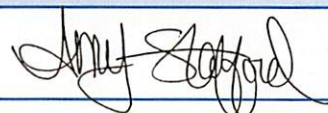
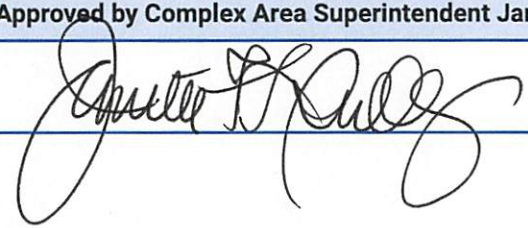


Kohala High School Academic Plan SY 2024-2025

54-3611 Akoni Pule Hwy.
Kapaau, HI 96755
(808) 313-6700
<http://www.kohalahs.org>

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

Submitted by Principal Amy Stafford	
	3/27/24

Approved by Complex Area Superintendent Janette Snelling	
	APR 12 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
9	SAVAAS - My Perspectives			
10	SAVAAS - My Perspectives			
11	SAVAAS - My Perspectives			
12	SAVAAS - My Perspectives			
Alg. 1		Amplify DESMOS		
Geometry		HIDOE state curriculum		
Alg. II		HIDOE state curriculum		



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
9	STAR ▾	STAR ▾
10	STAR ▾	STAR ▾
11	STAR ▾	STAR ▾
12	STAR ▾	STAR ▾



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)

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 Student Need: Increase student achievement in ELA, Math and Science

Content Area	All Students	EL	SPED	Disadvantaged
ELA	56%	0%	0%	55%
Math	7%	0%	0%	10%
Science (SY 21-22)	19%	-	0%	22%

- Root/Contributing cause(s):**
- 1A) Inconsistent process to examine data and plan for interventions or extensions of learning
 - 1B) Varying levels of planned differentiation and small group instruction, particularly for SPED and EL subgroups
 - 1C) Varying levels of implementation of rigorous, standards based instruction, assessment and grading practices



2 **Student Need:** Implement a schoolwide attendance system that meets the needs of all students

Chronic Absenteeism

20-21	21-22	22-23
32%	53%	39%

Root/Contributing cause(s):

- 2A) Inconsistent and reactive implementation of attendance procedure
- 2B) Students do not see the value or meaning behind what they are learning

3 **Student Need:** Implement a college and career continuum that prepares all students for postsecondary opportunities

Root/Contributing cause(s):

- 3A) Inconsistent implementation of schoolwide procedures, processes and expectations for learning and behavior
- 3B) Uneven implementation of the college and career continuum
- 3C) Lack of alignment among and between departments



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.

1 **Targeted Subgroup:** English Language Learners (EL)
Identified Student Need(s): Increase academic proficiency in ELA and Math

	ELA Proficiency		Math Proficiency	
	21-22	22-23	21-22	22-23
All students	55%	56%	9%	7%
English Learners	25%	0%	0%	0%

2 **Targeted Subgroup:** Special Education (SPED)
Identified Student Need(s): Increase academic proficiency in ELA and Math

	ELA Proficiency		Math Proficiency	
	21-22	22-23	21-22	22-23
All students	55%	56%	9%	7%
SPED	30%	0%	0%	0%



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 and Name of Accountable Lead(s) <i>"How will we achieve the desired outcome?"</i> <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>
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One-Year Academic Plan SY 2024-2025

<p>Reading Proficiency</p> <p>All students read proficiently and those who do not read proficiently receive necessary and timely support to become proficient.</p>	<p>1A, 1B, 1C</p>	<p>E.A. 1.1.2 (1) Implement department and/or school wide research based, high impact instructional practices that are aligned to the standards and support all students in all classes. <i>[Administration, Guiding Coalition]</i></p> <p>E.A. 1.1.2 (2) Intentionally and consistently monitor the implementation of schoolwide procedures to ensure coherency in classroom instructional practices and consistency of standards based teaching practices <i>[Administration, Guiding Coalition]</i></p> <ul style="list-style-type: none"> a) Clearly articulate and post learning targets and success criteria in all classrooms b) Align lessons to the learning target and content area priority standards c) Align lessons and assessments to CCSS DOK levels d) Differentiate lessons based on readiness levels and other barriers that limit student access to grade level content <p>E.A. 1.1.2 (3) Implement a multi-tiered system of support for academics that is timely and effective <i>[Intervention coordinators, MTSS committee, SSC]</i></p>	<p>Classroom walkthrough data</p> <p>Universal Screener data</p> <p>Bi-monthly data team meetings</p> <p>Pacing guides and unit plans</p> <p>GC & PLC agendas and minutes</p> <p>Kohala High School's ELA SBA proficiency scores will increase to 65%.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$6,000 <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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One-Year Academic Plan SY 2024-2025

