming course schedules, ensuring clear alignment between academic requirements and the student's post-secondary goals. (Lead: Advisory teachers & Registrar) Seniors will participate in Senior Exit Interviews with a panel of community members. (Lead: College & Career Counselor) Coordinate an annual Hiring Blitz for seniors to engage with local industry partners, explore immediate career pathways, and participate in on-site job interviews for post-graduation employment. (Lead: CTE/WBL Coordinator) Continue to develop a systemized work-based learning (WBL) framework that provides students with special needs inclusive on-campus vocational training and off-campus community internships (Lead CTE/WBL Coordinator & SpEd Depart. Chair) Students will have the opportunity to participate in college and career presentations and fairs. (Lead: College & Career Counselor)	Evidence: PTP Completion rate Measure: 95% complete by Dec 2026; 100% complete by May 2027 Evidence: Parent participation in Senior Parent-Teacher Course Planning Measure: 75% of parents attend conference Evidence: ALPSS Post-Secondary Transition Plan (AFTP) Measure: 100% of students will complete an AFTP prior to graduation	
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		All students will graduate with a Personal Transition Plan. (Lead: Advisory teachers) Continue to build the ALPSS program that facilitates seamless post-secondary transitions by integrating internships, comprehensive career exploration, and the attainment of industry-recognized certifications to ensure student career readiness. (Lead: ALPSS Teacher, Admin)		
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★ **GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.**

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <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 for enabling activities.</i>
1.2.1. All students desire to and attend school regularly. Annual Target: Increase average daily attendance rate by 2% from the previous school year as measured by StriveHi	Opportunities needed to increase language proficiency and literacy across all subject areas. Targeted interventions and support. Underdevelopment and underutilization of varied learning methods, such as cooperatively, project-based, and real world opportunities. Assistance with removing barriers to learning. Targeted interventions and support. Increase student engagement, highly skilled teachers and opportunities	Strategy: Development and utilization of varied learning methods, such as cooperative learning, project-based, culturally relevant and real world opportunities. Professional Development about high leverage Tier 1 instructional strategies, aimed to increase student engagement (Lead: KHS Academic, Data and Literacy Coaches, ILT members & Admin) Continue to develop CTE Pathways (Lead: WBL/CTE Coordinator) - Engage CTE students by offering internship opportunities that connect to their college and career pathways, while encouraging participation in Career and Technical Student Organizations. - Align curriculum with industry standards and certification requirements. Continuation and expansion of ALPSS program. (Lead: ALPSS teachers, admin) Provide students with various opportunities for higher achievement: - AP classes	Evidence: School Level Walkthroughs Measure: Walkthroughs will collect data on implementation and data will be collected and shared. Evidence: Internship data Measure: Increase in the number of internship opportunities as compared to SY25-26 Evidence: ALPSS enrollment Measure: Increase in the number of students participating in ALPSS	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

