NĀ HOPENA AʻO

PRIORITY 3
Effective And Efficient Operations At All Levels

PRIORITY 2
High-Quality Educator Workforce In All Schools

PRIORITY 1
High-Quality Learning For All

Konawaena Middle School Academic Plan SY 2025-2026

-1045 Konawaena School Rd. Kealakekua, HI 96750
808.313.6400
konawaenamiddle.k12.hi.us

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

Submitted by Principal Teddy Burgess	
Teddy Burgess (Apr 14, 2025 22:09 HST)	04/14/2025

Approved by Complex Area Superintendent Janette Snelling	
Janette Snelling (Apr 15, 2025 11:41 HST)	04/15/2025

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 utilize the dropdown list to select the <u>comprehensive instructional program(s)</u> 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 6-8	'19 Amplify ELA ⌄	Desmos Math 6-8 ⌄	Amplify	Savvas
Algebra		State Provided Curriculum - Algebra Workbook		

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
Grades 6-8	iReady Reading	iReady Math	Ed Puzzle Teacher Created	Teacher Created Ed Puzzle

HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

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

How does your school document HMTSS student interventions? Please select all that apply. If "Other" is selected, please explain.
☐ Panorama ☑ School-created template ☐ Other:

UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

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

Please utilize the dropdown list to identify the <u>screening and/or progress monitoring assessments</u> used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the assessment. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics
Grades 6-8	I-Ready ⌄	I-Ready ⌄

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 <u>Last Visit</u>: [2023]   Year of <u>Next Action</u>: [2026]   Year of <u>Next Self-Study</u>:
Type of <u>Last Visit</u>: Full Self-Study ▾   Type of <u>Next Action</u>: Mid-Cycle Report (No Visit) ▾   2029

Please identify <u>critical student learning needs</u> and the <u>root/contributing cause</u> why these needs have been prioritized. "*What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?*" Please number the student need and root/contributing cause for ease of cross-referencing.	
1	**Student Need:** Need to increase overall English Language Arts proficiency on Smarter Balanced Assessment due to a declining proficiency percent and less than half overall proficient in ELA (45%). **Root/Contributing Cause:** Regular attendance, although increasing, was only 73%. Many students entering Konawaena Middle School are several grade levels below in ELA.
2	**Student Need:** Need to continue on the path of Math proficiency improvement on Smarter Balanced Assessment due to a low percentage of students (28%) currently meeting math proficiency. **Root/Contributing Cause:** Regular attendance, although increasing, was only 73%. Many students entering Konawaena Middle School are several grade levels below in Math.
3	**Student Need:** Need to improve Tier 1 instruction so that fewer students need RTI pull-out, intervention, and fewer SPED referrals are made. **Root/Contributing Cause:** No system for implementing and monitoring highly effective Tier 1 instruction in ALL classrooms. No system for implementing and tracking Tier 2 and 3 academic and behavior-targeted interventions.

	In order to address student subgroup(s) achievement gaps, please list the <u>targeted subgroup(s)</u> and their <u>identified need(s)</u>. Enabling activities should address identified subgroup(s) and their needs.
1	**Targeted Subgroup:** Students with IEPs **Identified Student Need(s):** Math, Reading, Writing
2	**Targeted Subgroup:** English Learners **Identified Student Need(s):** Math, Reading, Writing
3	**Targeted Subgroup:** Pacific Islanders **Identified Student Need(s):** Math, Reading, Writing

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 *"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.*

| Reading Proficiency 1.1.2 All students read proficiently and those who do not receive necessary support to become proficient. | 1 | **Pacing Guides/Curriculum Map** ELA content counterparts meet bi-monthly to revise/adjust pacing/curriculum guides to meet the identified needs of their current student population. Pacing/curriculum guides pace out the priority standards for the content area for the school year and support teachers in staying on track to provide students with access to meet grade-level outcomes. [Consultant, Math Teachers]

Team Meetings The school's master schedule is designed to allow for advisory teams to meet during the school day to discuss and track student behavior and academic progress. Teacher teams set both academic and behavior goals for students and continuously discuss and implement strategies for support for both academic and behavior goals. [Principal, Vice Principal, Team Leaders]

Elective Class Response To Intervention (RTI) for ELA Students who are two or more grade levels below in reading are discussed during team meetings quarterly. Teams then determine if students would benefit from a math or reading pull out class that takes the place of an elective class and changes quarterly. Reading RTI teachers then track student progress during their RTI classes to determine the effectiveness of the program for students and make curricular adjustments using evidence based practices. [ELA RTI Teachers, ELA Teachers, Registrar] | Teacher Created CFAs

Math Intervention Pre/Post Data, completed TACA forms

Classroom Walkthroughs

All students will show growth from the Fall to Spring iReady Math Diagnostics

2026 SBA | ☑ WSF, $75,000
☐ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |

| 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. | 2 | **Grade Level Team Response to Intervention**
Grade level teams meet weekly to assess math skills and create student groupings to target prerequisite skills needed to master grade level standards.

