



Kealakehe High School Academic Plan SY 2026-2027

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- ☒ Title I School
☐ Non-Title 1 School

Submitted by Principal Kori Takaki	
<u>Kori Takaki</u> Kori Takaki (Apr 14, 2026 08:00:05 HST)	Apr 14, 2026

Approved by Complex Area Superintendent Janette Snelling	
<u>Janette Snelling</u>	Apr 14, 2026

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

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VIABLE QUALITY CURRICULUM

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

Please utilize the dropdown list to select the comprehensive instructional program(s) being used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the program. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/ Course Name	English Language Arts	Mathematics	Science	Social Studies
9th grade	Select One ▾ My Perspectives by Savvas	Algebra 1 Select One ▾ McGraw Hill Reveal Math	Conceptual Physics: Other: ▾ Conceptual Physics by Prentice Hall	Civics: Other: ▾ Civics-Responsibility and Citizenship, Glencoe McGraw Hill Modern History of Hawaii: Other: ▾ Modern History of Hawaii Bess Press
10th grade	Select One ▾ My Perspectives by Savvas	Geometry Select One ▾ McGraw Hill Reveal Math	Chemistry: Other: ▾ Living by Chemistry by W. H. Freeman	World History: Other: ▾ Modern World History: Patterns of Interaction by Houghton Mifflin Harcourt
11th grade	Select One ▾ My Perspectives by Savvas	Algebra 2 Select One ▾ McGraw Hill Reveal Math	Biology: Other: ▾ Biology by Prentice Hall	US History: Other: ▾ The Americans by McDougal Littell
12th grade	Select One ▾ My Perspectives by Savvas			

Please list all supplementary instructional materials 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
Reading Intervention	Read180			

UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

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

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

Grade Level(s)/Course Name	English Language Arts	Mathematics
9	STAR Progress Monitoring ▾ STAR	Other: ▾ IXL
9	Other: ▾ Read 180 , IXL	

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: Academy Baseline Report and CTE CLNA
- ☒ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: 2021

Type of Last Visit: Full Self-Study -

Year of Next Action: 2027

Type of Next Action: Full Self-Study -

Year of Next Self-Study:

2027

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: Engaging and meaningful, personalized learning pathways that promote belonging, persistence and post high success. Root/Contributing Cause: VC sees a need, based on observation and Focus Group interviews, for the staff to continue the development of a common understanding and definition of student engagement and to develop a process of collecting data and/or evidence to increase student engagement and its impact on learning.
2	Student Need: Strong, data informed, and Elevated Tier 1/Core instruction that leverages Professional Learning Community (PLC) structures to implement research-based practices and ensure instructional clarity for all learners through explicit learning targets and success criteria. Root/Contributing Cause: Common formative assessment data has not been consistently gathered, analyzed, or monitored to ensure modifications of instruction and curriculum is resulting in students achieving proficiency in academic standards. Teachers' freedom to try new ideas and processes, based on the VC's observations, may redirect teachers' focus from commonly developed goals. Proficiency in Math remains low at 22.3% in 2024-25. This is considerably lower than the state's proficiency of 41.4%. Could be partially attributed to turnover in the math department in recent years. Science Proficiency is an area of concern, as proficiency has steadily declined from 34.3% in 2022-23 to 28.8% in 2024-25. This is also below the state's 42.9% proficiency.

3

Student Need: A safe, supportive school climate cultivated through integrated social-emotional learning, comprehensive student supports, and consistent behavioral systems.

Root/Contributing Cause: We have seen a good amount of offenses already this year consistent with the violence related ones last year. We have also had drug and alcohol offenses; and frequent vaping offenses. Also of concern is the disrespect and insubordination offenses. Cell phone and Dress code are daily issues that also present a destruction from our focus on instruction.