	to engage with the general education students. Targeted interventions and support.	• College classes/certifications • CTE Honors Strategy: Behavior Education and management 100% of Advisory teachers will teach students about the Behavior Matrix and KHS GLO awards program. (Lead: Advisory Committee, Grade Level Chairs) Annual staff training on the Behavior Matrix & GLO reward system. (Lead: counseling PLT) Professional Development on SEL and Hā. (Lead: Admin) Professional Development and Implementation of Trauma-Informed Classrooms Empower student leadership groups and club representatives to co-design, promote, and facilitate a diverse calendar of campus activities (e.g., assemblies, pep rallies, spirit weeks) and athletic engagement opportunities that reflect student interests and strengthen a sense of Belonging. (Lead: SAC, Athletic Director, Student Wellness) Implement a multi-modal attendance notification system to ensure consistent family communication and connection to the Family Resource Center. (Lead: Attendance Clerk, Peer Review) Strategy: increase community access to resources	Evidence: Lei Kulia Measure: • % of students attending school regularly • % of students who self report favorably on the Panorama survey in the area of sense of belonging 100% of classroom teachers will be given the opportunity to integrate PBL Gold Standard strategies Increase internship and/or job shadowing opportunities on and off campus by 75% Increase student activity opportunities by 5% from previous year Panorama Data • Supportive Relationships ○ Current 81% • Sense of Belonging ○ Current 42%	
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		Maintain the Konawaena Wildcat Korner in partnership with Hawaii Island Community Health Center to provide students with immediate access to healthcare and basic necessities, directly addressing physical and emotional barriers to attendance. (Lead: Admin, PCNC) Fully operationalize the Family Resource Center (FRC) as a central hub for family outreach, providing a systemized process for parents to access school resources, evening huddles, and feedback surveys that inform school decision making. (Lead: Admin, PCNC) Maintain and manage Student Supply Closets across campus to ensure all students have discreet, equitable access to hygiene and academic supplies, fostering a campus environment where students feel supported and ready to learn. (Lead: Counseling Dept.)	- Goal is to increase by 5% each Current attendance rate is 89.03 Year to Date - Increase to 95% by end of year 2025-2026 Panorama SEL Survey data LEI Kulia data Attendance Rates Peer Review ILT reviews Panorama survey data to inform goal setting throughout the school year. Athletic Rosters & Student Athlete Participation Agreements Club Rosters Committee Minutes	
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1.2.2. All students demonstrate positive behaviors at school. Annual Target: Reduce the total number of Class A/B Chapter 19 disciplinary offenses by 5% compared to the previous school year. <i>Required for all schools.</i>	School leaders and teachers lack a consistently implemented MTSS framework and shared data analysis protocols in order to inform interventions	Strategy: Implement a systematic cycle for explicitly teaching and reinforcing school-wide behavior expectations and General Learner Outcomes (GLOs) Design and install area-specific 'Wildcat Way' branding posters that translate the KHS Behavior/GLO Matrix into visual expectations for every campus zone (e.g., cafeteria, gym, courtyard, restrooms), ensuring standards are visible and culturally relevant to each space.(Lead: counseling PLT) Explicitly teach the KHS Behavior Expectations (outline in Behavior Matrix) to all students during Advisory three times per year—at the start of the school year and following the Fall and Winter breaks—to ensure a consistent, shared understanding of positive behavioral standards.(Lead: counseling PLT) Provide students with Behavior/GLO Incentives, and partner with student representatives to co-curate the Behavior/GLO incentive menu.(Lead: counseling PLT) Targeted advisory lessons will be taught in all advisory classes, focusing on: • acceptance • appropriate language • racially charged language • bathroom expectations • healthy choice Strategy: Continuous training to improve positive behavior supports for students and formative checks.	Evidence: Targeted advisory lessons developed by the Counseling department will be monitored via feedback form Measure: 100% of teachers will participate in district staff training minimum 1 x per semester Reduction in class A/B Chapter 19 offenses by 5% An increase in Positive responses on Panorama and SQS results	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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		Counselors will conduct an annual staff training on the Behavior Matrix & GLO reward system. (Lead: counseling PLT) 100% of classroom teachers will have the Behavior Matrix posted in their classrooms. (Lead: Admin & Department Chairs) 100% of staff members will have access to GLO reward tickets. (Lead: Counseling PLT) Increase the number of staff members distributing GLO rewards. (Lead: Admin, Counseling PLT, Department Chairs) Advisory teachers will teach advisory lessons and ensure students complete accompanying assignments (Lead: Grade Level Chairs) The Athletic Director and coaches will hold mandatory meetings at the start of each season to teach student-athletes the behavior expectations outlined the Student Athlete Participation Agreements, and hold the students accountable if the agreements are not upheld.(Lead: Athletic Director)		