Pacing Guides/Curriculum Map
Math content counterparts meet bi-monthly to revise/adjust pacing/curriculum guides to meet the identified needs of their current student population. Pacing/curriculum guides pace out the priority standards for the content area for the school year and support teachers in staying on track to provide students with access to meet grade-level outcomes.
[Consultant, Math Teachers]

Elective Class Response To Intervention (RTI) for Math
Students who are two or more grade levels below in math are discussed during team meetings quarterly. Teams then determine if students would benefit from a math pull out class that takes the place of an elective class and changes quarterly. Math RTI teachers then track student progress during their RTI classes to determine the effectiveness of the program for students and make curricular adjustments using evidence based practices.
[Math RTI Teachers, Math Teachers, Registrar] | Teacher Created CFAs

Math Intervention Pre/Post Data, completed TACA forms

Classroom Walkthroughs

All students will show growth from the Fall to Spring iReady Math Diagnostics

2026 SBA | ☑ WSF, $75,000
☑ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |

| 1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. | 3 | **MTSS**
Refine our school's MTSS with input from all stakeholders. MTSS committee meets monthly to review the handbook and update as needed.
[SCC, EL Coordinator, Principal, Vice Principal, Literacy Coach]

MEP
The MEP program coordinator coordinates SEL personnel and activities, progress monitoring activities, and tutoring personnel and activities, to support student's academic achievement, including literacy drives and parent engagement opportunities.
[MEP Coordinator, Principal, Vice Principal]

EL
EL Teachers will utilize the District English Learner Success Plan to help guide instruction and best practices for working with EL students within the ELD classrooms as well as inclusive classes of EL Students.
[EL Coordinator, Principal, Vice Principal]

Peer Review
Peer Review committee meets monthly to review student concerns and develop tier 2 and 3 supports.
[SSC, Vice Principal, Counselors, BHS]

1to1 Chromebook
All 6th-grade students are provided a Chromebook from the school at the beginning of the school year that they are responsible for through 8th grade. All students complete a brief video tutorial training on responsible tech use. | MTSS Committee agendas/notes, academic and behavior SFT referrals

MEP progress monitoring

WIDA scores

Peer Review agenda/notes

IP committee agendas/notes

Classroom Walkthroughs | ☑ WSF, $100,000
☑ Title I, $110,000
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☑ Other: MEP, $140,000.00 |

		[Tech Coordinator, SASA, Admin] **Inclusive Practices Committee** Work on identified areas on the Inclusive Practices Matrix to better facilitate the implementation of practices that help all students access their grade-level curriculum. **UDL** Teachers identify areas from UDL PD to practice in the classroom. [Department Leads, Literacy Coach, Admin] - PD for new teachers		

| 1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school. | 1, 2 | **Student Visits from 5th and to 9th Grade Classes**
5th grade students from all feeder schools have the opportunity to visit 6th grade classrooms and 8th grade students have the opportunity to visit 9th grade classrooms.
[Registrar, Principal, Vice Principal]

Vertical Articulation with 5th and 9th Grade Teachers
5th-grade teachers complete registration forms that identify student strength and growth areas. Additionally, 8th-grade teachers meet with 9th-grade teachers to discuss skills, content background knowledge, and other important concepts that would 8th graders transition easier to 9th grade.
[Registrar, Admin, Classroom Teachers]

6th Grade Family Orientation Night
The school hosts an orientation night to familiarize all incoming 6th graders and their families' with teachers, policies, and procedures.
[PCNC]

Transition Meetings for students with IEPs
Each student entering KMS with an active IEP has a transition IEP meeting with their current IEP team and new care coordinator. Similarly, each 8th-grade student will have a transition meeting with their current care coordinators and future high school care coordinators.
[SSC, Special Education Care Coordinators, Principal, Vice Principal] | 5th grade Student Survey

8th grade Student Survey

Fliers, Schedules, Sign In Sheets | ☑ WSF, $ $200,000
☑ Title I, $500
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☑ SPPA, $150,000
☐ Homeless, $
☐ Grant:___, $
☐ Other:___, $ |

★ 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	**Advisory Teacher** All students are assigned an advisory teacher as their main adult advocate. Advisory teams participate in team-building activities. **Student Activities** Intramurals, extramurals, advisory competitions, spirit weeks, assemblies. [Student Activities Coordinator, PE teachers, advisory teachers] **Attendance committee** Committee progress monitors attendance concerns and offers interventions and resources for truant students and their families. [Vice Principal, Counselors, Advisory teachers)	Student activity participation Attendance records Attendance interventions (attendance committee notes/agenda)	☑ WSF, $225,000 ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

