



KOHALA MIDDLE SCHOOL

Academic Plan

SY 2024-2025

53-4155 Akoni Pule Highway, Kapaau, Hawaii 96755
 (808) 313-6800
<https://www.kohalams.org/>

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

Submitted by Principal Trisha Sanborn	
<i>Trisha Sanborn</i>	4.15.24

Approved by Complex Area Superintendent Janette Snelling	
<i>Janette Snelling</i>	APR 15 2024



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

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

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

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

Grade Level / Course Name	English Language Arts	Mathematics	Science	Social Studies
6th Grade	Amplify	iREADY	Kessler	
7th Grade	Amplify	iREADY	Kessler	
8th Grade	Amplify	iREADY	Kessler	

SCREENING ASSESSMENTS

This section highlights school-administered universal screeners designed to quickly identify the needs of students in **Kindergarten through Grade 9** who may require additional academic support.

Please utilize the dropdown list to identify the universal screener(s) used for English Language Arts and Mathematics and specify the grade



level or course name. If "Other" is selected, please manually identify the universal screener.

To add additional information, please insert a new row and/or duplicate the dropdown list as needed.

Grade Level / Course Name	English Language Arts	Mathematics
Grade 6	iReady ▾	iReady ▾
Grade 7	iReady ▾	iReady ▾
Grade 8	iReady ▾	iReady ▾



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(s) for those needs and gaps, as identified in one or more of the following:

- Current Comprehensive Needs Assessment (CNA)
- Current Western Association of Schools and Colleges (WASC) Schoolwide Growth Areas for Continuous Improvement Last Full Self-Study: 2019], Next Full Self-Study: 2025 (Can check this box only if WASC completed SY 2022-2023)

Please identify critical student learning needs and the root/contributing cause(s) 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?”

To identify additional critical student needs, please insert a new row and duplicate the “Student Need” and “Root/Contributing cause(s)” text as needed. Please number the student need and root/contributing cause(s) for ease of cross-referencing.

- | | |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <p><u>Student Need:</u> Effective Systems to Address All Student Needs</p> <p><u>Root/Contributing cause(s):</u> Weak RTI systems in place prior to 23.24 sy. Lack of clarity in what students are learning and proficiency scales to indicate if they have mastered the concept/skill. Students lack an understanding of the relevancy of what they are learning.</p> |
| 2 | <p><u>Student Need:</u> Improved Teacher Practices to Properly Address Student Academic Needs</p> <p><u>Root/Contributing cause(s):</u> Core instruction not aligned from one grade level to the next in previous years</p> |
| 3 | <p><u>Student Need:</u> Improved Teacher Practices to Properly Address Student Social Emotional Development</p> <p><u>Root/Contributing cause(s):</u> Students do not always know what positive, productive, and healthy behaviors look like. Students lack skills to manage feelings. Students struggle with expectations from one level to the next, which is evident in maladaptive behaviors</p> |
| 4 | <p><u>Student Need:</u> Evidence Based Instructional Strategies For English Learner and Special Education Students</p> <p><u>Root/Contributing cause(s):</u> EL Students - Lack of opportunity for EL students to engage in student discourse for sufficient periods of time in all classrooms. SPED Students - Lack of differentiated instruction limits access to general education curriculum.</p> |



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

To add additional subgroups, please insert a new row and duplicate "Targeted Subgroup" and "Identified Student Need(s)" text as needed.

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|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Targeted Subgroup: English Learners
Identified Student Need(s): Proficiency of identified English Learners (high needs) are below the overall proficiency on SBA Math (23%). |
| 2 | Targeted Subgroup: IDEA
Identified Student Need(s): Proficiency of identified IDEA (high needs) students are below the overall proficiency on SBA Math (23%). |



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 Outcomes <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 (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
<p>Reading Proficiency</p> <p>All students read proficiently by the end of eighth grade, and those who do not read proficiently receive necessary and timely support to become proficient.</p>	<p>1 and 2</p>	<ol style="list-style-type: none"> 1. Strengthen Core Instruction via - agreed upon guaranteed and viable curriculum, identifying 6-8 priority standards per grade level, ensuring priority standards addressed sufficiently in pacing guides, creating Common Formative Assessments for each priority standard 2. Using assessments (iREADY diagnostic/CFAs) to identify students for RTI supports 3. Refine/Modify RTI system for Tier 2 students 4. Refine/Modify RTI system for Tier 3 students 5. Create seamless system to change schedules to meet student needs 6. Adjust the school schedule to create a specific time block for RTI to guarantee timely intervention for Math, Reading, and all subjects 	<p>iREADY Diagnostic scores - 80% of students meet typical growth scores</p> <p>CFA data</p> <p>grades</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$ 10,000</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: __, \$</p> <p><input type="checkbox"/> Other: __, \$</p>