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1.2.3. All students experience a Nā Hopena A'o environment for learning. Annual Target: All teachers will embed HĀ (BREATH) outcomes into their unit plans to increase students' 'Sense of Belonging' by 5% on the Panorama survey <i>Required for all schools.</i>	1. Limited use of differentiated teaching strategies, underutilization of existing tools and resources that support building of mathematical knowledge. 2. Underdevelopment and underutilization of varied learning methods, such as cooperatively, project-based, and real world opportunities. 3. This is due to insufficient integration of project-based learning, internships, or community-connected activities, which prevents students from actively applying concepts, solidifying knowledge, and recognizing the practical utility of their skills.	Strategy: Schedule year-long training aligned with the Behavior Matrix, Na Hopena A'o, and GLOs, with ILT-led systems to monitor their impact. Continuation of professional development on how to practice Hā in classrooms. (Lead: Admin, Academic Coaches) Belonging: • Clubs • Service work Responsibility: • Quarterly individual student conferences in advisory • Quarterly individual student conferences in ALPSS Excellence: • CTE Showcase • Annual ALPSS Showcase Aloha: • Service Learning • Student Ambassador • Peer tutoring Total Wellbeing: Student Wellness Committee • GLO recognition • Intramural sports Staff Wellness Committee • Coffee and Fellowship provided	Evidence: KHS Calendar Measure: 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. Number of GLO tickets issued during Q1-Q3 will increase from 128 to 200. 100% administrators and school-level leaders will receive restorative justice training. 100% of teachers will participate in classroom visits. 5% increase in student sense of belonging as measured by the Panorama SEL survey. (Lead: Student Wellness committee)	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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	4. School leaders and teachers lack a consistently implemented MTSS framework and shared data analysis protocols in order to inform interventions	● Faculty Games Hawaii: Students will have access to classes connected to Hawaiian culture: ● Hawaiian certification from college ● Hawaiian arts and crafts, music and language ● Field Trips ALPSS: Creates opportunities for ● Place-based hands-on learning ● Culturally relevant lessons and projects ● Community connected learning and service		
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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 <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <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 for enabling activities.</i>
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. Annual Target: All students have an opportunity to participate in authentic, real-world learning experiences that connect classroom learning to their lives, interests, and future aspirations. <i>Required for all schools.</i>	1,2,3,4 1. Limited use of differentiated teaching strategies, underutilization of existing tools and resources that support building of mathematical knowledge. 2. Underdevelopment and underutilization of varied learning methods, such as cooperatively, project-based, and real world opportunities. 3. This is due to insufficient integration of project-based learning, internships, or community-connected activities, which prevents students from actively applying concepts, solidifying knowledge, and	Strategy: integration of project-based learning, internships, or community-connected activities, where students actively apply concepts, solidify knowledge, and recognize the practical utility of their skills. Expanding student internship opportunities, career exploration, and industry-recognized certifications to encourage students to apply their course skills in a real-world setting and enhance career readiness. (Lead: CTE/WBL Coordinator, ALPSS). All advisory teachers receive training to support the delivery of Advisory/PTP class lessons, including how to access platforms. (Lead: Advisory Committee) Increase in the number of teachers who are trained in PBL and create at least one PBL activity. Provide multiple community service, field trip and real world opportunities through courses and clubs (ie Leo, NHS, JROTC, ALPSS, AVID). (Lead: Admin)	Evidence: CTE Coordinator increases the amount of internship opportunities. Measure: 100% of seniors engage in post high planning via the KHS tracker and CC Counselor Increase students enrolled in college-level classes by 5%	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☒ Grant: Perkins,\$ ☒ Other:__, \$