<p>Mathematics Proficiency</p> <p>All students are proficient in mathematics by the time they graduate, and those who are not proficient receive necessary and timely support to become proficient.</p>	<p>1A, 1B, 1C</p>	<p>E.A. 1.1.3 (1) Monitor the progress of student achievement on a regular basis through weekly math PLT meetings and adjust instruction for support and/or advancement of learning. <i>[Math department, Administration]</i></p> <p>E.A. 1.1.3 (2) Provide timely and effective support for students who are below proficiency levels based on current data. <i>[Math department, intervention coordinators, MTSS committee, SSC]</i></p> <ul style="list-style-type: none"> a) Project based alternative math workshop classes b) Inclusion and/or intervention blocks c) Differentiate lessons based on readiness levels and other barriers that limit student access to grade level content <p>E.A. 1.1.3 (3) Monitor the implementation of grade level, standards based teaching practices <i>[Administration, Guiding Coalition]</i></p> <ul style="list-style-type: none"> a) Align lessons to the learning target and content area priority standards b) Align lessons and assessments to CCSS DOK levels c) Provide lessons that require problem solving, collaboration and/or the possibility of multiple paths to achieve the same answer 	<p>PLT agendas and minutes</p> <p>Universal Screener data</p> <p>Bi-monthly data team meetings</p> <p>Classroom walkthrough data</p> <p>Pacing guides and unit plans</p> <p>Kohala High School's Math SBA proficiency scores will increase to 25%.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$8,000 <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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One-Year Academic Plan SY 2024-2025

<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>1A, 1B, 1C</p>	<p>1.1.4 (1) Design instructional units that require students to spend the majority of the class engaging in discourse that is focused on the academic content.</p> <ul style="list-style-type: none"> a) Planned strategies for student discourse integrated in daily lessons b) Peer and administration classroom walkthrough data to determine effectiveness and professional development needed <p>1.1.4 (2) Clearly explain ELD programming and schoolwide academic expectations to families</p> <ul style="list-style-type: none"> a) Provide an interpreter and family “talk story” sessions during registration days to learn how we can better support our EL population b) Partner with the community school representative to develop a process to connect to EL families c) Provide opportunities for teachers to learn more about the culture and traditions of EL families <p><i>[EL coordinator, EL teacher, intervention coordinators]</i></p>	<p>Classroom walkthrough data</p> <p>Peer walkthrough data</p> <p>Universal Screener Data</p> <p>Based on quarterly classroom walkthrough data, EL students will be engaged in academic discourse the same amount of time (or more) as their English speaking peers.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$3,000 <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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One-Year Academic Plan SY 2024-2025

<p>1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.</p>	<p>3A, 3C</p>	<p>1.1.5 (1) Provide incoming freshmen with activities, programs and classes that support a successful transition to high school.</p> <ul style="list-style-type: none"> a) Provide a summer bridge program that introduces students to the high school Academy pathways and core content b) Conduct a 2 day freshman kick off during the summer to provide a time of bonding with classmates, meet school staff, tour the campus and learn more about high school expectations for learning and behavior c) Provide a freshman orientation night for students and their families to share information about high school programs and requirements and tour the school d) Implement a curriculum in Transition to HS classes that provides organizational, emotional and academic support while students learn more about themselves, their interests and their challenges. <p><i>[Transition to HS teacher, counselor, registrar, Gear Up Coordinator]</i></p>	<p>Report card grades</p> <p>Bi-monthly data team meetings</p> <p>Weekly PLT meeting agendas and minutes</p> <p>100% of 9th grade students at Kohala HS will be enrolled in a Transition to HS class with 96% or more being promoted to 10th grade on time.</p>	<ul style="list-style-type: none"> <input 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 type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input checked="" type="checkbox"/> Other: Gear Up \$7,000
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★ 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>2A, 2B</p>	<p>1.2.1 (1) Implement effective Tier 1 instructional and behavioral strategies that support an increase in students' desire to come to school.</p> <ul style="list-style-type: none"> a) Build and sustain strong student/teacher relationships b) Provide real world, hands on and culturally relevant learning opportunities in classes c) Consistent implementation of schoolwide learning and behavioral expectations so all students feel safe on campus <p>[Administration]</p> <p>1.2.1 (2) Consistently monitor student attendance and provide timely follow up per school wide policies and procedures. [Attendance clerk, intervention coordinators, counselor]</p> <p>1.2.1 (3) Increase club, sport and student activities to support connections to school and increase students' sense of belonging. [Administration, student activities coordinator]</p>	<p>Bi-monthly data team meetings</p> <p>Daily Attendance rate</p> <p>Chronic Absenteeism rate</p> <p>Classroom walkthroughs</p> <p>SQS perceptual and SEL surveys</p> <p>At the end of the 24-25 school year, the school's daily attendance rate will be 92% or better.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$5,000 <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:__, \$