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<p>Mathematics Proficiency</p> <p>1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient receive necessary and timely support to become proficient.</p>	<p>1 and 2</p>	<ol style="list-style-type: none"> 7. Strengthen Core Instruction via - agreed upon guaranteed and viable curriculum, identifying 6-8 priority standards per grade level, ensuring priority standards addressed sufficiently in pacing guides, creating Common Formative Assessments for each priority standard 8. Using assessments (iREADY diagnostic/CFAs) to identify students for RTI supports 9. Refine/Modify RTI system for Tier 2 students 10. Refine/Modify RTI system for Tier 3 students 11. Create seamless system to change schedules to meet student needs 12. Adjust the school schedule to create a specific time block for RTI to guarantee timely intervention for Math, Reading, and all subjects <p>Accountable leads: Academic Coach - Chyler Imai, Math Team - Lisa Bott, Brandon Pollard, Kealii Carvalho, Kim Andersen, Registrar - Wendy Nickl</p>	<p>iREADY Diagnostic scores - 90% of students meet typical growth scores</p> <p>CFA data</p> <p>grades</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ 10,000 <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$
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<p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p> <p><i>Required for all schools.</i></p>	<p>41</p>	<ol style="list-style-type: none"> 1. Data Analysis/Sharing/Action Planning for Individual Students with all instructional staff (e.g. Teachers/Educational Assistants) 2. Professional Development on Effective Evidence Based Instructional Strategies for EL and SPED Students (e.g. student discourse, differentiation, co-teaching) 3. Monitoring of Schoolwide Practices with Feedback Given To Teachers/Teams 4. Strengthen Professional Learning Teams <p>RTI block time to offer extensions to learning as well as remediation. Use of PBL</p> <p>Accountable leads: Academic Coach - Chyler Imai, English Learner Coordinator - Kekai Coakley, Special Education Teachers - Renee Bautista (Department Head/Student Services Coordinator, Sheri Preston, Kim Andersen, Other)</p>	<p>Classroom Visits - School-wide Practices (e.g. visible Learning Targets and Success Criteria, student discourse, differentiation)</p> <p>Student data - grades, iREADY scores</p> <p>EL and IDEA students will show a proficiency increase by 25%</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ 2,000 <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input checked="" type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$
<p>1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.</p> <p><i>Required for all schools.</i></p>	<p>3</p>	<ol style="list-style-type: none"> 1. Transition from Elementary to Middle School - Summer Bridge Program, Parent Orientation 2. Transition from Middle School to High School - High School Orientation @ KMS, High School Orientation/Tour/Registration @ KHS 3. Transition for New Students - Summer Bridge Program, Parent Orientation, Student/Parent Tour, Student Buddy System 4. Our 5th grade teachers give information to 6th grade teachers about rising students, including accommodations in place and suggested groupings. - recommend a similar process for 8th graders entering high school. <p>Accountable Leads: Principals, Wendy Nickl, Registrar, Chyler Imai, Academic Coach/Counselor, Renee Bautista, Student Services Coordinator/Officer of Student Affairs</p>	<p>Summer Bridge Survey - 50% of incoming 6th graders participate in the program</p> <p>New Student Survey (for 6th grade and students new to the school)</p> <p>Panorama Data (fall)</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input checked="" type="checkbox"/> Grant: Gear Up <input type="checkbox"/> Other:





★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment

Desired Outcomes <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 (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
<p>1.2.1. All students desire to and attend school regularly.</p> <p><i>Required for all schools.</i></p>	<p>3</p>	<ol style="list-style-type: none"> 1. Professional Development for Teachers on Creating a Sense of Belonging 2. Implementation of schoolwide strategies to improve sense of belonging for all students 3. Create an Attendance Team 4. Schedule Regular Meetings and Protocol for Identifying and Addressing Student Attendance Concerns 5. Use Safe Adult, Counseling, Parent Meetings, Home Visits, Adjustments in Student Program to Encourage Attendance 6. Outline Clear Consequences for Non-Attendance with Staff/Families 7. Students are excited to attend and participate in intramural sports offered during lunch recess. 8. We should do Hale collaboration days where at least once a month teachers do a group activity as a Hale (during advisory) 9. We should offer extensions as part of the RTI block that students want to participate in. <p>Accountable Leads: Trisha Sanborn, Principal, Chyler Imai, Counselor, Renee Bautista, Officer of Student Affairs, Wendy Nickl, Registrar, Luanna Victorino, Attendance Clerk</p>	<p>Attendance Records - 90% of students attend school 90% or more days of instruction</p> <p>Panorama Data</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$