	recognizing the practical utility of their skills. 4. School leaders and teachers lack a consistently implemented MTSS framework and shared data analysis protocols in order to inform interventions			
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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. Annual Target: All Students have access to a proactive tiered system of support that reliably and efficiently identifies, prioritizes, and delivers evidence-based Tier 1 instruction that support interventions and extensions.	1,2,3 1. Limited use of differentiated teaching strategies, underutilization of existing tools and resources that support building of mathematical knowledge. 2. Underdevelopment and underutilization of varied learning methods, such as cooperatively, project-based, and real world opportunities. 3. This is due to insufficient integration of project-based learning, internships, or community-connected activities, which prevents students from actively applying concepts, solidifying knowledge, and recognizing the practical utility of their skills. Opportunities needed to increase language proficiency and literacy across all subject areas. Targeted interventions and support.	Strategy: PLT course-alikes utilize the Student Work Protocol process to plan for student misconceptions, interventions and extensions. All teachers have access to coaching cycles and school wide professional development to support creation of classroom routines and procedures that integrate interventions and extensions.(Lead: Coaches) 100% of teachers have pacing guides that reflect their content priority standards.(Lead: Grade Level Chairs, coaches) 100% of teachers have two CFAs each quarter that align with their content priority standards. (Lead: Grade Level Chairs, coaches) PLTs and course-alikes use the four questions to assess student needs and plan for interventions and extensions. (Lead: Department Chairs, coaches) HKKK complex priority standards KMS/KHS vertical articulation Transitions course CTE focused on Career Pathways and providing Level 1, 2, and 3 courses Designated college and career counselor	Evidence: ILT minutes reflect shareout about the following: coaching cycles trends Pacing Guides Measure: Two student Work Protocols per quarter for each course alike	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☒ Grant:Literacy, \$ ☐ Other:__, \$
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	Underdevelopment and underutilization of varied learning methods, such as cooperatively, project-based, and real world opportunities. Assistance with removing barriers to learning. Targeted interventions and support. Increase student engagement, highly skilled teachers and opportunities to engage with the general education students. Targeted interventions and support.			
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1.3.3. All students graduate high school with a personal plan for their future. Annual Target: 95% of seniors will earn their Personal Transition Plan credit by the end of the first semester of their senior year.	2,3,4 Underdevelopment and underutilization of varied learning methods, such as cooperatively, project-based, and real world opportunities. 3. This is due to insufficient integration of project-based learning, internships, or community-connected activities, which prevents students from actively applying concepts, solidifying knowledge, and recognizing the practical utility of their skills. 4. School leaders and teachers lack a consistently implemented MTSS framework and shared data analysis protocols in order to inform interventions	Strategy: Teachers utilize ongoing formative assessments to monitor PTP completion Advisory teachers will teach advisory lessons and ensure students complete accompanying assignments (Lead: Grade Level Chairs) All seniors participate in Senior Exit Interviews & complete a Student Exit Survey (Lead: College & Career Counselor, Senior advisors) Junior AVID students have the opportunity to participate in the AVID College Tour (Lead: AVID Coordinator, AVID elective teacher) Empower students to proactively select and participate in rigorous learning pathways—including Early College, Advanced Placement (AP), and CTE Honors courses (Lead: College & Career Counselor, & Registrar) Facilitate an annual Senior Reality Fair to provide students with real-world financial and transition planning simulations. (Lead: College & Career Counselor) Personal Transition Plan (PTP) • Create a grade level requirement to meet PTP requirements ◦ Mock Interviews with community members • JROTC ◦ ASVAB • Student Exit Surveys • College Career field trips	Evidence: PTP Credits Advisory Lessons Advisory Grades Measure: Increase in on-time graduation rate from Strive Hi Itinerary for annual AVID College Tour College and Career Counselor tracking of: • post graduation plans • calendar of events • Sr. Exit interviews	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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		• AVID College Tour • Senior Reality Fair • Junior/Senior Hiring Blitz • Junior/Senior AVID Mock Job Interviews • AVID Guest Instructors ◦ Hawaii Federal Credit Union - Financial Literacy Lesson ◦ Outrigger First Impressions lesson ◦ Ocean Mariculture - Resumes confirmations • APTP ◦ Internships ◦ Career Exploration ◦ Industry-recognized Certifications Accountable lead(s): • All Advisory Teachers • College & Career Counselor • AVID Coordinator • JROTC • ALPSS		
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PRIORITY 2: High-Quality Educator Workforce In All Schools

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

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <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 for enabling activities.</i>
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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. Annual Target: Increase in 9th grade promotion and on-time graduation.	School leaders and teachers lack a consistently implemented MTSS framework and shared data analysis protocols in order to inform interventions	Strategy: elevate our professional practice by moving from individual efforts to a collective, data-driven system within the PLT process. All teachers will utilize the PLT process to implement best practice strategies to plan and modify instruction informed by formative assessment data. (Lead: Academic, Data & Literacy Coaches, Department Chairpersons) PLTs use the Student Work Protocol process aligned with the four critical questions when looking at CFA data to assess student needs and plan for targeted interventions (Lead: Department Chairpersons) Professional development offered to support Tier 1 instruction and the 4 questions. (Lead: Admin, Academic Coaches) PLTs will create a guaranteed and viable curriculum for all courses. • Quarterly Unit plans, • Identifying and agreements of priority standards • Common Proficiency scales • Pacing of Priority Standards • Learning targets • Success criteria (Lead: Department Chairpersons) All teachers will have the opportunity to participate in professional development around instruction during the summer and extended breaks. (Lead: Academic Coaches)	Evidence: ILT monitors the D/F list quarterly Measure: All PLTs meet whole group once each week and course alike meet twice each week. Coaches meet with course alike at least once per quarter. Ne'epapa calendar reflects ongoing Tier 1 instruction professional development sessions. All new teachers participate in coaching cycles a minimum of once per quarter. All DHs are trained in the facilitation of Coaching Cycles and provide quarterly opportunities for their PLT to request a coaching cycle.	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☒ Grant: Literacy, \$ ☐ Other: __, \$
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PRIORITY 2: High-Quality Educator Workforce In All Schools

		All Department Chairs will have the opportunity to participate in onboarding during the summer. (Lead: Academic Coaches) ALPSS PLT team will meet monthly to support overall student success within the ALPSS program		
2.1.2 All teachers are effective or receive the necessary support to become effective. Annual Target: The Instructional Leadership Team(ILT)reviews schoolwide data to set schoolwide goals and select evidence-based instructional interventions.	Root/Contributing Cause: 1. Limited use of differentiated teaching strategies, underutilization of existing tools and resources that support building of mathematical knowledge. 2. Underdevelopment and underutilization of varied learning methods, such as cooperatively, project-based, and real world opportunities. 3. This is due to insufficient integration of project-based learning, internships, or	Strategy: PLTs elevate professional practice by moving from individual efforts to a collective, data-driven system. Department chairs facilitate their PLTs' implementation of ILT instructional goals • Professional development offered via Tuesday/Thursday administrative time in order to support Tier 1 instruction, the 4 questions and other professional development as needed.(Lead: Admin, Academic, Data & Literacy Coaches) All new teachers will be provided with a phased support system, including summer onboarding, support from the Department Chair, and quarterly coaching cycles (Lead: Academic & Literacy Coaches, Department Chairs) Strengthen schoolwide walkthrough/peer observations process(i.e. pre observation goal setting/post observation feedback.)	Evidence: PLTs use Common Formative Assessment data to set instructional goals. Measure: All DHs are trained in the facilitation of Coaching Cycles. All DHs provide quarterly opportunities for their PLT to request a coaching cycle. 100% of new teachers will meet with their mentors regularly Ne'papa calendar reflects ongoing professional	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☒ Grant:Literacy, \$ ☐ Other:__, \$



PRIORITY 2: High-Quality Educator Workforce In All Schools

	community-connected activities, which prevents students from actively applying concepts, solidifying knowledge, and recognizing the practical utility of their skills. 4. School leaders and teachers lack a consistently implemented MTSS framework and shared data analysis protocols in order to inform interventions.	CTE teachers will strengthen capacity and deepen content knowledge by participating in professional development aligned to their specific subject areas. (Lead: WBL/CTE Coordinator) AP Teachers will participate in an APSI at least once every five years. (Lead: Testing Coordinator) ALPSS teachers will strengthen capacity by attending professional development. • District ALPSS meetings • PBL • WBL 100% of required faculty members (admin, teachers, counselors, NCTs) will complete the Components of Literacy training modules as provided through the CLSD grant. (Lead: Literacy Coach) All faculty members involved in delivering instruction will participate in professional development around: • PLT/Instructional/Coaching • PBL • Renaissance • AVID instructional PD All teachers will implement Tier 1 behavioral strategies: • Meet/Greet at the door • Full implementation of Cell phone procedures • Circle Questions • Brain Breaks	development sessions for Literacy and Literacy Grant Modules AVID Site Team creates Site Team goals and provide faculty training for them	
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PRIORITY 2: High-Quality Educator Workforce In All Schools