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 Learners <u>Identified Student Need(s):</u> Lack of Instructional Support: • Inconsistent and ineffective co-teaching models[Teacher Input]. • Lack of consistent RTI systems for core subjects. Inadequate Foundational Skills: • Academic gaps for entering freshmen behind grade level [Teacher Input].
2	<u>Targeted Subgroup:</u> Students with Individual Education Plans (IEP) <u>Identified Student Need(s):</u> Lack of Instructional Support: • Inconsistent and ineffective co-teaching models[Teacher Input]. • Lack of consistent RTI systems for core subjects. Inadequate Foundational Skills: • Academic gaps for entering freshmen behind grade level [Teacher Input].
3	<u>Targeted Subgroup:</u> Migrant Education Learners <u>Identified Student Need(s):</u> A current lack of coordinated support for students within the school day.



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>
1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and <u>provided necessary and timely support</u> to develop foundational skills for learning.		DOES NOT APPLY TO HIGH SCHOOL		
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.	Students not reading at grade level need additional support in order to improve reading skills and support success in high school courses.	Students who are not on grade level in 9th grade for Reading proficiency will be offered the following: 1. Read 180 - elective class to improve reading instruction. 2. Waverider learning center support where reading tutoring is available afterschool. 3. Imagine MyPath® Reading is available for all eligible migrant education students. Accountable Leads: CLSD Literacy Coordinator/Coach; Migrant Education Coordinator	8th grade Reading Scores (shared by middle schools) Read 180 course Enrollment - offered to 100% of students that are 2 or more GL below or who have failed ELA 9 Waverider Learning Center Enrollment - offered to 100% of students Imagine MyPath® Enrollment (offered to 100% of Migrant Students)	☒ WSF, \$70,000 ☒ Title I, part C \$ 10,000 ☒ Title I, \$25,000

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.	Students not at grade level for math by the end of 8th grade will struggle in Algebra 1 in high school and need additional support in order to improve reading skills and support success in high school math courses.	Students who are not on grade level in 9th grade for Math proficiency will be offered the following: 1. IXL - extra practice to improve math skills. 2. Waverider learning center support where math tutoring is available afterschool. 3. Imagine MyPath® Math is available for all eligible migrant education students. Accountable Leads: Math DF and Migrant Education Coordinator	8th grade Math Scores (shared by middle schools) IXL progress monitoring Waverider Learning Center Enrollment offered to 100% of students Imagine MyPath® Enrollment (offered to 100% of Migrant Students)	☒ WSF, \$70,000 ☒ Title I, part C \$ 10,000 ☒ Title I, \$ 25,000
1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. <i>Required for all schools.</i>	Strong, data informed, and Elevated Tier 1/Core instruction that leverages Professional Learning Community (PLC) structures to implement research-based practices and ensure instructional clarity for all learners through explicit learning targets and success criteria.	Kealakehe High School is a Professional Learning Community: Teachers will work in content alike teams to address the four critical questions of a PLC. • They will engage in collaborative instructional planning, development of assessments, analyzing student work and design in class interventions for those who did not meet the standard with tier 1 instruction. • A focus will be placed on planning and preparing for high level engagement and student ownership of learning through teacher clarity, learning targets and success criteria; pacing guides and aligned benchmarks across departments. • Teachers will implement evidence-based instructional strategies proven to accelerate student growth in order to ensure all students learn at high levels. Accountable Leads: Principal, Vice Principals, Guiding Coalition	PLC Team Documents: • Unit Plans • TACA Forms • Data Sheet Classroom Walkthrough data to measure implementation of the plans. 10%+ Increase in Scores from sy25-26 in: • SBA English • SBA Math • EOC Biology	☒ WSF, \$ 50,000 ☒ Title I, \$ 50,000