1.2.2. All students demonstrate positive behaviors at school.	3	**Reflection Room** Tier 2 behavior support for minor classroom disruptions and emotional de-escalation practice to reconnect student and teacher to minimize loss of learning time. **Behavior Matrix** School-wide expectations will be expanded into a matrix to describe positive behaviors specific to different areas on campus. **Wave Warrior Awards** Positive reward system to acknowledge students for demonstrating the 3 school-wide expectations.	Reflection Room quarterly stats IC behavior logs Wave Warrior ticket count Behavior Matrix components posted to different areas on campus	☑ WSF, $75,000 ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $
1.2.3. All students experience a Nā Hopena Aʻo environment for learning.	3	Provide professional development for teachers and staff for implementation of HĀ. [Principal, literacy coordinator] Embed HĀ core values into advisory SEL lessons. [Advisory teachers] All grade-level teams include elements of HĀ in their classroom management plans. [Team Leads]	SEL Student Panorama Survey (sense of belonging increase by?) 100% of teams have a classroom management plan that includes elements of HĀ.	☑ WSF, $20,000 ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

★ 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.	N/A	**AVID** 7th and 8th-grade students have the opportunity to take an AVID elective where they learn about preparation for college and career. [Principal, Vice Principal, AVID Teacher) **Agriculture Class** 7th, and 8th grade students have an opportunity to take an Agriculture class where they learn about growing local agricultural products and work with community farm partners. [Principal, Vice Principal, Agriculture Teacher] **8th Grade Career Fair** All 8th-grade students will have an opportunity to attend a career fair at the middle school [8th grade team leads] **Student Advisory Council** Advisory classes meet once a quarter to discuss what is working and what could be changed at the school to	All AVID students will maintain their AVID binder. Agriculture class will maintain partnership with community farm partners. 100% of 8th-grade students attend a career fair at school.	☑ WSF, $225,000 ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

		make the school better. The feedback from these discussions in advisory is then shared with the administrative team during a quarterly meeting through a team-selected Student Advisory Council Member. [Vice Principal, advisory teachers]		
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.	N/A	**AVID PD** Select teachers have the opportunity to attend an AVID conference. [Principal, Vice Principal, Literacy Coach] **Vertical Articulation Between 8th & 9th Grade Teachers** 8th-grade teachers meet with 9th-grade teachers to discuss standards, skills, and needs of students. [KMS 8th grade core teachers, KHS 9th grade core teachers] **Info Sessions for Transitioning 8th Graders** High school counselors and students meet with 8th graders to discuss high school classes, graduation requirements, and extracurricular activities. [Principal and Vice Principal, 8th grade team leads]	Five teachers attending a summer 2025 AVID conference will share information with their department. Meeting notes from articulation meetings include a focus on academics. 100% of 8th grade students attend info sessions with high school.	☑ WSF, $10,000 ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:__, $ ☐ Other:__, $

| Kulia Research Project
1.3.3 All 8th Grade Students will select a local community issue, research the issue, write an informational research paper and work in small groups to present their issue and solution to a panel of observers from the learning community | N/A | **Research Techniques**
In the ELA classes of all 8th grade students, they will be taught techniques for carrying out proper research so that they can successfully engage in the research process.

Oral Presentation Skills
All 8th grade students will engage in learning and practicing the essential skills for giving an oral presentation so that they can be successful in presenting their Kulia Project. | Kulia benchmarks for their written and oral presentations.

Opportunities for feedback from the Teachers so students can make the necessary adjustments. | ☑ WSF, $500,000
☐ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☐ Grant:__, $
☐ Other:__, $ |

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 *"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 teachers are effective or receive the necessary support to become effective. All staff will engage in the PLT process to ensure high-quality instruction using the four critical questions as the road map for student success.	1,2,3	All teachers will utilize the PLT process to implement best practice strategies to plan and modify instruction informed by formative assessment data. - Academic: All teacher teams will develop: • Quarterly Unit plans, • Identifying and agreements of priority standards • proficiency scales • Pacing of Priority Standards • success criteria • learning targets - Behavior: All teachers will implement: • Tier 1 behavioral strategies	Team PLT Running Notes updated weekly Teacher Unit Plans and Pacing Guides updated monthly Consultant Technical Assistant Visit Reports	☑ WSF, $425,000 ☑ Title I, $150,000 ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

| | | [Team leads, counselors, vice principal]

Professional Learning Teams (PLTs) with Advisory Teams
During the first advisory team meeting of each week, advisory teams meet to collaboratively work on a component five-step data process with the support of a coach. The data process will be used to implement team-wide math interventions for all students.
[Principal, Department Lead, Consultant]

