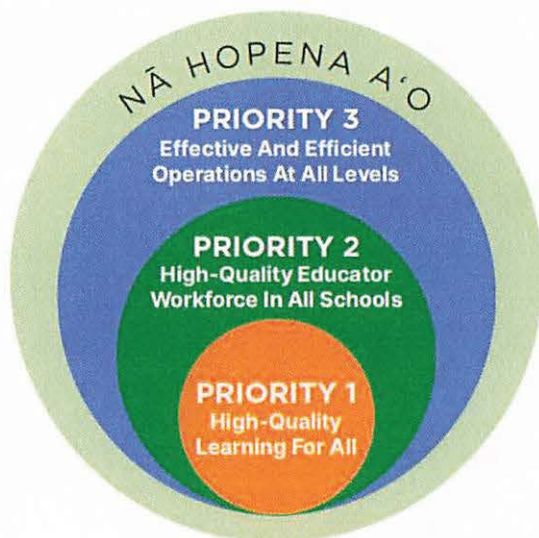
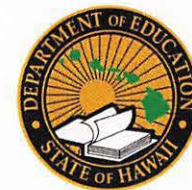
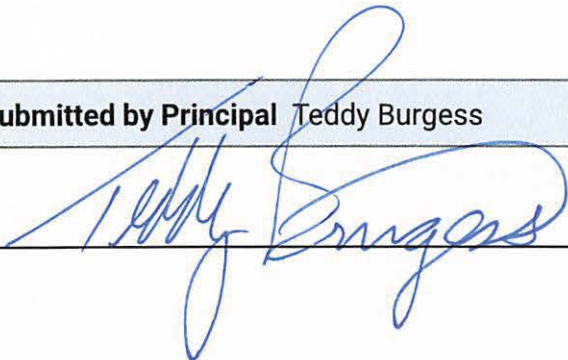


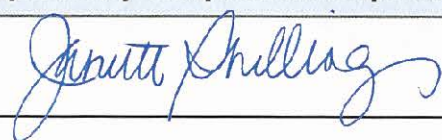


Konawaena Middle School Academic Plan SY 2026-2027

81-1045 Konawaena School Rd
Kealahou, HI 96750
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- ☒ Title I School
☐ Non-Title I School

Submitted by Principal Teddy Burgess	
	Apr 14, 2026

Approved by Complex Area Superintendent Janette Snelling	
	4/14/26

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
6	'19 Amplify ELA ▾	Desmos Math 6-8 ▾	Lab Aids	Saavas
7	'19 Amplify ELA ▾	Desmos Math 6-8 ▾	Foss; Teacher created based on standards	Various Resources - Bess Press - Hawaiian History
8	'19 Amplify ELA ▾	Desmos Math 6-8 ▾	Open SciEd: Teacher	Saavas
Algebra		HIDOE Alg 1, Geom, Alg 2 ▾		
EL	Other: ▾ Ballard and Tighe: Champion of Ideas			
RTI Tier 3	Read 180	Teacher Created: Bluestreak Math		
SpEd /FSC	Read 180 (Resource): TeachTown (FSC)	Teacher created based on standards; TeachTown (FSC)	TeachTown (FSC)	TeachTown (FSC)

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
6,7,8	IXL, iReady	IXL, iReady	IXL,	

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
6,7,8	I-Ready ▾	I-Ready ▾
RTI Tier 3 Reading	DIBELS ▾	DIBELS ▾
RTI Tier 3 Math	AIMSWEB+ ▾	AIMSWEB+ ▾

HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

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

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

☐ Panorama
 ☒ School-created template
 ☐ Other:

IDENTIFIED SCHOOL NEEDS

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

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

- ☒ Current CNA
- ☐ Other current assessment/self-study report: [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 (No Visit) -

Year of Next Self-Study:

28-29

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	Student Need: Need to increase overall English Language Arts proficiency on Smarter Balanced Assessment Root/Contributing Causes: While overall proficiency increased to 57% in some grades, there were 298 "sticks" (students who did not move levels) and 99 "slides" (students who regressed) on the SBA. This suggests that Tier 1 instruction with the Amplify curriculum is not yet sufficiently differentiated to move the 115 students who remain "well below" proficiency. There is a need for targeted planning time with counterparts to specifically scaffold assignments for students who are significantly behind, particularly for those in the "entering" or "emerging" WIDA categories who lack access to the core grade-level rigor.
2	Student Need: Need to increase overall Math proficiency on Smarter Balanced Assessment Root/Contributing Causes: The SBA Math achievement gap increased to 31 points, with 177 students remaining "well below" grade level. This indicates that Tier 1 core instruction and current Math Intervention PLTs are not effectively closing the gap for high-needs populations.

	The effectiveness of Tier 2 and Tier 3 interventions is hindered by technical issues with RTI curriculum and a need for professional development that specifically addresses how to support students who are "far behind" from the start of the year.
3	Student Need: Need to equip students with Emotional Regulation tools Root/Contributing Cause: Class A offenses resulting in suspensions increased from 43 to 78, and violence-related suspensions rose from 81 to 111. This trend correlates with a steady three-year decline in classroom engagement (falling from 51% to 42%), suggesting that reactive management is replacing proactive regulation teaching. While the school utilizes Second Step and Panorama, "Emotional Regulation" remains one of the bottom three indicators in student self-assessments. This is exacerbated by a lack of consistent staffing for the Reflection Room and a need for an updated MTSS flowchart to clarify roles in monitoring behavior 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> Students with IEPs <u>Identified Student Need(s):</u> Students need to learn foundational skills in Math, Reading, and Writing to be able to access their grade level curriculum.
2	<u>Targeted Subgroup:</u> English Learners <u>Identified Student Need(s):</u> Math, Reading, Writing
3	<u>Targeted Subgroup:</u> Disadvantaged Students <u>Identified Student Need(s):</u> Students need Tier 2 and Tier 3 interventions to supplement their Tier 1 core instruction 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 <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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Reading Proficiency 1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently <u>receive necessary and timely support</u> to become proficient.	1	Pacing Guides/Curriculum Map ELA content counterparts meet three times/month 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, Academic Coaches, Math Teachers] Elective Class Response To Intervention (RTI) for ELA Students who are two or more grade levels below in reading are placed in a reading RTI elective class. Reading RTI teachers then track student progress during their RTI classes to determine the effectiveness of the intervention (Read 180) program for students and make curricular adjustments using evidence based practices. [ELA RTI Teacher, Academic Coaches, SSC, 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 2027 ELA SBA will increase by 3% 2017-19 52%-60%-55% 2021-25(26) 46%,46%,50%,45%,47%(____%)	☒ WSF, \$490,000 ☒ Title I, \$150,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☒ IDEA, \$210,000 ☐ SPPA, \$ ☐ Homeless, \$ ☒ Grant:CLSD, \$70,000 ☐ Other: __, \$
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Mathematics Proficiency 1.1.3. All students are proficient in mathematics by the end of eighth grade, 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 select students for Tier 2 math interventions to target skills needed to master the current week's grade level standards. [Core teachers, academic coaches, Vice Principal] Pacing Guides/Curriculum Map Math content counterparts meet three times/month 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, Academic Coaches, Math Teachers] Elective Class Response To Intervention (RTI) Tier 3 for Math Students who are two or more grade levels below in Math are placed in a Tier 3 math RTI class. Math RTI teacher then tracks student progress during their RTI classes to determine the effectiveness of the intervention program (BlueStreak) for students and make curricular adjustments using evidence-based practices. [Math RTI Teachers, SSC, Academic Coach, Registrar] Elective Class Response To Intervention (RTI) Tier 2 for Math	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 2027 Math SBA will increase by 5% 2017-19 36%,37%, 35% 2021-25 19%-24%-23%-28%-30%	☒ WSF, \$490,000 ☒ Title I, \$150,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☒ IDEA, \$210,000 ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☒ Other:__, \$
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		Each 6th grade student will be enrolled in this elective course for one quarter to ensure foundational math skills are mastered. 7th and 8th grade students who are below grade level in math will be placed in this elective for a semester to work on both foundational math skills and grade level priority standards. Math RTI teacher then tracks 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, SSC, Academic Coach, Registrar]		
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1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.	1,2	MTSS MTSS committee meets quarterly to review the handbook and update as needed. [SCC, EL Coordinator, Principal, Vice Principal, Academic Coaches] 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. [Tech Coordinator, SASA, Admin]	MTSS Committee agendas/notes, academic and behavior SFT referrals MEP progress monitoring: students show growth from pre to post test WIDA scores Peer Review agenda/notes IP committee agendas/notes Classroom Walkthroughs: Increase on observed comprehension and writing strategies Increase in observed explicit vocabulary routine and vocabulary strategies. (CLSD walkthrough form)	☒ WSF, \$210,000 ☒ Title I, \$150,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$210,000 ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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		Coaching Cycles Establish a collaborative Coaching Cycle framework utilizing Academic Coaches and consultant expertise to provide teachers with targeted feedback on differentiated instruction PIP (Powerful Instructional Practices) Implement Powerful Instructional Practices (PIP) across all content areas with the support of the CLSD Coach to strengthen evidence-based literacy strategies and ensure equitable academic outcomes		
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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.	n/a	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, Vice Principal, 8th grade advisory teachers] Incoming 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] Gear Up Summer Program Incoming 6th grade students have the opportunity to attend a summer program on Konawaena Middle school campus. 7th and 8th grade students also have the opportunity to recover credits to prepare them for the next grade. [Gear Up Coordinator]	Positive experience noted on 5th grade Student Surveys 8th grade Student Survey Fliers, Schedules, Sign In Sheets Gear Up summer enrollment count	☒ WSF, \$1,500 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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		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]		
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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.	n/a	Advisory Teacher All students are assigned an advisory teacher as their main adult advocate. Advisory teams participate in team-building activities. Student Activities Intramurals, advisory competitions, spirit weeks, assemblies. [Student Activities Coordinator, PE teachers, advisory teachers] Attendance committee Committee progress monitors attendance concerns and offers Tier 1 & 3 interventions and resources for truant students and their families. Everyday Labs is utilized for Tier 1 text and letter nudges to families on total absence count. [Vice Principal, Counselors, Advisory teachers]	Student activity participation Student SEL panorama results Attendance records Attendance interventions (attendance committee notes/agenda) EveryDay Labs Attendance Reports: chronic absenteeism reduced from 21.75%—>19%	☒ WSF, \$2,800,000 ☐ 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. Team Classroom Management Plans Teams determine baseline agreements for student behavior at the start of the year to ensure consistent implementation across grade level teams. Wave Warrior Awards A Tier 1 reward system to acknowledge students for demonstrating the 3 school-wide expectations.	Reflection Room quarterly stats: time out of class under 10 minutes IC behavior logs: Decrease in class C&D offenses. Wave Warrior ticket count: increased total distribution Team classroom management plans	☒ WSF, \$70,000 ☐ 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 A'o environment for learning.	n/a	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 100% of teams have a classroom management plan that includes elements of HĀ.	☒ WSF, \$2,800,000 ☐ 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 <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.	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 make the school better. The feedback from these discussions in advisory is then shared with the	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, \$74,500 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

		Student activities coordinators during monthly meetings through a team-selected Student Advisory Council Member. [Vice Principal, advisory teachers, SAC] Gear Up After School Enrichment Students have the opportunity to take after school courses funded by the Gear Up grant. Courses include a College & Career Club and Financial Literacy Program. [Gear Up 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	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]	Meeting notes from articulation meetings include a focus on academics. 100% of 8th grade students attend info sessions with high school.	☒ WSF, \$560,000 ☐ 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 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	2	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.	All students will receive passing grades on Kulia research paper and presentation grades	☒ WSF, \$140,000 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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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>
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	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 leads, counselors, academic coaches, consultant, vice principal] Professional Learning Teams (PLTs) with Advisory Teams	EES ratings Department PLT Running Notes updated weekly Team PLT Running Notes updated weekly Teacher Unit Plans and Pacing Guides updated monthly Consultant Technical Assistant Visit Reports	☒ WSF, \$2,800,000 ☒ Title I, \$150,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$420,000 ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$



PRIORITY 2: High-Quality Educator Workforce In All Schools

		During the last advisory team meeting of each week, advisory teams meet to collaboratively work on a component five-step data process. The data process will be used to implement team-wide math, reading and writing interventions for all students. [Principal, Vice Principal, Academic Coaches, Consultant] Special Education Teacher Training Special education teachers and educational assistants receive quarterly coaching from district personnel to improve our IEP writing and implementation. [District team, Principal, Vice Principal, Special Education Teachers] Counterpart Planning During department and counterpart meetings, teachers 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 A summer leadership professional development day and ongoing support is provided to all department heads and team leaders to ensure consistency with the PLT process. [Principal, Team Leads, Department Heads, Academic Coach, and Consultant]		
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PRIORITY 2: High-Quality Educator Workforce In All Schools

2.1.2 All teachers are effective or receive the necessary support to become effective.	1,2	All staff will participate in professional development on department selected powerful instructional practices utilizing our 21 hours. [Principal, Vice Principal, Consultant, Academic Coaches]		
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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.	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 Members serve as student representatives on this council. [Principal]	100% of required stakeholders represented in SCC membership. SCC minutes and agenda 80% of overall positive ratings on the SCC Self-assessment survey	☒ WSF, \$275,000 ☒ Title I, \$5,500 ☐ 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>
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.		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] - Gear Up, MEP and EL family nights [Gear Up coordinator, MEP coordinator, EL coordinator] - 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]	<i>Attendance for each school event increases by 20%.</i> Event Feedback Form data indicates that families feel connected.	

★ 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>
At Konawaena Middle School, we want our new teachers to begin their KMS career ready to teach and comfortable in their new surroundings		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, 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, Vice Principal] Mentor-Teachers The school has two recently trained mentor teachers tasked with supporting all new teachers with induction as well as all new teachers to the school with their transition. [Two Mentor Teachers, CLSD Coach, Academic Coach, Consultant] Training and support for Educational Assistants KMS offers a beginning of the year EA training and monthly EA department meetings. EAs are also provided the opportunity to attend monthly training through the district.	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. EAs participate in monthly department meetings and take advantage of the monthly district training sessions. 100% of Migrant Education Staff attend training from the school.	

		[Vice Principal, EA] Training for Migrant Educational Staff MEP staff participate in training through the school. [Vice Principal, MEP]		
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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.

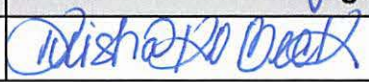
The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name 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 Middle School** School Community Council (SCC) recommends the school plans to the Complex Area Superintendent for approval and assures the following:

1. The SCC is correctly constituted and was formed in accordance with the Board of Education policy, Department of Education procedures and state law.
2. The SCC reviewed its responsibilities under the Board of Education policy, Department of Education procedures and state law, including those related to the review of the Academic Plan and Financial Plan.
3. The SCC sought and considered all recommendations from the school community or committees before recommending the plans for approval. (Check all that apply)
 - ☒ A School Community Council Meeting was conducted on **Oct 28, 2025** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Feb 24, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☐ Other (list): [Insert text. Examples: School Leadership Team, Curriculum Committee, School Safety Committee]
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** 4/9/2026

Attested:

Konawaena Middle School Principal	Signature	Date
Teddy Burgess		4/9/2026
SCC Chairperson	Signature	Date
Keisha Beck, Vice-Chairperson		4/9/26

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:
NONE	N/A	N/A

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

Attested:

SCC Chairperson	Signature	Date
Keisha Beck, Vice-Chairperson		4/9/26

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 <i>(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)</i>	1,089
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☒ Yes ☐ No ☐ N/A, we meet the requirement
Konawaena Middle School Bell Schedule: Konawaena Middle School SY26-27 Bell Schedule	