1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school. <i>Required for all schools.</i>	We currently have a high rate of 9th grade failures and low attendance rates for freshmen. We believe having stronger transitions will help to engage our freshmen and increase school participation and success.	9th grade transition is a priority for Kealakehe High School. Transition begins in the 8th grade year and continues through the end of the 9th grade year: Phase 1: Connection & Recruitment • Articulated Outreach: KHS leadership and student ambassadors conduct outreach visits to feeder middle schools to build early connections. • Campus Preview Days: Middle school students participate in "Step Up" visits to experience the KHS campus firsthand. • Spring Curriculum Showcase: An invitation for incoming 8th graders and their families to explore academic pathways and elective offerings. Phase 2: The Summer Bridge • Summer Bridge Program: A foundational program offered to all incoming freshmen to ease the academic and social transition to high school. • Freshman Parent Orientation: A dedicated summer session designed to partner with families and prepare them for the 9th-grade journey. Phase 3: Immersion & Support • Freshmen-Only Orientation Day: A specialized "Day One" experience dedicated to campus navigation and community building. • Small Learning Communities (The Academy): Students are placed into specialized Academies (STEM, CAL, SC) to foster a sense of belonging. All freshmen complete a Foundations Course centered on the "Waverider Way." • Cultural Grounding: All 9th graders participate in a Cultural Grounding experience (e.g., Queen Lili'uokalani Trust) to deepen their connection to place and community. • Long-Term Advisory: A multi-year advisory structure that provides students with a consistent advocate and peer group through graduation. • Proactive Intervention: To ensure early success, mandatory Parent-Teacher conferences are held for any freshman ending the first quarter with an "F." Accountable Leads: Administrators, SSC and Counselors	Transition plan for feeder school collaboration Summer Bridge Flyer 9th grade only day - agenda and schedule Parent orientation Agenda and sign in % of 9th graders passing all classes at the end of each quarter % of 9th graders failing 1 or more classes at the end of each quarter 9th grade improvement rate after Q1 parent conference for those with F's in Q1. (decrease by 10% in Q2)	☒ WSF, \$ 10,000 ☐ Title I, \$ 20,000 ☒ Grant: Gear Up \$25,000
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1.1.6. All students will have the opportunity to pursue academic engagement opportunities and competitions that align with their Academy Pathway.	Formalizing student support guarantees equitable access to the competitive and experiential learning opportunities within their chosen pathways.	Kealakehe is committed to supporting all students to learn at high levels which includes cultural experiences, industry related experiences and academic competitions related to their Academy and/or Pathway. Each Academy Lead will have a budget of \$50,000 to support Academy specific endeavours and opportunities and Academy Leads are responsible for ensuring equity in the process that reaches across all pathways of study within the Academy. This may include materials, registrations, ground transportation, travel costs, industry recognized credentials, etc. Accountable Leads: Academy Leads	Academy Lead Budget Plans Academy Opportunity Tracking Log (completed events/travel) 100% of Academy leads will maintain a tracking log	☒ WSF, \$150,000 ☒ Other: Perkins \$TBD
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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. <i>Required for all schools.</i>	We believe students attend school when they are connected to meaningful learning in smaller learning communities where they find belonging. We hope that engaging in meaningful, personalized learning pathways that promote belonging, persistence and post high success is what will increase students' desire to attend school regularly.	Kealakehe is an Academy School: All Students will be engaged in an Academy (smaller learning community) Beginning in 9th grade: • STEM • Creative Arts and Leadership (CAL) • Sustainable Communities (SC) • Certificate Track Academy (currently in the development phase) Students will select a pathway of study beginning in 10th grade. The Academy work is supported by the Advisory Structure in place, where students are assigned an Advisor that will stay with them for all four years of high school. Advisory meets twice a week and the work is focused on the school's 3 R's: • <u>Relationships</u>: strong bonds developed in Advisory • <u>Respect</u>: Social-Emotional Lessons • <u>Responsibility</u>: Developing the Personal Transition Plan (PTP) Principal, Academy/WBL Coordinator, Academy Leads, SPED DF, Advisory Teachers	Academy Handbook Academy Pathways Document PTP expectations by grade level 75% of all students in grades 9-11 will complete PTP expectations by Q4. 100% of graduating seniors will complete their PTP by Q4.	☒ WSF, \$75,000 ☒ Title I, \$ 25,000 ☒ IDEA, \$ 20,000 ☒ SPPA, \$ 100,000 ☒ Other: SAF \$500