CoTeacher Coaching
Selected general education teachers, special education teachers and educational assistants receive quarterly coaching from district personnel.
[District WHIP team, Principal, Teacher, EA]

Counterpart Planning
During department meetings and select pull-out days, content counterparts work through the 5 step data process whereby they develop/refine pacing guides, develop and implement common formative assessments, discuss the data from the common formative assessments, and then act upon the data.
[Principal, Department Lead, Consultant]

Department Heads and Team Leaders Support
Support is provided to all department heads and team leaders to ensure consistency with the PLT process
[Principal, Team Leads, Department Heads, and Consultant] | | |

| 2.1.2 All teachers are effective or receive the necessary support to become effective. | 3 | All staff will participate in professional development provided through the CLSD grant utilizing our 21 hours. [Principal, Vice Principal, Consultant, Literacy Coach] | | ☐ WSF, $
☐ Title I, $
☐ Title II, $
☐ Title III, $
☐ Title IV-A, $
☐ Title IV-B, $
☐ IDEA, $
☐ SPPA, $
☐ Homeless, $
☑ Grant:CLSD, $
☐ Other:___, $ |

Priority 3
Effective and Efficient Operations At All Levels

★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.				
Desired 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	N/A	**School Community Council** The School Community Council meets monthly to discuss items that are pertinent to the successful function of the school. Student Advisory Council	100% of required stakeholders represented in SCC membership.	☐ WSF, $ ☐ Title I, $ ☐ Title II, $ ☐ Title III, $

		Members serve as student representatives on this council. [Principal]	SCC minutes and agenda 80% of overall positive ratings on the SCC Self-assessment survey.	☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $
respective school principal.				

★ Other Systems of Support

Desired Outcome *"What do we plan to accomplish?"*	Root/ Contributing Cause *"Why are we doing this?* *Reference the Identified School Needs section.*	Enabling Activities *"How will we achieve the desired outcome?"* ***and** Name of Accountable Lead(s)* *"Who is responsible to oversee and monitor implementation and progress?"*	Monitoring of Progress *"How will we know progress is being made?"*	Anticipated Source of Funds *"What funding source(s) should be utilized?"* *Estimate the additional amount needed to execute the enabling activity.*
At Konawaena Middle School, we want our new teachers to begin their KMS career ready to teach and comfortable in their new surroundings	3	**New Teacher/Staff Handbook** A new teacher/staff handbook is created and updated annually. The handbook contains the vision and mission as well as pertinent policies and practices at the school. [Principal and Vice Principal] **New Teacher/Staff Orientation** All new staff/teachers attend an orientation where they learn about all of the important aspects of the school. [Principal and Vice Principal] **Partial Released Mentor-Teacher**	100% attendance for all new school staff to our school at the orientation. Teachers who are mentored have a plan to monitor progress. 100% of EAs attend the training from the school.	☑ WSF, $82,000 ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

		The school has a partially released mentor who is tasked with supporting all new teachers with induction as well as all new teachers to the school with their transition. [Partial Released Mentor Teacher, Consultant] **Training for Educational Assistants** Educational Assistants participate in ongoing training through the school and district. [Vice Principal, EA] **Training for Migrant Educational Staff** MEP staff participate in training through the school. [Vice Principal, MEP]	EAs participate in the District training sessions. 100% of Migrant Education Staff attend training from the school.	
The school ensures that families are connected to the school's mission and vision to create more home-to-school connections with the ultimate goal of safe, nurturing learning environments for all students.	N/A	Opportunities provided for families to participate in meaningful activities focused on improving student academic achievement and school culture: - Parent Shadow Days; Fall and Spring [PCNC] - Family Literacy Night [PCNC] - Student Led Conferences; Fall and Spring [Advisory Teachers, SLC committee] - MEP and EL family nights [MEP coordinator, EL coordinator] - 6th grade plays [6th grade ELA teachers] - 8th grade celebration of success [8th grade advisory teachers] - 7th and 8th grade open house [PCNC, 7th and 8th grade advisory teachers] - 6th grade meet and greet [PCNC, 6th grade advisory teachers] - Elective-driven Ohana Night for the families and community	Attendance for school events increases by 20%. Event Feedback Form data indicates that families feel connected.	☐ WSF ☐ Title I, $5,000 ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ SPPA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

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 Middle School's current bell schedule(s) and total student instructional hours per year. To ensure that 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 <u>hours per year</u> *(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)*	1,080
Did your school submit a SCC Waiver Request Form? Please explain.	Yes. Konawaena Middle School SCC submitted a waiver on behalf of our school to request 4 waiver days, two in the Fall and two in the Spring to conduct our Student-led Conferences and have our students report on their progress to their parents.
Bell Schedule: [Konawaena Middle School SY25-26 Bell Schedule](#)	