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<p>1.2.2. All students demonstrate positive behaviors at school.</p> <p><i>Required for all schools.</i></p>	<p>.3</p>	<ol style="list-style-type: none"> Continue advisories that address school rules, rewards, consequences Continue to embed SEL lessons in advisories Use Panorama to identify areas of need and create school SMART goal Professional Development for teachers on strategies to address SMART goal Monitor progress through the Panorama Strengthen MTSS processes at the school Continue Tier 2/3 Classroom - HAWK Academy Create systems for students to move from Tier I supports to Tier 2 and 3 (e.g. individual entrance and exit criteria for students when situations arise) We created schoolwide rules (HAWKS), working on common classroom rules. <p>Accountable Lead: Trisha Sanborn, Principal, Renee Bautista, Officer of Student Affairs, Behavior Health Specialist, Chyler Imai, Counselor</p>	<p>Referral Data- C/D offenses decrease by 10%</p> <p>Tier 1 PLT Meeting Minutes</p> <p>HAWK Academy Data</p> <p>100% of classrooms have classroom HAWK expectations posted</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$
<p>1.2.3. All students experience a Nā Hopena A'o environment for learning.</p> <p><i>Required for all schools.</i></p>	<p>3</p>	<ol style="list-style-type: none"> Continue to use HAWK School Wide Expectations as a framework for all learning/support. Professional development refresher on Na Hopena A'o. Select focus for HA for the year that would meet needs presented in school data. Restorative practices are used by counselors. (Ho'oponopono) Restorative Justice <p>Accountable Lead: Chyler Imai, Counselor, Behavior Health Specialist</p>	<p>Panorama - student sense of belonging increases by 10% over the course of the year</p> <p>SQS</p> <p>School Surveys</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$



★ GOAL 1.3 All students' graduate high school prepared for college and career success and community and civic engagement

Desired Outcomes <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 (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</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>	1	<ol style="list-style-type: none"> 1. Continue to embed learning opportunities around these areas in advisory 2. Provide field trips to colleges and viable industry currently available to a small percentage of students, suggest it be made available to ALL students. 3. Work with Gear Up to provide opportunities through the grant 4. Work with College For Every Student 5. Utilize resources from Hawaii p20 6. Provide CTE courses for students aligned to the pathway offerings from the high school 7. Embed ClimbHI activities in advisory <p>Accountable Lead: Chyler Imai, Counselor, Wendy Nickl, Registrar</p>	Student Surveys Calendar of Advisory Lessons - 10% of advisory lessons are on career exploration 100% of students will attend a career fair Calendar of Events	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$



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<p>K-12 Alignment</p> <p>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.</p>	<p>2</p>	<ol style="list-style-type: none"> 1. Create a Response to Intervention system for ELA classes 2. Refine RTI system for math classes (working toward all classes) 3. Determine how to address Tier 2 needs for all students in ELA and math 4. Use PLT time to progress monitor individual students using iREADY diagnostic and Common Formative Assessments 5. Provide an array of CTE classes aligned to the high school course offerings <p>Accountable Lead: Team Leads</p>	<p>iREADY Diagnostic</p> <p>CFAs</p> <p>SBA's</p> <p>100% of 8th grade students receive high school orientation and registration support</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$
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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 Outcomes <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>Please estimate the additional amount needed to execute the enabling activity.</i>
All staff will engage in the PLC process to ensure high quality instruction using the four critical questions as the road map for student success.] Add Provide training to teachers that will result in	1 and 2	[Academic]; All teacher teams will develop: <ul style="list-style-type: none"> • Quarterly Unit plans, • Identifying and agreements of priority standards • proficiency scales • Pacing of Priority Standards • Student success criteria • learning targets • Collaboration in Professional Learning Teams in and outside of official meetings. Behavior: All teachers will implement Tier 1 behavioral strategies:	Permanent products - agendas, unit plans, priority standards, etc. Classroom Visits - observable evidence Tier 1 PLT minutes	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ 10,000 <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$



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<p>credits to reach SIQ designation</p> <p><i>Complex Required for all schools.</i></p>		<p>Accountable Leads: Trisha Sanborn, principal, Chyler Imai, Academic Coach, Renee Bautista, Student Services Coordinator, Team Leads</p>	<p>100% of teachers will participate in an academic and behavioral PLT - at least once a week</p>	
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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 Outcomes <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>Please estimate the additional amount needed to execute the enabling activity.</i>
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. <i>Required for all schools.</i>	1	<ol style="list-style-type: none"> 1. Continue to use the SCC to review school data. 2. Review Comprehensive Needs Assessment, Financial Plan and Academic Plan with SCC. 3. Use SCC as a decision making partner for school practices 4. Enlist SCC support in event planning 5. Need a Parent Community Network Coordinator <p style="margin-top: 10px;">Accountable Lead: Trisha Sanborn, Principal, Mana Pasco, Pili Pa'a</p>	SCC Meeting Minutes SCC Evaluation 80% overall positive ratings on SCC self-assessment survey	<input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: ____, \$ <input type="checkbox"/> Other: ____, \$





APPENDIX: SCHOOL BELL SCHEDULE

Pursuant to [Hawaii Revised Statutes Section 302A-251](#), as well as the current Hawaii State Teachers Association (HSTA) 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 Kohala Middle School current bell schedule(s) and total student instructional hours per year. To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided [bell schedule tool](#).

Total student instructional hours per year (*Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours*) 1285

Did your school submit a SCC Waiver Request Form? Please explain. No

Bell Schedule: https://docs.google.com/spreadsheets/d/1BW6MksRHo82cOkcBCmeCjmPk1FGSONgFFpYIE_cFqUo/edit?usp=sharing