One-Year Academic Plan SY 2024-2025

<p>1.2.2. All students demonstrate positive behaviors at school.</p> <p><i>Required for all schools.</i></p>	<p>3A</p>	<p>1.2.2 (1) Consistently teach and reinforce schoolwide behaviors that align with the schools learning agreements, values and the RISE behavior matrix. [Administration, counselor]</p> <p>1.2.2 (2) Provide alternatives to suspension to teach students healthy coping strategies and provide time for guided reflection including a reset room, alternative learning schedules and targeted counseling groups. [Administration, counselor]</p>	<p>SQS survey responses from staff, students and parents</p> <p>Bi-monthly data team meetings</p> <p>Infinite Campus behavior reports</p> <p>Kohala HS will have no more than 3 (three) suspensions for the 24-25 school year.</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$3,000</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>
<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>2B</p>	<p>1.2.3 (1) Develop a schoolwide plan that systematically fulfills the six outcomes of HA and strengthens students' overall well being and connection to Hawaii during their four year high school journey. [ALPSS teacher, SS lead teacher, ELA lead teacher]</p>	<p>SQS surveys</p> <p>The Spring 2025 SEL Panorama survey results will show 60% or more of students feel they are valued members of the school community (sense of belonging).</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$3,000</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>



★ 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>
<p>1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.</p> <p><i>Required for all schools.</i></p>	<p>3B, 3C</p>	<p>1.3.1 (1) Implement the schools' college and career continuum with fidelity. <i>[Academy Coordinators, CTE Coordinator, Gear Up Coordinator/Counselor]</i></p> <p>1.3.1 (2) Increase the number of clubs and overall opportunities students have to engage in civic opportunities. <i>[SS department, Academy Coordinators, Gear Up Coordinator/Counselor]</i></p>	<p>NSOP evidence collection folder</p> <p>CTE completer rate</p> <p>Number of Capstone WBL participants and presenters</p> <p>By May of 2025, 100% of teachers and students will have participated in a school club or community service project.</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$6,000</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>



One-Year Academic Plan SY 2024-2025

<p>1.3.3. All students graduate high school with a personal plan for their future.</p>	<p>3B, 3C</p>	<p>1.3.3 (1) Embed the personal transition plan (PTP) grade level requirements into students' classes in all grades to provide intentional and meaningful opportunities for students to explore and reflect upon their interests and strengths as they grow and learn more about themselves and the world. <i>[Registrar, administration, Academy Coordinators]</i></p> <p>1.3.3 (2) Implement digital portfolios for all students to showcase their accomplishments and house and develop their PTP components to support their postsecondary plans.</p>	<p>PTP completion rates at the end of the first semester for every grade level</p> <p>A digital portfolio link for every student on campus</p> <p>100% of the seniors will complete their PTP by December 2024. 100% of the seniors will have a completed digital portfolio by May 2025.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$1,500 <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>
<p>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.</p> <p><i>Complex Required for all schools</i></p>	<p>1A, 1B, 1C</p>	<p>Academic: All teacher teams will develop:</p> <ul style="list-style-type: none"> ● Quarterly Unit plans, ● Identifying and agreements of priority standards ● Proficiency scales ● Pacing of Priority Standards ● Success criteria ● Learning targets <p>Behavior: All teachers will implement Tier 1 behavioral strategies</p> <p>[Administration, Guiding Coalition]</p>	<p>PLT agendas and minutes</p> <p>Pacing Guides and Unit Plans</p> <p>Classroom Walkthroughs</p> <p>By May of 2025, all graduation requirement</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$8,000</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>



One-Year Academic Plan SY 2024-2025

			<p>classes will have a pacing guide made up of unit plans that have clear learning targets, success criteria and assessments that align with grade level standards.</p>	
<p>All staff will meet the statewide TESOL or SIQ requirement by 2026</p>	<p>3B</p>	<p>Provide time and differentiated opportunities to support teachers in obtaining the required credits needed to fulfill the TESOL or SIQ state requirement by the year 2026. [Administration]</p>	<p>Teacher survey</p> <p>21 hour document</p> <p>School meeting calendar</p> <p>By May 2025, 80% or more of Kohala HS teachers will be SIQ or TESOL certified.</p>	<p><input type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$2,000</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>