		Professional Development: • ASCA • PBL • AVID • CTE • Behavior		
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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.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <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 for enabling activities.</i>
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. Annual Target: 100% of SCC meetings are posted on the KHS calendar and minutes are posted on the KHS website.	1,2,3,4	Strategy: Increase communication between SCC and stakeholders Administration will update the KHS calendar to reflect meeting dates and times(Lead: KHS Administration) Administration will work with the SCC lead to ensure that the meeting times, dates, minutes, and advertisements for SCC positions are posted on the school website(Lead: KHS Administration)	Evidence: Principal to attend 100% of SCC meetings or send a designee. Measure: KHS website updated monthly with most current SCC information	☐ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

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

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <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 for enabling activities.</i>
Provide families and community members with systemic, two-way communication channels. <i>(To add additional desired outcomes, duplicate this row)</i>	Community members are not aware of how to provide feedback to the school	Deploy multilingual communication tools that allow for instant, translated, two-way messaging between families and staff. Facilitate quarterly 'Evening Huddles'—functioning as school-wide town halls—to foster meaningful two-way communication and gather family input via feedback surveys, ensuring parents and guardians have a clear voice in student achievement and school-wide decision-making.	School-wide use of digital communication tool Survey results Evening Huddle Agenda's and Sign-in sheets	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

★ Other Systems of Support				
Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <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 for enabling activities.</i>
Strengthen the HMTSS framework to provide consistent, proactive academic and behavioral support for all students Annual Target: 100% of course-alike PLTs will conduct weekly data reviews using the Student Work Protocol to identify students for Tier II interventions and extensions	4. School leaders and teachers lack a consistently implemented MTSS framework and shared data analysis protocols in order to inform interventions	Dedicate 45–75 minutes of weekly PLT time specifically designated for "Data Review" (distinct from lesson planning or administrative tasks). (Lead: Department Chair) Utilize the "Student Work Protocol" template that explicitly defines Tier I & Tier II instruction (remediation & extension). (Lead: Department Chair) Conduct weekly instructional leadership rotations through PLT meetings to provide feedback on protocol fidelity, ensuring that data-driven protocols are used consistently to identify and plan student interventions. (Lead: Admin, Academic, Data & Literacy Coaches) Provide ongoing school-wide professional development on Tier 1 and Tier 2 HMTSS strategies—including SIQ training and workshops led by internal teacher leaders—to build capacity for consistent academic and behavioral interventions among teachers, coaches, and administrators. Deliver ongoing professional development—facilitated by internal teacher leaders and outside providers—through SIQ workshops and	PLT Schedules & Agenda's Observation schedules Professional Development agendas and sign-in sheets	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

		HMTSS training to ensure continual capacity-building for Tier 1 and 2 interventions.		
Maintain a streamlined Faculty Google Classroom hub that provides all staff with instant access to current resources (ie instructional and HMTSS resources, EES) Annual Target: 100% of staff will utilize the Faculty Google Classroom as the primary hub for all materials and resources.	1,2,3,4	Conduct routine "Maintenance" checks to archive outdated files and update all materials. (Lead: KHS Faculty and Staff GC teachers) Facilitate a brief, high-impact staff orientation to ensure all members can navigate the hub and locate essential protocols. (Lead: Admin)	Document 100% attendance at staff orientation. Provide a mandatory makeup session for non-attendees.	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ 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 **Konawaena High 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 **Apr 14, 2026** to share the school data and gather input on student priorities.
 - ☐ A School Community Meeting was conducted on ☐ **Date** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☒ Other (list): Professional Learning Team Meetings (all departments) on **Apr 14, 2026** .
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:

Konawaena High School Principal	Signature	Date
TA Chelsea Qualey (in place of Principal Akeo)	 Chelsea Qualey (Apr 15, 2026 17:28:38 HST)	Apr 15, 2026
SCC Chairperson	Signature	Date
Richelle Tagawa (in place of Tina Alcain)	 Richelle Tagawa (Apr 15, 2026 17:26:44 HST)	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:
Establish a systemized framework to function as a regular, school-wide communication system to facilitate meaningful two-way communication between the school and the community.	Right now, the school often just sends information <i>out</i> to families. The SCC believes we need a better way to listen <i>to</i> families so they can have a real voice in how the school is run and how we support student success.	The school administration fully supports the SCC's recommendation to systemize meaningful two-way communication. We recognize that moving beyond one-way notifications to an active partnership is essential for student success. This recommendation has been addressed in the following sections of the Academic Plan: Goal 1.2.1 and Priority 3.

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

The SCC would prefer more time to review the Academic Plan, including following faculty input. However, the SCC understands that unusual circumstances this year impacted the review timeline.

Attested:

SCC Chairperson	Signature	Date
Richelle Tagawa (in place of Tina Alcain)		Apr 15, 2026

APPENDIX B: BELL SCHEDULE

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

To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided [bell schedule tool](#).

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)	1116
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☒ No ☐ N/A, we meet the requirement

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
PERIOD 1 8:30 - 9:45 (75)	PERIOD 1 <i>Opening</i> 8:30 - 8:35 (5) 8:35 - 9:40 (65)	PERIOD 1 8:30 - 9:20 (50)	PERIOD 1 <i>Opening</i> 8:30 - 8:35 (5) 8:35 - 9:40 (65)	PERIOD 1 8:30 - 9:45 (75)
PASSING 9:45 - 9:50 (5)	PASSING 9:40 - 9:45 (5)	PASSING 9:20 - 9:25 (5)	PASSING 9:40 - 9:45 (5)	PASSING 9:45 - 9:50 (5)
PERIOD 2 9:50 - 11:05 (75)	PERIOD 2 9:45 - 10:50 (65)	PERIOD 2 9:25 - 10:15 (50)	PERIOD 2 9:45 - 10:50 (65)	PERIOD 2 9:50 - 11:05 (75)
RECESS 11:05 - 11:35 (30)	RECESS 10:50 - 11:20 (30)	RECESS 10:15 - 10:35 (20)	RECESS 10:50 - 11:20 (30)	RECESS 11:05 - 11:35 (30)
PASSING 11:35 - 11:40 (5)	PASSING 11:20 - 11:25 (5)	PASSING 10:35 - 10:40 (5)	PASSING 11:20 - 11:25 (5)	PASSING 11:35 - 11:40 (5)
PERIOD 3 11:40 - 12:55 (75)	Intervention Block 11:25 - 11:55 (30)	ADVISORY 10:40 - 11:10 (30)	Intervention Block 11:25 - 11:55 (30)	PERIOD 3 11:40 - 12:55 (75)
LUNCH 12:55 - 1:25 (30)	PASSING 11:55 - 12:00 (5)	PASSING 11:10 - 11:15	PASSING 11:55 - 12:00 (5)	LUNCH 12:55 - 1:25 (30)
PASSING 1:25 - 1:30 (5)	PERIOD 3 12:00 - 1:05 (65)	PERIOD 3 11:15 - 12:05 (50)	PERIOD 3 12:00 - 1:05 (65)	PASSING 1:25 - 1:30 (5)
PERIOD 4 1:30 - 2:45 (75)	LUNCH 1:05 - 1:35 (30)	LUNCH 12:05 - 12:35 (30)	LUNCH 1:05 - 1:35 (30)	PERIOD 4 1:30 - 2:45 (75)
	PASSING 1:35 - 1:40 (5)	PASSING 12:35 - 12:40	PASSING 1:35 - 1:40 (5)	
	PERIOD 4 1:40 - 2:45 (65)	PERIOD 4 12:40 - 1:30 (50) <i>Closing</i> 1:30 - 1:45 (15)	PERIOD 4 1:40 - 2:45 (65)	

Konawaena High School Bell Schedule:

