



Ke Kula Kaiapuni 'O Ānuenue Academic Plan SY 2026-2027

2529 10th Ave. Hon. HI. 96816
808.307.3000
www.anuenue.org

- ☒ Title I School
☐ Non-Title 1 School

Submitted by Principal Christopher Babā Yim	
<i>Christopher Babā Yim</i>	Apr 2, 2026

Approved by Complex Area Superintendent Linell Dilwith	
<i>Linell Dilwith</i>	Date 4/16/26



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

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VIABLE QUALITY CURRICULUM

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

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

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
Papa M-Papa 4	Other: ▾ N/A English not a course until grade 5	i-Ready Classroom Mathematics ▾ and Teacher Created	Teacher Created	Teacher Created
Papa 5-8	Teacher Created ▾	i-Ready Classroom Mathematics ▾ Teacher Created, Ready Math (5), Go Math (6&7)	Teacher Created	Teacher Created
Papa 9-12	'21 SpringBoard ▾	HIDOE Alg 1, Geom, Alg 2 ▾ Glenco & McDougal, Addison & Wesley, HIDOE M.O.W Curriculum, Teacher Created	Teacher Created	US History - Prentice Hall; Teacher Created

Please list all **supplementary instructional materials** used to extend the comprehensive instructional programs identified above, and specify the grade level(s) or course name. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
Papa M-Papa 4	N/A English instruction begins in Papa 5	IXL	none	none
Papa 5-8	iReady, Achieve 3000	iReady, IXL,	none	none
Papa 9-12	iReady, Achieve 3000, Teacher created	IXL, Teacher created, Khan Academy, KUTA, Larson	none	none

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
Papa M-4	Other: ▾ N/A No English assessment for Papa M-4	Other: ▾ IXL
Papa M-4	Other: ▾ N/A No English assessment for Papa M-4	Teacher Created ▾
Papa 5-12	I-Ready ▾	I-Ready ▾
Papa 5-12	Other: ▾ Achieve 3000	I-Ready ▾

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 (**SW1**)
- ☐ Other current assessment/self-study report: N/A
- ☒ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: 2024-2025

Type of Last Visit: Full Self-Study -

Year of Next Action: 2027-2028

Type of Next Action: Progress Report & Visit -

Year of Next Self-Study:

2030-2031

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	<u>Student Need:</u> Students need to improve fundamental Hawaiian language skills required for success across all subject areas. Loiloi 'Ōlelo (Hawaiian language fluency assessment) data shows that a majority of students at all grade levels are at a novice or intermediate level with a few students at the advanced level. <u>Root/Contributing Cause:</u> 1A. Inconsistent implementation of current instructional strategies to support language acquisition 1B. Additional support needed to help Haumāna new to the language 1C. Need to provide students with a quality immersive environment to increase Hawaiian language proficiency. 1D. More opportunities for professional development are needed to continually increase Hawaiian language proficiency among faculty and staff.
2	<u>Student Need:</u> Students need to learn how to apply foundational skills and engage with texts of rigorous length and complexity at a higher frequency in order to improve performance in reading and literacy.

	Current Language Arts proficiency is 53%. KAE0 scores in grades 3-8 range from 48% in grade 8 to 67% in grade 7. SBA proficiency for grade 11 is 65%. <u>Root/Contributing Cause:</u> 2A. Inconsistent implementation of current instructional strategies to support reading proficiency 2B. Not targeting individual haumāna reading needs (tutoring, instructional strategies) 2C. Not providing Haumāna enough opportunities to engage with text of rigorous length and complexity
3	<u>Student Need:</u> Students need to strengthen foundational skills and conceptual understanding in order to improve performance in pilihelu (math). Current Math proficiency is 40%. KAE0 scores in grades 3-8 range from 36% in grade 4 to 54% in grade 3. SBA proficiency for grade 11 is 5% <u>Root/Contributing Cause:</u> 3A. Need to increase supports focused on improving foundational math skills for all students 3B. Need to increase supports focused on improving math conceptual understanding 3C. Lack of a consistent standards-based K-8 math curriculum

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. (SW6.i)

1 **Targeted Subgroup:** IDEA Students

Identified Student Need(s): IDEA students need support in both reading and math.

IDEA Student Proficiency 2021-2025

Year Ending	2021	2022	2023	2024	2025
Language Arts % Proficient	0	0	0	0	6
Math % Proficient	0	0	11	0	0

2 **Targeted Subgroup:** Disadvantaged Students

Identified Student Need(s): Disadvantaged students need support in both reading and math. The achievement gap for disadvantaged students in LA is 7%. For math it has decreased to just 2% after being at 6% for the previous 3 years.

Disadvantaged Student Proficiency 2021-2025

Year Ending	2021	2022	2023	2024	2025
All Students LA % Proficient	31	40	52	49	53
Disadvantaged Students LA % Prof	24	31	43	46	46
All Students Math % Proficient	20	29	34	43	40
Disadvantaged Students Math % Prof	17	23	28	37	38

3 **Targeted Subgroup:** Students "NEW" to Hawaiian Language (HLL)

Identified Student Need(s): Students new to the Hawaiian language (students entering the school at 3rd grade or higher) need HLL support to help their transition into the immersion classroom setting and to help them be successful in learning new content in an unfamiliar language. The school has found that the quicker a student gains proficiency in Hawaiian the better they achieve in all content areas.



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.	1B	1.1.1 (1) Provide an early-start program during summer for Papa M to support transition for incoming students. During this time students will be assessed for readiness to enter school (SW 6.iii.v) Lead(s): Papa M-1 Team, Counselors, Po'okumu Yim	-Papa M assessment data (KEA & Teacher created)	☒ WSF, \$ ☒ Other:DOE Summer Learning funds \$
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. Language Arts proficiency will increase from 53% to 55% in 26-27	2A, 2B, 2C	1.1.2. (1) K-12 teachers will strengthen READING instruction by implementing structured literacy instruction for all students (science of literacy training). 1.1.2. (2) All teachers will administer reading screeners 3x/yr (K-4 Loiloi Heluhelu, 5-12 iReady Diagnostics) and use the screener data to inform instruction and provide support for students including targeted sub-groups . (PPEs/PPTs, iReady, Achieve 3000). (SW 6.i, 6.ii) Lead(s): Grade Level Chairs, Kumu Leilani, Po'okumu Yim	-Assessment Data (3x/yr: iReady, Loiloi Heluhelu 2x/yr: Achieve3000) -KAEO/SBA Scores	☒ WSF, \$ ☒ Title I, \$190,000 (Elem Tchr, PTTs, PPEs, supplies)

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. Overall math proficiency will increase from 40% to 43% and 11th grade math proficiency will increase from 5% to 15% in 26-27.	3A, 3B, 3C	1.1.3. (1) K-12 teachers will strengthen MATH curriculum and instruction by fully implementing the i-Ready Classroom Mathematics curriculum in grades M-5 and standards-based curriculum in grades 6-12. (PD) 1.1.3 (2) All Teachers will administer math screeners 3x/yr (K-4 Loiloi Pilihelu, 5-12 iReady Diagnostics) and use the screener data to inform instruction and provide support for students including targeted sub-groups (PPEs/PPTs, iReady, IXL). (SW 6.i, 6.ii) Lead(s): Kumu Leilani, Po'okumu Yim	-Assessment Data (3x/yr: iReady, iXL, Teacher created math assessments) -KAEO/SBA Scores	☒ WSF, \$ ☒ Title I, \$ (included in 1.1.2)
1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. Hawaiian language proficiency of 100% of students will increase. <i>Required for all schools.</i>	1A, 1B, 1C	1.1.4. (1) All teachers will implement instructional strategies that support the growth of Hawaiian Language acquisition in all grade levels (PD, GLAD Strategies). 1.1.4. (2) All classes will administer Hawaiian Language assessments at least 2x/yr and use the data to inform instruction and to target students for extra support including students who are new to the Hawaiian Language. (PPEs/PTTs), (SW 6.i, 6.ii) Lead(s): Po'okumu Yim, HLA Teachers	-Loiloi 'Ōlelo /Avant language assessment data	☒ WSF, \$ ☒ Title I, \$ (included in 1.1.2)

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>	N/A	1.1.5. Middle and high school teachers will plan and execute student & parent orientation days/meetings for: (1) Students moving from grade 5 to the grade 6/7 team. (2) Students moving from the grade 6/7 team to the 8-12 team. Lead(s): Papa 6/7 GLC, Papa 8-12 GLC, Counselors	-Orientation records (fliers, sign-in sheets, agendas)	☒ WSF, \$
1.1.6. All students will receive support through a multi-tiered system for academics, behavior, social emotional and physical health. 100% of students placed in MTSS tier 2 will receive support and show progress.	1B, 2B	1.1.6. Strengthen the school's Multi-Tiered Systems of Support. (PTTs/PPEs) (SW 6.i, 6.ii, 6.iii.III) • Prioritize services for targeted subgroups. Utilize screening assessment data to target students for support. • Continue to fine tune the system for student referrals and monitoring student progress through Tier 2 services.	-MTSS assessment and tutoring records -SBA/KAEO data disaggregated by subgroups	☒ WSF, \$ ☒ Title I, \$ (included in 1.1.2)

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

Desired Outcome "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?"	Enabling Activities "How will we achieve the desired outcome?" and Name of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Estimate the additional amount needed for enabling activities.
1.2.1. All students desire to and attend school regularly. Regular attendance will increase from 77% to 80% and regular attendance for high-needs students will increase from 73% to 77%. <i>Required for all schools.</i>	N/A	1.2.1. (1) Counselors will continue and expand the current attendance incentive program K-12 to target high-needs students to lower the attendance gap between high-needs and non-high-needs students (SW 6.iii-I) Lead(s): Counselors, Students Services Coordinator, Po'okumu Yim	-Daily and weekly attendance data. - Disaggregated attendance data (high-needs vs non-high-needs)	☒ WSF, \$
1.2.2. All students demonstrate positive behaviors at school. <i>Required for all schools.</i>	N/A	1.2.2 (1) Teachers will administer the Panorama SEL (fall, winter) and Classroom/School (fall) surveys to assess students' attitudes and perceptions of themselves, peers, staff, administration, and the school. 1.2.2, (2): Teachers and counselors will implement a Positive Behavioral Interventions and Supports System (PBIS) and the GiveThx SEL Program. (SW 6.iii.I, 6.iii-III)	-Panorama SEL surveys and Classroom/School survey -Referral and suspension data	☒ WSF, \$

1.2.3. All students experience a Nā Hopena A'o environment for learning. <i>Required for all schools.</i>	1C	1.2.3. (1) School leadership and counseling team will provide support to teachers to embed the HĀ attributes in the curriculum, school activities and school culture. • The school will recognize students monthly who exhibit positive behaviors that align with the school values and to the Nā Hopena A'o framework., • Travel for 7th graders and chaperones to be immersed in Nā Hopena A'o (Belonging, Responsibility, Excellence, Aloha, Total Well-being, Hawai'i) on a trip to Hawai'i Island as a culminating learning activity for their M-7 experience. Lead(s): Counselors, SSC, Po'okumu Yim	-Awardees names and pictures posted in Hale 'Aina monthly. -Awardees announced monthly through school newsletters	☒ WSF, \$
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★ 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>	N/A	1.3.1. (1) Students K-12 will have multiple experiences to learn about and engage with a variety of career possibilities through schoolwide career days, various CTE pathways in grades 9-12, and a senior project. (SW 6.iii-II) - Travel for CTE staff and an administrator to attend an ACTE conference to help strengthen the school's CTE program. 1.3.1. (2) All students will learn about and participate in school-wide activities related to: Lā Ho'ihō'i Ea, Lā Kū'oko'a, Makahiki, Mauna'ala and Lā Kūpuna as a means to engage their civic kuleana to the broader community. 1.3.1. (3) The school will support community sponsored events (Ola ka 'Ī, Pai Ka Leo, Ho'omau, Ho'okūkū Makahiki) and tie in-school activities for all students that will increase civic engagement. - Travel for a group of secondary students (winners of the school-level competitions) & chaperones to participate in Makahiki competition on Moloka'i, January 2027. Lead(s): Po'okumu Yim, Grade Level Leads	-CTE completion data -Participation in School-Wide cultural events -Attendance rosters for community sponsored events	☒ WSF, \$ ☒ Other: CTE, \$

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.	3C	1.3.2. (1) K-12 teachers will articulate to ensure a common understanding of standards and grade-level expectations that need to be met for students to succeed at the next grade level. 1.3.2. (2) Transition assessment sheets will be created and shared in Student-Parent-Teacher conferences for 5th, and 8th grade students as they move into middle and high school. 1.3.2. (3) Teachers will continue to refine their curriculum maps and scope and sequence guides for Hawaiian Language Arts, English Language arts, Math, Science, Social Studies and Ho'okanaka that span PM-12 for Kaiapuni students at Ānuenue Lead(s): Counselors, Grade Level Leads, Po'okumu Yim	-Articulation notes and agreements -Transition sheets -Curriculum maps/Scope and sequence guides	☒ WSF, \$
1.3.3. All students graduate high school with a personal plan for their future.	N/A	1.3.3. (1) Papa 11-12 guidance courses include the completion of PTP (Personal Transition Plan) that includes post secondary, and career goals. (SW 6.iii-II) Travel for a group of seniors & chaperones to visit UH Hilo for a campus tour. Lead(s): High School Counselor, Papa 11-12 Kumu	-Physical as well as digital copy of students PTP	☒ WSF, \$



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 teacher positions are filled with qualified hires that include SIQ hours and/or TESOL certification by 26-27.	N/A	2.1.1. Teachers who are not Hawaii Qualified will be provided support and regular check-ins as they work towards full licensure. (SW 6.iii.IV) - Long-term subs will be supported to enter the Palapala A'o Kaiapuni (PAK) program. - Kumu in the PAK program will be supported to complete their degree and SATEP requirements to become fully licensed. - Teachers without SIQ qualifications will be supported through the process of becoming qualified. Lead(s): Po'okumu Yim, Kumu Leilani	-HQT reports	N/A
2.1.2. All teachers are effective or receive the necessary support to become effective. Hawaiian Language proficiency of 100% of students and teachers will increase	1A, 1C, 1D, 2A, 2B, 3A, 3B, 3C	2.1.2. Provide professional development for kumu that: - improves Hawaiian language proficiency - increases instructional skills and strategies in targeted areas (Hawaiian language, Math, and Reading) including i-Ready Classroom Math, Achieve3000, i-Ready, and science of literacy. (SW 6.iii.IV) Lead(s): Kumu Leilani, Po'okumu Yim	-PD attendance records -School-wide Hawaiian language oral fluency assessment data	☒ WSF, \$ ☒ Title I, \$8,000 (sub days or stipends)



PRIORITY 2: High-Quality Educator Workforce In All Schools

2.1.3. All schools' support staff are effective or receive the necessary support to become effective.	N/A	2.1.3. Support staff will receive training as needed to improve their efficacy. (SW 6.iii.IV) • Staff will be given time to attend training offered by the State, DOE, or other organizations. • Staff may also request training they feel is necessary for them to be more effective. Lead(s): Po'okumu Yim	-Employee performance evaluations	☒ WSF, \$
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PRIORITY 3: Effective and Efficient Operations At All Levels

★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. <i>Required for all schools.</i>	N/A	3.3.1. (1) The School Community Council will meet monthly as needed (at least once/quarter) and fulfill all SCC duties. Lead(s): Kumu Leilani, Po'okumu Yim	-SCC meeting agendas and minutes posted on school website	N/A

★ 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>
3.3.2. All families are engaged in school events/activities and have regular two way communication Parent satisfaction and involvement ratings on the SQS will increase by 5%	1C	3.3.2. The school leadership team will increase the number of opportunities for parent engagement around student achievement. ● 'Ohana Open House Events ● School-Community Events ● Parent workshops Lead(s): Kumu Leilani, Kumu Kau, Po'okumu Yim	-Event records (fliers, sign-in sheets, agendas, registration and survey data)	☒ WSF, \$ ☒ Title I, \$10,000 (PTT, Postage, Refreshments & supplies)

★ Other Systems of Support				
Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
3.3.3. 100% of teachers and students will have access to educational technology to support teaching, learning and assessment needs throughout the school year.	2B, 3A, 3B	3.3.3. The school will provide all teachers and students with access to computers, programs, and other devices to support teaching and learning. Lead(s): Stephanie Medina, Po'okumu Yim	-Tech inventory and sign-out records -Program reports (Achieve3000, i-Ready, IXL, ...)	☒ WSF, \$ ☒ Title I, \$50,000 (computers, equipment, program licenses/subscriptions)

APPENDIX A: SCHOOL COMMUNITY COUNCIL ASSURANCES FORM

One of a School Community Council's (SCC) main functions is to review the school's Academic Plan and Financial Plan for the upcoming school year and either recommend revisions of the plans to the principal or recommend the plans for approval by completing the SCC Assurances Form.

The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name and signature of the SCC chairperson must be included on both pages of the form, regardless of revisions or comments added to the second page.

Hawaii State Department of Education School Academic Plan and Financial Plan Annual Assurances and Recommendation for Approval

The **Ke Kula Kaiapuni ‘O Ānuenue** 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) **(SW2)**
 - ☒ A School Community Council Meeting was conducted on **Dec 4, 2025** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Feb 26, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☒ Other (list): School leadership team meeting, faculty meeting
4. The SCC reviewed the Academic Plan and Financial Plan and found that they are based upon a thorough analysis of student performance data, and use evidence-based interventions.
5. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The principal has provided a clear explanation to the SCC about the status of each of the recommendations made by the SCC regarding the Academic Plan and Financial Plan.
7. This school plan was adopted through consensus or by vote by the School Community Council on: **Date**

Attested:

Ke Kula Kaiapuni ‘O Ānuenue Principal	Signature	Date
Christopher Babā Yim		Date
SCC Chairperson	Signature	Date
Devon Haia		Date

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:
Tutoring program: Is it done by kumu or is there opportunity for makua or volunteers?	There may be parents interested in volunteering.	We are definitely open to having volunteers. Let Po'okumu know if there is anybody interested.
Parent engagement: The parent group has been struggling with contacting makua because they don't have access to everyone's email addresses. How can we reach more parents?	The parent group tries to get as many parents to sign in to meetings so they can gather email addresses but only has a few.	The school can definitely send out announcements to all parents for the parent group. The PCNC is a liaison between the school & the parent group and she can request to post things on ParentSquare also.

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

None

Attested:

SCC Chairperson	Signature	Date
Devon Haia		Date

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>	-Elementary: 1,110 -Secondary: 1,110
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☒ Yes ☐ No ☐ N/A, we meet the requirement. Yes. We requested a waiver to change the PTC schedule from 10 early release days to 2 full days of conferences. (net loss of 2 instructional hours)
Ke Kula Kaiapuni ‘O Ānuenue Bell Schedule: Elementary Bell Schedule (Click 26-27 tab) Secondary Bell Schedule (Click 26-27 tab)	