1.2.2. All students demonstrate positive behaviors at school. <i>Required for all schools.</i>	We believe that when students are afforded a safe, supportive school environment where behaviors and necessary skills are taught, they will engage in positive behaviors at school and learning will increase.	Through the advisory structure, all students will receive instruction on behavior expectations each school year (first 2 weeks). Through the Freshmen Transition to high school course, students will learn behavior expectations and what it means to be a Waverider. All teachers will reinforce behavior expectations and respond appropriately with a responsibility centered discipline approach and will receive training for this approach. Students needing additional time and assistance with learning and displaying appropriate behavior will engage in short term interventions with the special motivation teacher. Students who have continued difficulty with displaying appropriate behavior will be paired with special programming opportunities as aligned to their needs. This may include the ILC, ALO, ALPSS or SDL programs. Accountable Leads: Freshmen Vice Principal, Guiding Coalition Members, School Counselors	Behavior Matrix and Lesson Plans for Teachers to teach the expectations 100% of classrooms will display the behavior matrix Transition to High School Syllabus RCD Training Agenda Less than 10% of our students will be receiving Ch.19 Referrals for behavior. Special Motivation Placement Tracking ILC, ALO, ALPSS and SDL placement tracking	☒ WSF, \$70,000 ☒ Title I, \$ 50,000 ☒ SPPA, \$ 70,000
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1.2.3. All students experience a Nā Hopena A'o environment for learning. <i>Required for all schools.</i>	There is a clear need to improve the climate for students at our school so students find value in their education and the time they spend at school.	Kealakehe High School operates on three pillars: 1. Safety, 2. Aloha, and 3. High Quality Teaching and Learning. These pillars are supported by the school's 3 R's: 1. Relationships (Pilina) 2. Respect (Ho'ihi) 3. Responsibility (Kuleana) Our entire staff will embody a focus on Total Well being (Safety) through: • Engaging Elective Courses that interest students and support their pathway of study • Integrated Wellness in the classroom • Engage in Stress Management PD for Educators • Pono Transitions (Advisory): Explicitly teach life skills and mental health literacy to ensure students are "community ready," not just "college ready." Our entire staff will embody Aloha through : • Daily communication and interactions • Restorative Practices • Appreciative Inquiry Our teachers will build a foundation of Pilina through the following structures: • Advisory: ○ A "school 'ohana" where students are known by name and story. ○ Students to share their Genealogy of Learning: Students share their <i>mo'olelo</i> (stories) and <i>mo'okū'auhau</i> (genealogy/background) to anchor their identity in the classroom. The Guiding Coalition will support an environment of Ho'ihi (respect) and Kuleana (responsibility) on campus by creating: • Inclusive Spaces: Campus signage and classroom decor reflect the diverse cultures of the student body and the specific <i>wahi pana</i> (sacred/celebrated places) of your community.	Nā Hopena A'o 100% of PLTs will explore a 5th question	☒ WSF, \$ 10,000 ☒ Title I, \$10,000 ☒ IDEA, \$10,000
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		• Striving for excellence with a focus on academics and post high success, they will facilitate Exhibition of Mastery through curriculum showcases, senior project presentations, and other opportunities where students defend their learning to a panel of teachers and community members. Our Academies, Student Activities Coordinator and Club Advisors will build a foundation for Kuleana and a Sense of Hawaii by: • Integrating Service Learning - "community kuleana" projects into the curriculum • Creating systems for peer mentorship (Ambassadors) where upperclassmen mentor freshmen, passing down the "breath" of the school. • 'Āina-Based Learning • Place-Based Curriculum Our Teachers in Professional Learning Teams will explore a 5th question to support Nā Hopena A'o : • How does this lesson/assessment strengthen our students' sense of BREATH (Belonging, Responsibility, Excellence, Aloha, Total Well-being, and Hawai'i)? Accountable Leads: All Staff are accountable for providing a Nā Hopena A'o learning environment for students		
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1.2.4. All Students will have the opportunity to engage in High School Athletics.	High school athletics are a powerful vehicle for achieving Goal 1.2, as they provide a structured environment where students move beyond the classroom to practice the core values of Nā Hopena A'o which support behavior and a desire to attend school.	High school athletics provide a culturally grounded sanctuary where students develop a deep sense of belonging and responsibility. The Athletics department is historically underfunded and additional school funds will be allocated to support athletics to provide the following for students: • Integrating the HĀ framework into competitive play, to ensure every student-athlete thrives in a nurturing environment that mirrors the values of our community and promotes total well-being. • Create a sense of Belonging through <i>Pilina</i> (Relationships) with teams providing a nurturing social safety net essential for mental well-being and academic persistence at school. • Cultivating Coaches as key cultural mentors, utilizing traditional values like Aloha and Kuleana to teach discipline and conflict resolution in a way that resonates with a student's identity. • Offering a "safe-to-fail" arena where students learn to navigate high-pressure challenges (Excellence/Kela) within a supportive, supervised framework. • Foster strong Community Connection to bridge the gap between school and the <i>wahi pana</i> (community), that allows for a deep Sense of Place and Pride that anchors students to their education. Accountable Lead: Principal and Athletic Director	Athletics Participation Rosters 100% of Coaching Plans will include intentional <i>Pilina</i> 100% of Students will Student exit surveys for each sport participation	☒ WSF, \$ 100,000 ☒ Other: SAF \$TBD
1.2.5 All Students will have the opportunity to engage in cultural programs and develop a sense of place.	Our comprehensive cultural programs are a vital component of our school that creates a sense of community for our diverse student body and strengthens our school community and sense of belonging.	Kealakehe High School offers a diverse menu of courses to engage students with opportunities to develop global perspectives. • Our Polynesian Program engages students in culturally relevant experiences that foster cultural awareness, appreciation, and respect for diverse global identities. • Our multi level Hawaiian Language Program and Hawaiian culture courses engage students in place based learning. • Our school also offers unique upper level social studies electives; multi level global languages; and diverse AP language assessments. • Our English Language program offers multi level support for EL learners and cultural celebrations to engage our school community in developing global citizenry where students gain the skills to be responsible, informed members of the world.	Student Survey: 75% of students who participate in the survey will express a positive sense of belonging.	☒ WSF, \$ 10,000 ☒ Title I, \$10,000 ☒ Title III \$10,000

★ **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. <i>Required for all schools.</i>	Our Kealakehe Complex schools are working to provide K-12 Academy Pathway exposure starting in elementary school. At the high school, our focus is to ensure all seniors have the opportunity for Work Based Learning (WBL) with both on and off campus options available for all students.	Project-Based Learning: - Academies will work together in cross-curricular teams to plan units addressing real-world policy issues. Work Based Learning Opportunities will be available to all Seniors: - Diploma Track (off campus and on campus) - Internship or work-based learning opportunity for off campus options. 4th year CTE pathway courses - Industry certifications - Ongoing partnerships with community mentors - Certificate Track (on campus training centers): - Auto Detailing - Grounds and Maintenance - Safety & Security - Coffee Shop - School Store - Students select one of four specialized pathways to complete their capstone requirement. Regardless of the path chosen, all students must deliver a final presentation to an authentic audience. - Work-Based Learning (WBL) - AP Research (must have pre-req) - Integrated Project:: Advanced coursework aligned projects with a content mentor. - Senior Launch: A career-aligned course where students address a specific community issue or project and become for post high life. College and Career Experiences - Early College - Certifications (stand alone or college) - Career Fairs and Guest Speakers - College Visits	PBL Plans WBL Google Site and WBL Contracts 100% of students engaging in WBL will have completed WBL contract. Industry credential attainment rates. 90% of students who attempt the OSHA10 credential will attain it. Certificate Track Learning Centers Google Site 100% of students in the certificate academy will have an opportunity to gain WBL experience in a learning center. Senior Capstone Presentations 100% of graduating seniors will complete a Capstone presentation.	☒ WSF, \$50,000 ☒ Title I, \$ 50,000 ☒ IDEA, \$50,000 ☒ Other: WBD \$TBD

		Civic Engagement • Participation in voter registration drives (eligible students). • Student Body Government and `Ohana Council Accountable leads: Academy/WBL Coordinator, CTE Coordinator, Academy Leads, Student Activities Coordinator.	SBG training and events calendar	
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.	Each year, many freshmen enter high school lacking reading and math skills needed to succeed in high school coursework aligned to career pathways.	Kealakehe is committed to K-12 Alignment Annual vertical articulation meetings with feeder middle schools to address: 1. Increase opportunities for vertical articulation around curriculum and programs in each level (elem, middle, high) 2. Shared review of 8th grade data for placement in high school courses (spring). 3. Design Transition Needs a. Incoming student readiness profile created before school starts (attendance, math placement, reading level). b. Determine incoming students for Waverider Learning Center needs in order to have this in place in Qtr. 1 of freshmen year. 4. Review SPED Caseload and needs/ Set up Transition meetings 5. Review EL Caseload and needs/ Set up Transition meetings 6. Promote High School Registration and plan MS Visits for HS tour and information sessions. 7. Promote Registration and attendance in the Summer Bridge program. Accountable Leads: 9th grade Vice Principal, SPED DF and EL DF/Coordinator.	Feeder School Articulation Schedule and meeting agenda/notes EL and SPED Transition Meeting Schedule Registration Tour Schedule Summer Bridge Flyer 50% or more incoming freshman will attend the summer bridge program.	☒ WSF, \$ 10,000 ☒ Title I, \$10,000 ☒ Grant Gear Up \$ 10,000
1.3.3 All students graduate high school with a personal plan for their future.	All Students need to be engaged in meaningful high school pathways to support post high success.	All Students will build a Personal Transition Plan(PTP) beginning in 9th grade (HS graduation requirement). All Seniors will complete a Senior Capstone to include either a Work Based Learning (WBL) experience/course or a Senior Project Course. (commencement participation requirement) Accountable Lead: Academy/WBL Coordinator and Senior Project Teacher(s)	PTP tracking WBL Course Enrollment Senior Launch Course Enrollment 100% of seniors will be enrolled in either a WBL or Senior Launch course	☒ WSF, \$5000 ☒ Title I, \$5000 ☒ IDEA, \$5000



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 Educators will receive appropriate Professional Development and Coaching.	Assessment data has not been consistently gathered, analyzed, or monitored to ensure modifications of instruction and curriculum is resulting in students achieving proficiency in academic standards. Failure rates in classes across content areas continue to be high. Scores In Math and Science are far below state proficiency rates • Math 22.3% (state: 41.4%) • Science 28.8% (state: 42.9%) Teachers have also expressed a need for PD in various areas.	Teachers need targeted Professional Development on (and time to plan for implementation): • Professional learning Communities: ○ A Shared Foundation for the work to include clarity on the Three Big Ideas: A collective commitment to a Focus on Learning, a Collaborative Culture, and a Results Orientation. ○ Action Orientation: A shift from talking about ideas to implementing them, analyzing the results, and adjusting practice immediately. ○ Agreement on the fundamental purpose of the school and the specific goals the team is working toward. ○ Team Norms: Clearly defined expectations for how the team will behave and handle conflict. ○ The Four Critical Questions: A disciplined focus on answering: 1. What do we want students to learn? (Essential Standards) • How will we know if they've learned it? (Common Formative Assessments) • What will we do if they don't learn it? (Systematic Intervention/RTI) • What will we do if they already know it? (Extension/Enrichment) ○ The Guiding Coalition: training for the leadership team in order for the team to provide resources,	PD Plan (calendar) 100% of teachers and instructional staff will engage in Professional Development 100% of school level leaders will engage in Professional Development PD Agendas and evaluations Classroom Walkthrough data on implementation 100% of classrooms will be visited at least quarterly	☒ WSF, \$20,000 ☒ Title I, \$ 60,000 ☒ IDEA, \$ 20,000



PRIORITY 2: High-Quality Educator Workforce In All Schools

		remove barriers, and communicate the "why" behind the work • (Tier 1) Core Instructional Practices: ○ Student Engagement: Clarify the definition of student engagement and develop a process of collecting data and/or evidence to increase student engagement and its impact on learning. ○ Visible Learning: ■ Teacher Clarity and other VL Strategies ■ Learning Targets & Success Criteria ■ Giving Feedback ○ Strong Lesson Structure ○ Scaffolding ○ Reciprocal teaching ○ Co-Teaching ○ Quarterly Math at work PD and coaching ○ Instructional and Leadership Coaching • Academies: National Career Academies Coalition (NCAC) • Project-Based Learning (PBL): ○ PBL Foundations ○ Scaffolding in PBL • English Language Learners ○ Sheltered Instruction ○ Language Acquisition • Special Education & IEP Integration: ○ Differentiated Lesson Design ○ Inclusion Strategies for Gen Ed Teachers • Student Behavior Management: ○ Responsibility Centered Discipline ○ Classroom management: ○ Routines and Expectations ○ Relationships ○ Cultural Awareness ○ De-escalation ○ Behavior Standards (Matrix) ○ MTSS/Behavior Academies • Managing Stress:		
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PRIORITY 2: High-Quality Educator Workforce In All Schools

		○ Resiliency and socio-emotional skills to communicate and collaborate more effectively as educators. (ie: Teaching Well) ○ New Teacher Mentorship Accountable Leads: Principal, Vice Principals		
2. 2. 1 All Educators will receive dedicated time to operate as a professional learning community with time for quality collaboration and co-planning.	Assessment data has not been consistently gathered, analyzed, or monitored to ensure modifications of instruction and curriculum is resulting in students achieving proficiency in academic standards. Failure rates in classes across content areas continue to be high. Scores In Math and Science are far below state proficiency rates ● Math 22.3% (state: 41.4%) ● Science 28.8% (state: 42.9%)	Teachers need consistent opportunities to engage as a Professional Learning Community (PLC): ● Weekly PLT meetings to address the Four Critical Questions. ● Twice Monthly (alternating weeks) Academy Meetings for cross- Curricular collaboration and efficacy building; And to plan Academy Rituals and Events. ● Twice Monthly (alternating weeks) MTSS Meetings to address student needs with actionable plans. ● Monthly Guiding Coalition meetings ● Quarterly Teacher Externships and/or Community Partner Collaboration ● Yearly Feeder School Collaboration around transition ● Regular opportunities for instructional coaching Accountable Leads: Principal, Vice Principals, Guiding Coalition	Meeting Plan (Schedule) 100% of Teachers/Counselors will engage in the PLC Process as a member of a PLT PLC Meeting Notes: ● Unit Plan ● TACA ● Data Sheet Academy and MTSS agendas and notes/plans Guiding Coalition Agendas/Notes Externship Tracking Middle/HS Alignment collaboration notes Coaching Plans	
2.3.1 All Educators will receive dedicated time co-planning focused on scaffolding lessons for all students; special populations and project	Teachers need to work together to plan integrated, scaffolded lessons that are accessible to all students..	Teachers need dedicated time for Co-Planning to address: ● Regular Content Lesson Planning to build scaffolds and create differentiated lessons to meet the needs of all students (PLT) ● IEP/EL Shared Planning Time for Sped Teachers and Gen Ed. Teachers	Content Lesson Plans 100% of teachers will develop lesson plans Co-Planning Notes	



PRIORITY 2: High-Quality Educator Workforce In All Schools

based learning integration.		PBL planning with core content and CTE teachers Accountable Leads: Principal, Vice Principals, Guiding Coalition	100% of co-teaching pairs will have meeting time to co-plan PBL Plans 10% of Teachers will attempt at least one integrated PBL project	
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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>
3.1.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. <i>Required for all schools.</i>	Membership and commitment has been hindered by a lack of clarity regarding the SCC's purpose to advise the Principal on school improvement to ensure the needs of all students are addressed.	Support Continued Engagement and Increased Awareness around the School Community Council's Purpose: - Utilize the School's Website (SCC Page) to increase awareness and transparency around the SCC's roles, responsibilities and impact to include meeting dates, agenda, and minutes. - Boost attendance for SCC Community Meetings with high-value student and family input opportunities and provide a free dinner for attendees. - Hold elections for the next open term on the SCC (sy27-28) in the spring of 2027. Accountable Leads: Principal and SCC Chair	Website: Regular SCC Board Agendas and Meeting Minutes Sign in Sheets for Community Meetings #1 and #2 Election Flyers/ Announcements	☒ WSF, \$ 4000 ☒ Title I, \$ 6000 (website) ☒ Other: SAF \$1000 (meals for community meetings)

★ 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>
3.1.2 Families and Community Members are engaged and informed about school wide instructional programming and support available to students; and are connected with school leadership in a positive and meaningful way to support school success.	There are not enough opportunities for families to connect in order to cultivate a culture of waverider success and pride.	Employ a PCNC to support family and community engagement at Kealakehe High School. Support Continued Engagement and Increased opportunities to connect and cultivate: "Pizza with the Principal" - A Summer Meet and Greet for incoming 9th graders (and students new to our school in grades 10-12) - Quarterly Principal Coffee Hours for parents/guardians from 8am to 9am - Quarterly Academy Talk Story opportunities for Families & Community Members prior to scheduled Advisory Board Meetings - Create a parent community networking center for the PCNC. Accountable Leads: Principal, PCNC, and Academy/WBL Coordinator.	School wide event calendar RSVP and/or Sign in Sheets for all events	☒ WSF, \$500 (Coffee Hours) ☒ Title I, \$1000 (Academy Talk Story) ☒ Other: SAF \$500 (pizza with principal)

APPENDIX A: SCHOOL COMMUNITY COUNCIL 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 **Kealakehe 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 **Feb 27, 2026** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Mar 23, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☒ A School Community Council Meeting was conducted **Apr 6, 2026** A School Community Council Meeting was conducted **Apr 6, 2026** to review draft Academic Plan and Financial Plan and share and recommendations; and sign assurances..
 - ☒ 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.
4. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
5. 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.

6. This school plan was adopted through consensus or by vote by the School Community Council on: **Apr 6, 2026**

Attested:

Kealakehe High School Principal	Signature	Date
Kori Takaki	 Kori Takaki (Apr 14, 2026 08:00:05 HST)	Apr 14, 2026
SCC Chairperson	Signature	Date
Raina Sawada	 Raina Sawada (Apr 14, 2026 07:55:00 HST)	Apr 14, 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:
Suggestion(SP): Add the possibility of an influx of kids from Konawaena to Kealakehe. Even if it's not planned at this point by DOE, I imagine the enrollment will grow, and I don't feel we have the number of teachers or staff needed to accommodate.	I don't know what that looks like or where exactly it would go into the academic plan, but I'd still like to bring it up.	Staffing due to increased enrollment is managed through financial plan adjustments. As enrollment fluctuates, our funding is reconciled on a per-pupil basis; this results in an increase in funds if enrollment rises or a reduction if it decreases. Staffing adjustments are handled internally. The academic plan remains focused on our three core priorities regardless of student volume; it defines the specific programs and support we offer and provide.

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

N/A

Attested:

SCC Chairperson	Signature	Date
Raina Sawada	Signature:  Raina Sawada (Apr 14, 2026 07:55:00 HST)	Apr 14, 2026

Email: raina.sawada@k12.hi.us

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>	1,090
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement
Kealakehe High School Bell Schedule: 📄 Kealakehe High Bell Schedule FINAL Approved for sy26-27	