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>	3A	3.3.1 (1) Increase attendance and participation in monthly School Community Council (SCC) meetings by showcasing student talent, having students present information, having special guests and presentations and/or having monthly department student work exhibits. <i>[PCNC, Principal, SCC Chair]</i>	SCC meeting agendas and minutes SCC sign in sheets SCC self assessment survey results SCC principal survey results	<input type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$2,400 <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: __, \$



One-Year Academic Plan SY 2024-2025

			A school club, class or department will present at no less than 6/8 monthly SCC meetings.	
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★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.

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>
Increase family, community and business partner voice and participation to increase student achievement and improve schoolwide procedures.	3A, 3B	Continue following the action plan to become an accredited Academy School with four pathways under a common theme of sustainability. <ul style="list-style-type: none"> a) Increase business partner engagement to align meaningful internships for all Senior Capstone participants b) Solidify multiple professional certificates and internship locations for each pathway c) Increase attendance to Advisory Board and SCC meetings d) Provide PD opportunities for families around SBG, the Academy structure, Infinite Campus and teenage safety presentations e) Increase family engagement through the implementation of the "It Takes A Village" Own Your Own Future Innovation grant. [CTE team, Academy Coordinators, Administration]	In April 2025, Kohala HS will include families in the WASC self study process and will participate in the Academy Accreditation process.	<input type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$8,000 <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: __, \$



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 High School’s 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)

1,062 hours per year includes the reduction from waiver day requests

Did your school submit a SCC Waiver Request Form? Please explain.

Yes. We requested 3 waiver days: 2 for professional development and 1 for teacher collaboration & Open House.

Monday (Odd/Even)			Tuesday			Wednesday			Thursday			Friday		
Period	Time	Min	Period	Time	Min	Period	Time	Min	Period	Time	Min	Period	Time	Min
Homeroom	8:00-8:15	15	Homeroom	8:00-8:15	15	Homeroom	8:00-8:15	15	Homeroom	8:00-8:15	15	Homeroom	8:00-8:15	15
Passing	8:15-8:19	4	Passing	8:15-8:19	4	Passing	8:15-8:19	4	Passing	8:15-8:19	4	Passing	8:15-8:19	4
1st / 2nd	8:19-9:33	74	1st	8:19-9:33	74	2nd	8:19-9:33	74	1st	8:19-9:33	74	2nd	8:19-9:33	74
Recess	9:33-9:48	15	Recess	9:33-9:48	15	Recess	9:33-9:53	20	Recess	9:33-9:48	15	Recess	9:33-9:48	15
Passing	9:48-9:52	4	Passing	9:48-9:52	4	Passing	9:53-9:57	4	Passing	9:48-9:52	4	Passing	9:48-9:52	4
3rd / 4th	9:52-11:06	74	3rd	9:52-11:06	74	4th	9:57-11:11	74	3rd	9:52-11:06	74	4th	9:52-11:06	74
Passing	11:06-11:10	4	Passing	11:06-11:10	4	Passing	11:11-11:15	4	Passing	11:06-11:10	4	Passing	11:06-11:10	4
5th / 6th	11:10-12:24	74	5th	11:10-12:24	74	6th	11:15-12:30	75	5th	11:10-12:24	74	6th	11:10-12:24	74
Lunch	12:24-12:54	30	Lunch	12:24-12:54	30	Lunch	12:30-1:00	30	Lunch	12:24-12:54	30	Lunch	12:24-12:54	30
Passing	12:54-12:58	4	Passing	12:54-12:58	4	Dept. PLTs	1:05-2:10	45	Passing	12:54-12:58	4	Passing	12:54-12:58	4
7th / Resource	12:58-2:15	77	7th	12:58-2:15	77	T. Meetings	2:15-3:00	75	7th	12:58-2:15	77	PLO 1	12:58-1:36	38
T. PREP	2:15-3:00	45	T. Meetings	2:15-3:00	45	PREP during the day		74	T. Meetings	2:15-3:00	45	Passing	1:36-1:40	4
GVC during the day		74	PREP during the day		74				PREP during the day		74	PLO 2	1:40-2:15	35
												T. PREP	2:15-3:00	45
												PREP during the day		74

Bell Schedule: