


Ke'elikōlani Middle School Academic Plan SY 2025-2026

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<https://www.keelikolanimiddle.org/>

- ☐ Non-Title 1 School ☒ Title 1 School ☐ Kaiapuni School (Self Contained) ☐ Kaiapuni School (Shared School Site)

Submitted by Principal Joseph Passantino	
Joseph Passantino	4/11/25

Approved by Complex Area Superintendent Linell Dilwith	
	4/14/25

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

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
Grade 6	'19 Amplify ELA ▾	i-Ready Classroom Mathematics ▾	Amplify	History Alive! The Ancient World (TCI)
Grade 7	'19 Amplify ELA ▾	i-Ready Classroom Mathematics ▾	Amplify	Pacific Nations and Territories, History of the Hawaiian Kingdom
Grade 8	'19 Amplify ELA ▾	i-Ready Classroom Mathematics ▾	Amplify	History Alive! The United States Through Industrialism (TCI)

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
Grade 6	Diffit	IXL	Inner Orbit, Diffit	Writable, Quizlet, Diffit
Grade 7	Diffit	IXL	Inner Orbit, Diffit	Writable, Quizlet, Diffit
Grade 8	Diffit	IXL	Inner Orbit, Diffit	Writable, Quizlet, Diffit

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:

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
Grade 6	I-Ready ▾	I-Ready ▾
Grade 7	I-Ready ▾	I-Ready ▾
Grade 8	I-Ready ▾	I-Ready ▾

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

- ☒ Current Comprehensive Needs Assessment (CNA)
- ☐ Other current assessment/self-study report:
- ☐ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: Spring 2024

Type of Last Visit: Full Self-Study -

Year of Next Action: 2027

Type of Next Action: Mid-Cycle Report & Visit -

Year of Next Self-Study:

2030

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: Improve academic achievement for all students in English Language Arts, Mathematics, Science, and Social Studies

	LANGUAGE ARTS			MATH			SCIENCE		
SUBGROUP	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24
All Students	35.5%	36.5%	38.5%	12.0%	23.7%	21.9%	15.5%	20.8%	21.1%
Disadvantaged	32.1%	31.8%	35.5%	9.0%	20.7%	17.7%	10.5%	16.6%	16.4%
Special Education	0.0%	2.5%	5.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
English Learner + Exits	16.8%	15.4%	17.6%	1.7%	10.5%	7.2%	5.1%	12.5%	4.0%
Male	35.6%	32.5%	32.4%	15.2%	28.8%	23.8%	22.2%	21.0%	27.4%
Female	35.4%	40.1%	43.9%	9.1%	19.2%	20.2%	10.3%	20.5%	15.5%
High Needs	32.5%	31.7%	35.0%	8.5%	21.4%	17.7%	10.0%	19.0%	15.3%
Non-High Needs	62.9%	79.3%	68.7%	44.4%	44.8%	59.3%	53.8%	33.3%	72.7%
Achievement Gap	30.4%	47.6%	33.7%	35.9%	23.4%	41.6%	43.8%	14.3%	57.4%

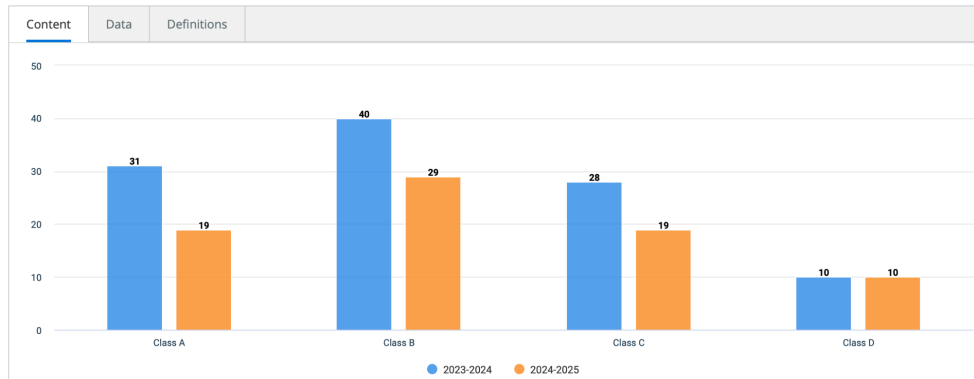
Source: ARCH ADC

	<p><u>Root/Contributing Cause:</u></p> <p>1A) Current collaboration time does not include sufficient opportunities for teachers (department, team, cross curricular) to share effective strategies and reflect on intentional practices during designated department and team time; utilization and refinement of Department and Team Action Plans with meeting minutes.</p> <p>1B) Curriculum is not currently aligned from one grade level to the next to make the transition for both teachers and students more seamless.</p> <p>1C) Teachers are at the beginning stage of using data to inform Tier 1(for all students) and Tier 2 (specific, targeted students) classroom interventions</p> <p>1D) Students have limited exposure to more summative tasks aligned to the end-of-year assessments (SBA)</p> <p>1E) Chronic absences and tardiness reduce instructional time, hindering student progress and contributing to learning gaps.</p> <p>1F) Instruction does not consistently address foundational skill gaps, particularly in reading, writing, numeracy, which affects achievement across all subjects.</p> <p>1G) Differentiated instruction and engagement strategies are inconsistently used during instruction, which reduces the effectiveness of instruction in meeting the needs of diverse learners.</p> <p>1H) Support structures for English Learners are underdeveloped in core content classes which limits their ability to gain academic language skills and core content standards.</p> <p>Addressing these root causes is essential for ensuring equitable educational opportunities and promoting academic success for all students. Targeted interventions, such as personalized learning plans, additional support resources, teacher training, and family engagement programs, can mitigate these challenges. By fostering a supportive and inclusive learning environment , schools can empower students to reach their full potential, contribute positively to their communities, and succeed in higher education or future careers.</p>
2	<p><u>Student Need:</u> To improve student behavior, attendance, and address social emotional needs.</p> <p>Chronic Absenteeism by Subgroup (Missed 15 or More Days of School)</p>

School Year	SY 2021-2022	SY 2022- 2023	SY 2023-2024
All Students	32.8%	44.3%	34.3%
Disadvantaged	37.1%	46.1%	36.4%
Special Education	34.8%	60.8%	32.6%
English Learner + Exits	40.5%	47.6%	33.8%
Female	32.6%	44%	29.4%
Male	33.1%	44.6%	39.5%
Asian (Excluding Filipino)	20.5%	25%	30%
Filipino	11.6%	21.5%	15%
Pacific Islander	44.1%	59.5%	39.4%
Native Hawaiian	44.4%	52.6%	40.5%
Black	16.6%	37.5%	85.7%
White	25%	33.3%	25%

Source: ARCH ADC

Discipline Student Count



Discipline Student Count for SY 2023-2024 and SY 2024-2025

Panorama SEL Survey (SY 2024-2025)

- Students with High (>70%) SEL overall score: 103
- Students with Moderate (50%-70%) SEL overall score: 176
- Students with Low (<50%) SEL overall score: 60

Root/Contributing Cause:

2A) Limited educational support to help students understand how their emotions or how their actions impact others.

2B) More needs to be done to strengthen positive relationships and connections across campus

2C) Student voice and belonging needs to be enhanced through inclusive practices and SEL classes.

2D) Students continue to identify school safety as a high priority issue.

2E) Challenges with culture and language barriers prevent meaningful and continued parent engagement.

2F) Strengthen and clearly communicate a multi-tiered system of support (MTSS)

2G) Limited data-informed Tier 1 and Tier 2 behavior interventions for all students. Lack of clarity on the sequence of events as student(s) move from tier. I.e. What happens to a student if Tier 2 doesn't work?

2H) Undefined the metrics for "parent involvement". E.g. 50% parent response, % of surveys returned, overall % success criteria

Addressing these root causes is critical for promoting a positive school environment, fostering academic success, and ensuring student well being. Implementation targeted interventions such as counseling services, mentorship programs, SEL curricula, and family engagement initiatives can provide students with the support they need.

In order 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 Targeted Subgroup: English Learners (EL)

Identified Student Need(s): Increase student exits using ACCESS testing and increase student proficiency rates in SBA.

Table 1: Number of students WIDA ACCESS Composite Proficient

	2021-2022	2022-2023	2023-2024
PL1	20	18	18
PL2	33	33	25
PL3	59	64	54
PL4	18	28	37
PL5	3	1	2

Table 2 : Percent of students WIDA ACCESS Composite Proficient

	2021-2022	2022-2023	2023-2024
PL1	15.0	12.5	13.2
PL2	24.8	22.9	18.4
PL3	44.4	44.4	39.7
PL4	13.5	19.4	27.2
PL5	2.3	0.7	1.5

Source: ARCH ADC

2

Targeted Subgroup: Low SES**Identified Student Need(s):** Increase students' pass percentage of ELA, Math, and Science state tests.**Table 3: SBA Proficiency by Subgroup**

	LANGUAGE ARTS			MATH			SCIENCE		
SUBGROUP	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24
All Students	35.5%	36.5%	38.5%	12.0%	23.7%	21.9%	15.5%	20.8%	21.1%
Disadvantaged	32.1%	31.8%	35.5%	9.0%	20.7%	17.7%	10.5%	16.6%	16.4%
Special Education	0.0%	2.5%	5.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
English Learner + Exits	16.8%	15.4%	17.6%	1.7%	10.5%	7.2%	5.1%	12.5%	4.0%
Male	35.6%	32.5%	32.4%	15.2%	28.8%	23.8%	22.2%	21.0%	27.4%
Female	35.4%	40.1%	43.9%	9.1%	19.2%	20.2%	10.3%	20.5%	15.5%
High Needs	32.5%	31.7%	35.0%	8.5%	21.4%	17.7%	10.0%	19.0%	15.3%
Non-High Needs	62.9%	79.3%	68.7%	44.4%	44.8%	59.3%	53.8%	33.3%	72.7%
Achievement Gap	30.4%	47.6%	33.7%	35.9%	23.4%	41.6%	43.8%	14.3%	57.4%

Source: ARCH ADC

3

Targeted Subgroup: SPED**Identified Student Need(s):** Increase students' pass percentage of ELA, Math, and Science state tests (Table 3).



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> <i>Reference the Identified School Needs section.</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>Estimate the additional amount needed to execute the enabling activity.</i>
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<p>Reading Proficiency 1.1.2. 1.1.2. 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>38.5% of students are proficient in ELA. All students will show 5% growth on i-Ready screeners and SBA proficiency rates will increase by 5%.</p> <p>17.6% of EL students are proficient in ELA. There will be 5% increased proficiency levels on the Access testing and 10% of EL students will exit</p> <p><u>KPI ELA Student SBA Proficiency Targets</u></p> <ul style="list-style-type: none"> ● SY 23-24 Target: 37.5% ○ Actual: 37.7% (met) ● SY 24-25 Target: 41.1% ○ Actual: TBD ● SY 25-26 Target: 43.6% ○ Actual: TBD ● SY 26-27 Target: 46.1% ○ Actual: TBD ● SY 27-28 Target: 48.6 % ○ Actual: TBD 	<p>1A 1B 1C 1D 1E 1F 1G 1H</p>	<p>Strengthen Tier 1 instruction in all ELA classrooms by following and using the approved viable curriculum.</p> <p>Teachers will demonstrate understand the approved viable curriculum and get professional development throughout the year on the curriculum along with professional development to support their Tier 1 instruction.</p> <p>Pacing guides will be developed, revised and supported through meeting with curriculum coach, admin, and CSI provider to support curriculum focus and planning.</p> <p>Differentiation PD and support will be embedded to support all students at Tier 1 level of instruction.</p> <p>Data will be reviewed regularly and collaboration during department meetings will follow a continuous routine cycle of reflection and feedback.</p> <p>Teachers will monitor individual student's personalized instruction progress and create and implement intervention action plans.</p> <p>Teachers will utilize iReady data to create and implement small group instruction plans at least one day per week</p> <p>Coaches will guide lesson study cycles with target subjects/teachers to provide support and improve instruction</p> <p>Support of Vulnerable Population: EL EL strategies will be implemented in all classrooms. Continue training with WIDA Can Do Descriptors. Intentionally plan engaging lessons that address the WIDA Domains of: - Speaking</p>	<p>iReady Diagnostic Data</p> <p>iReady Data (accessed through iReady)</p> <p>Intervention Lessons (Teacher assigned lessons found in student profile)</p> <p>Department and Team progress monitoring through Action Plans</p> <p>Student work analysis</p> <p>Pacing guides to check for vertical alignment</p> <p>Classroom walkthroughs</p> <p>From Strat Plan: -Percent of eighth graders demonstrating grade-level proficiency in reading. -Percent of students who are not proficient in reading by the end of eighth grade who receive additional</p>	<p><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 checked="" type="checkbox"/> Other:__, \$</p> <p>SW 1 SW 2 SW 3 SW 4 SW 5 SW 6</p>
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<ul style="list-style-type: none"> ● SY 28-29 Target: 51.1% ○ Actual: TBD 		<ul style="list-style-type: none"> - Writing - Listening - Reading <p>EL teachers to co-teach with respective grade level Social Studies teacher</p> <p>Scaffold student performance task expectations by WIDA Can Do or other criteria.</p> <p>Schoolwide Organization Inservice will be provided by curriculum consultants on how to effectively use pacing guides and curriculum including components for special sub groups.</p> <p>Continue Homogeneous Groupings for ELA.</p> <p>Continue Intervention Classes.</p> <p>Implement pacing guides focused on providing standards based instruction and data informed instruction.</p> <p>Implement targeted support by admin and coach to support teachers and students based on results from walkthrough trends.</p> <p>Continue funding computer programs, technology, and licenses that support instruction for student achievement.</p> <p>Universal Screener: i-Ready Teachers will monitor student i-Ready data to determine interventions.</p>	<p><i>personalized support.</i></p> <p>Routine and supported professional development each quarter facilitated by MGT and school teams to support ELA team and teachers.</p>	
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		<p>Teachers will facilitate student data chats to set achievement goals and monitor progress.</p> <p>i-Ready implementation (45 minutes of reading a week during Enrichment block).</p> <p>Twice a semester i-Ready training will be done by Curriculum Associates staff based on the specific needs of our school.</p> <p>Accountable Leads: Joseph Passantino, Kristen Ono, Nara Takakawa, Lindsay Wong, ELA Department Head</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>21.9% of students are proficient in Math. All students will show 5% growth on i-Ready screeners and SBA proficiency rates will increase by 5%.</p> <p>7.2% of EL students are proficient in Math. There will be 5% increased proficiency levels on the Access testing and 10% of EL students will exit.</p> <p><u>KPI Math Student SBA Proficiency Targets</u></p> <ul style="list-style-type: none"> ● SY 23-24 Target: 24% <ul style="list-style-type: none"> ○ Actual: 21.6% (not met) ● SY 24-25 Target: 27.3% <ul style="list-style-type: none"> ○ Actual: TBD ● SY 25-26 Target: 29.1% <ul style="list-style-type: none"> ○ Actual: TBD ● SY 26-27 Target: 30.9% <ul style="list-style-type: none"> ○ Actual: TBD 	1A 1B 1C 1D 1E 1F 1G 1H	<p>Curriculum and Instruction</p> <p>Strengthen Tier 1 instruction in all Math classrooms by following and using the approved viable curriculum.</p> <p>Teachers will understand the approved viable curriculum and get professional development throughout the year on the curriculum along with professional development to support their Tier 1 instruction.</p> <p>Pacing guides will be worked on and supported through meeting with curriculum coach, admin, and CSI provider to support curriculum focus and planning.</p> <p>Differentiation PD and support will be embedded to support all students at Tier 1 level of instruction.</p> <p>Data will be reviewed and collaboration during Department meetings will be a continuous routine cycle reflection and feedback. Data will be reviewed regularly and collaboration during department meetings will follow a continuous, routine cycle of reflection and feedback.</p> <p>Implement instruction groupings based on student needs as identified through iReady results to provide tiered academic interventions.</p> <p>Support of Vulnerable Population: EL</p> <p>EL strategies will be implemented in all classrooms. Continue training with WIDA Can Do Descriptors. Intentionally plan engaging lessons that address the WIDA Domains of</p> <ul style="list-style-type: none"> - Speaking - Writing - Listening - Reading 	<p>iReady Diagnostic Data</p> <p>iReady Data (accessed through iReady)</p> <p>Intervention Lessons (Teacher assigned lessons found in student profile)</p> <p>Department and Team progress monitoring through Action Plans</p> <p>Student work analysis</p> <p>Pacing guides to check for vertical alignment</p> <p>Classroom walkthroughs</p> <p>From Strat Plan: -Percent of eighth graders demonstrating grade-level proficiency in mathematics. -Percent of students who are not proficient in math by the end of eighth grade who receive additional personalized 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 checked="" type="checkbox"/> Other:__, \$ <p>SW1 SW2 SW3 SW4 SW5 SW6</p>
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<ul style="list-style-type: none"> ● SY 27-28 Target: 32.7% ○ Actual: TBD ● SY 28-29 Target: 34.5% ○ Actual: TBD 		<p>Scaffold student performance task expectations by WIDA Can Do or other Criteria.</p> <p>Schoolwide Organization</p> <p>Inservice will be provided by curriculum consultants on how to effectively use the pacing guides and curriculum including components for special sub groups.</p> <p>Continue Homogeneous Groupings for math.</p> <p>. Expand on our intervention offering during the school day by adding a targeted math foundational skills pull out support.</p> <p>School coaches and CSI support personnel to provide support to identified teachers</p> <p>Implement Pacing guides focused on providing standards based instruction and data informed instruction.</p> <p>Implement targeted support by admin and coach to support teachers and students based on results from the MGT walkthrough list and trends.</p> <p>Continue funding computer programs, technology, and licenses that support instruction for student achievement.</p> <p>Universal Screener: i-Ready</p> <p>Teachers will monitor student i-Ready data to determine interventions.</p> <p>Teachers will facilitate student data chats to set achievement goals and monitor progress.</p> <p>i-Ready implementation (45 minutes of math a week during enrichment block).</p>	<p>Routine and supported professional development each quarter facilitated by MGT and school teams to support Math team and teachers.</p>	
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		<p>Twice a semester i-Ready training will be done by Curriculum Associates staff based on the specific needs of our school.</p> <p>Accountable Leads: Joseph Passantino, Kristen Ono, Nara Takakawa, Math Department Head</p>		
<p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p> <p>17.7% of low-SES students are proficient in Math in comparison with 21.9% as a whole. All students will show 5% growth on i-Ready screeners and SBA proficiency rates will increase by 5%.</p> <p><i>Required for all schools.</i></p>	<p>1A 1B 1C 1D 1E 1F 1G 1H</p>	<p>Teachers will monitor individual student's personalized instruction progress and create and implement intervention action plans.</p> <p>Teachers will utilize iReady data to create and implement small group instruction plans at least one day per week.</p> <p>Accountable Leads: Joseph Passantino, Kristen Ono, Nara Takakawa, Lindsay Wong, Steering Committee</p>	<p>-i-Ready assessments -SBA proficiency rates Science proficiency -Growth in academic proficiency -Regular attendance -On-time high school graduation -Extended high school completion -Percent of English Learners who are meeting or on track to meet English language proficiency.</p>	<p><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> <p>SW 1 SW 2 SW 3 SW 4 SW 5 SW 6</p>

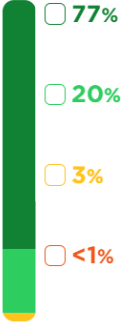
<p>As documented in the KMR EL AC Plan, Pacific Island Graduation Rates are very low. Our goal is to have a solid transition plan from k-12 to help all important transitions from grade to grade and school to school.</p>	<p>1A 1B 1C 1D 1E 1F 1G 1H</p> <p>2A 2B 2C 2D 2E 2F 2G 2H</p>	<p>Continue 5th Grade School Visit of all feeder schools (Ka'iulani, Kauluwela, Likelike, and Royal) to Ke'elikolani to introduce students to the campus, curriculum, and activities.</p> <p>Continue Feeder Parent Night - Parents of incoming 5th graders to be introduced to the campus, curriculum, and school supports.</p> <p>Continue Transition Activity for Students - 6th and 7th grade students will meet their next year teachers. The 8th grade students will have activities to prepare them for high school and college.</p> <p>Continue Transition Activity for Teachers - Teachers will meet with the next grade to share information about students.</p> <p>Create an 8th Grade Parent Night to assist in transition to high school.</p> <p>Accountable Leads: Joseph Passantino, Kristen Ono, Cheryl Sumida-Sakai, Sheila Leong, 6th, 7th, and 8th grade counselors</p>	<p>Sign in sheets from parent activities</p> <p>Feedback forms from parents</p>	<p><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> <p>SW 1 SW 2 SW 3 SW 4 SW 5 SW 6</p>
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<p>1.1.6. All students will receive support through a multi-tiered system for academics, behavior, social emotional and physical health.</p> <p>As of 3/5/25, the following percent of students are on track:</p> <ul style="list-style-type: none"> - Academically 43% - Attendance 71% - SEL 56% 		<p>Support of Vulnerable Population Provide tiered interventions for identified students in the areas of physical needs, academics, SEL, and behavior (HMTSS).</p> <p>SEL/Middle School Students will continue to participate in weekly Advisory/SEL lessons.</p> <p>Students will build relationships with their Advisory teachers and classes to increase student well-being.</p> <p>Implement Attendance Monitoring processes to create relationships and monitor attendance.</p> <p>Provide updates during Kid Talk meetings about building relationships according to Panorama data.</p> <p>Universal Screener: i-Ready Teachers will monitor student i-Ready data to determine interventions.</p> <p>Teachers will facilitate student data chats to set achievement goals and monitor progress.</p> <p>Accountable Leads: Joseph Passantino, Kristen Ono, Noelani Takayesu, Cheryl Sumida-Sakai</p>	<ul style="list-style-type: none"> -Completion of school blueprint that defines the schools system of support -Completion of the HMTSS Assessment Tool that evaluates the implementation of the school system. - Department and Team progress monitoring through Action Plans - Student work analysis - Pacing guides to check for vertical alignment - Classroom walkthroughs - Team Kid Talk Cycles 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input checked="" 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>SW 1 SW 2 SW 3 SW 4 SW 5 SW 6</p>
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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> <i>Reference the Identified School Needs section.</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>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>KPI Student Regular Attendance: SY 2024-25 - TBD SY 2023-24 - 62.1% SY 2022-23 - 70%</p> <p>30% of students are chronically absent. This will decrease to 15% by the end of the 24-25 sy.</p> <p>Attendance as of 3/27/24</p>	<p>2A 2B 2C 2D 2E 2F 2G 2H</p>	<p>Schoolwide Organization</p> <p>Outreach by school level BSHAS and counselors will be consistently used to bring students back to school.</p> <ul style="list-style-type: none"> • Home visits • Parent meetings • Transportation to school • Micronesian club • Volleyball/basketball intramurals <p>Continue Positive Behavior Interventions and Support (PBIS) quarterly events that encourage students to attend school regularly and on time.</p> <p>SEL/Middle School</p> <p>Students will build relationships with their Advisory teachers and classes to increase student well-being.</p> <p>Implement Attendance Monitoring processes to create relationships and monitor attendance.</p> <p>Provide updates during Kid Talk meetings about building relationships according to Panorama data.</p> <p>Accountable Leads:</p>	<p>Panorama Infinite Campus EveryDay Labs</p>	<p><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:__, \$</p> <p>SW 1 SW 2 SW 3 SW 4 SW 5 SW 6</p>

<p>Attendance</p> <p>21%</p> <p>18%</p> <p>19%</p> <p>43%</p> <p><i>Required for all schools.</i></p>		<p>Panorama Attendance Monitoring (PAM) Committee: Joseph Passantino, Kristen Ono, Cheryl Sumida-Sakai, Sheila Leong, 6th, 7th and 8th grade counselors</p>		
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<p>1.2.2. All students demonstrate positive behaviors at school.</p> <p>Behavior as of 3/27/24</p> <p>Behavior</p>  <p>77% 20% 3% <1%</p> <p><i>Required for all schools.</i></p>	<p>2A 2B 2C 2D 2E 2F 2G 2H</p>	<p>Schoolwide Organization</p> <p>Continue Positive Behavior Interventions and Support (PBIS) quarterly events that encourage students to demonstrate positive behaviors.</p> <p>SEL/Middle School</p> <p>Students will continue to participate in weekly Advisory/SEL lessons.</p> <p>Prioritize the number of 6th grade students who have a Social Emotional Learning (SEL) class which focuses on the CASEL components. (grade 6 only)</p> <p>Advisory teachers will build relationships with their Advisory students and classes to increase student well-being.</p> <p>Implement Attendance Monitoring processes to create relationships and monitor attendance.</p> <p>Provide specific examples and updates during Kid Talk meetings focused on building relationships utilizing g to Panorama data.</p> <p>Accountable Leads:</p> <p>Joseph Passantino, Kristen Ono, Cheryl Sumida-Sakai, 6th, 7th, 8th grade counselors</p>	<p>From Strat Plan:</p> <p>-Percent of students, parents/guardians and staff agreeing that the school encourages positive behaviors per Panorama and SQ survey</p> <p>-Quarterly PBIS awards</p> <p>- Infinite Campus/Lei Kulia behavior data</p>	<p><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:__, \$</p> <p>SW 1 SW 2 SW 3 SW 4 SW 5 SW 6</p>
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<p>1.2.3. All students experience a Nā Hopena A'o environment for learning.</p> <p>To develop the skills, behaviors and dispositions that are reminiscent of Hawaii's unique context, and to honor the qualities and values of the indigenous language and culture of Hawaii.</p> <p><i>Required for all schools.</i></p>	<p>2A 2B 2C 2D 2E 2F 2G 2H</p>	<p>SEL/Middle School</p> <p>Team celebrations will occur quarterly to acknowledge student performance, efforts, and build student engagement.</p> <p>Students will continue to participate in weekly Advisory/SEL lessons.</p> <p>Advisory teachers will build relationships with their Advisory students and classes to increase student well-being.</p> <p>Implement Attendance Monitoring processes and celebrations to create relationships and monitor attendance.</p> <p>.Provide specific examples and updates during Kid Talk meetings focused on building relationships utilizing Panorama data.</p> <p>Accountable Leads: Joseph Passantino, Kristen Ono, Noelani Takayesu, Cheryl Sumida-Sakai</p>	<p>From Strat Plan:</p> <ul style="list-style-type: none"> -Completion of HA orientation and training. -Embedded into school culture. - HMTSS Blueprint - Team and Department meeting minutes and Action Plans 	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</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>SW 1 SW 2 SW 3 SW 4 SW 5 SW 6</p>
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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> <i>Reference the Identified School Needs section.</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>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>45% of students participate in career, community, and civic opportunities. This will increase to 100% of students by the end of the 24-25 SY.</p> <p><i>Required for all schools.</i></p>		<p>Continue opportunities in career, community, and civic engagement will be provided for students through:</p> <ul style="list-style-type: none"> • Career <ul style="list-style-type: none"> ○ GEAR UP Field Trips Events <ul style="list-style-type: none"> ■ Zoo field trip and Zoo-to-You presentation on college pathways and careers for zoology/biology pathways. (Grade 6) ■ Sea Life Park field trip and presentation on college pathways and careers in marine science. (Grade 6) ■ Law Enforcement Career Day and field trip to Chaminade for forensic science. (Grade 7) ■ College/University field trip for exposure to college offerings. (Grade 8) ■ Pearl Harbor Aviation Museum field trip for the aviation pathway. ■ College is Within Reach Event for exposure to college offerings. (Grade 8) ■ Culinary field trips to various sites for culinary pathways. (Iron Chef Club all grades) 	<p>From Strat Plan:</p> <ul style="list-style-type: none"> -Percent of students participating in career exploration and development activities. -Number of middle school students completing CTE and/or Career Exploration courses. -Percent of students participating in civic learning and active civic engagement. 	<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>SW 1 SW 2 SW 3 SW 4 SW 5 SW 6</p>

		<ul style="list-style-type: none"> ■ Science field trips to various sites for science field pathways. (Science Fair Club all grades) ○ College Advisory Lessons (grade 8 only) ○ Prioritize the number of 8th grade students who have Career Technical Education class which focuses on college and career readiness. (grade 8 only) ● Community and Civic Opportunities <ul style="list-style-type: none"> ○ School Community Council meetings (various Student Government) ○ Campus Beautification events twice a year ○ Renaissance Scholarship Program ○ Interact Club - Rotary Club skills <p>Accountable Leads: Joseph Passantino, Kristen Ono, Cheryl Sumida-Sakai, Sheila Leong, Steering Committee</p>		
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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>To be successful in college, students need to be at or above their grade level in terms of knowledge and skills. I think this item goes beyond CTE; we need to add an academic component that addresses academic background and skills</p>		<p>Curriculum</p> <ul style="list-style-type: none"> Prioritize the number of 8th grade students who have Career Technical Education class which focuses on college and career readiness. (grade 8 only) <p>Schoolwide Organization and Teacher Led Activities</p> <ul style="list-style-type: none"> GEAR UP Field trips and events <ul style="list-style-type: none"> Zoo field trip and Zoo-to-You presentation on college pathways and careers for zoology/biology pathways. (grade 6) Sea Life Park field trip and presentation on college pathways and careers in marine science. (grade 6) Law Enforcement Career Day and field trip to Chaminade for forensic science. (grade 7) Field trip to McKinley High School to learn about academies, transition, and campus tour. (grade 8) College/University field trip for exposure to college offerings. (grade 8) Pearl Harbor Aviation Museum field trip for the aviation pathway. College is Within Reach Event for exposure to college offerings. (grade 8) Culinary field trips to various sites for culinary pathways. (Iron Chef Club all grades) Science field trips to various sites for science field pathways. (Science Fair Club all grades) <p>Accountable Leads: Joseph Passantino, Kristen Ono, Steering Committee</p>	<p>From Strat Plan: - Percent of first-time eighth graders promoted to 9th grade on time.</p>	<p><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> <p>SW 1 SW 2 SW 3 SW 4 SW 5 SW 6</p>
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Priority 2

High-Quality Educator Workforce In All Schools

- ★ All students are taught by effective teachers.
- ★ All schools are staffed by effective support staff.
- ★ All schools are led by effective school administrators.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</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 to execute the enabling activity.</i>
<p>2.1.1 All teacher positions are filled with qualified hires that include SIQ hours and/or TESOL certification by 26-27 SY.</p> <p>50% of teachers have received SIQ hours and/or TESOL certification. By the end of the 24-25 SY, 75% of teachers will receive 72 SIQ hours or TESOL certification</p>		<p>Continuously share opportunities that are available for teachers to attend EL PD that supports SIQ hours.</p> <ul style="list-style-type: none"> Building the Base (FALL 2023, SPRING 2025) State/District EL course offerings University courses <p>Provider was approved by State for at-school training to count for 8 SIQ hours</p> <p>Accountable Leads: Joseph Passantino, Kristen Ono</p>	<p>-Percentage of teachers with all SIQ hours completed and/or TESOL certification.</p> <p>-Plan for teachers without SIQ hours/TESOL certification.</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$</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 checked="" type="checkbox"/> Other:____, \$</p> <p>SW 1 SW 2 SW 3</p>

				SW 4 SW 5 SW 6
<p>2.1.2 All teachers are effective or receive the necessary support to become effective.</p> <p>2% of teachers on cycle received a marginal rating on EES. By the end of the 24-25 SY, all teachers on cycle will receive an effective or highly effective rating</p>	.	<p>Data Analysis and Monitoring Provide PD that facilitates triangulating data from i-Ready, SBA, WIDA, and teacher input.</p> <p>All Admin, Counselors, Teachers, and Support staff will continue the PRKMS Kid Talk Protocol to ensure that students academic, physical, and social-emotional, and behavioral needs are addressed through tiered interventions.</p> <p>All Admin, Teachers, and Counselors will implement Panorama Intervention for identified students.</p> <p>All Admin, Teachers, Counselors will be trained in how to monitor student data and identify students in need of Tier 2 interventions.</p> <p>Curriculum Support In order to be effective, all Teachers will be provided supports including:</p> <ul style="list-style-type: none"> • Thinking Classrooms • NGSS inservice • Feedback from regular walkthroughs • Individual supports targeting individual needs <p>Support of Vulnerable Population: EL In order to be effective, all teachers will be provided supports including:</p> <ul style="list-style-type: none"> • EL PD • Feedback from regular walkthroughs • Individual supports targeting individual needs <p>All teachers will be trained in how to differentiate instruction based on the WIDA “Can Do Descriptors” and Standards</p>	<p>From Strat Plan: -Percent of first-year and second-year teachers participating in the state-approved induction and mentoring program. -Number of teachers participating in professional development beyond the 21 hours -Walkthrough data - EES</p>	<p><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> <p>SW 1 SW 2 SW 3 SW 4 SW 5 SW 6</p>

		<p>ensure equitable access for ELs by designing curriculum, instruction, and assessments at their identified level.</p> <p>EL strategies will be implemented in all classrooms. Continue training with WIDA Can Do Descriptors. Continue to plan and deliver engaging lessons that address the WIDA Domains of:</p> <ul style="list-style-type: none"> - Speaking - Writing - Listening - Reading <p>Universal Screener: i-Ready Support Twice a semester i-Ready training will be done by Curriculum Associates staff based on the specific needs of our school.</p> <p>Inservice will be provided by curriculum consultants on how to effectively use the pacing guides and curriculum including components for special sub groups.</p> <ul style="list-style-type: none"> • All teachers will be provided with professional development that will allow them to group students in i-Ready based on need and administer lessons that address specific foundational skills. <p>Accountable Leads: Joseph Passantino, Kristen Ono, Nara Takakawa</p>		
<p>2.2.2 All schools' support staff are effective or receive the necessary support to become effective.</p> <p>All faculty on campus are teachers, and support students in all situations that include</p>		<p>Continue to train paraprofessional staff to support teachers and students in the general classroom setting. Mentor and coach part time staff (PPTs) so they can improve their skills and effectiveness.</p> <p>Provide clear expectations and job descriptions for paraprofessional staff so they know what they need to do and how they need to do it.</p>	<p>From Strat Plan: -Number of professional development opportunities for classified school support staff. -Number of designated entry-level classes of</p>	<p><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"/> Homeless, \$ <input type="checkbox"/> Grant:____, \$</p>

academic and behavioral.		Accountable Leads: Joseph Passantino, Kristen Ono, Lindsay Wong	work with available career ladders for advancement.	<input type="checkbox"/> Other:____, \$ SW 1 SW 2 SW 3 SW 4 SW 5 SW 6
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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> <i>Reference the Identified School Needs section.</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 to execute the enabling activity.</i>
<p>3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.</p> <p><i>Required for all schools.</i></p> <p>75% of SCC positions are currently filled. The remaining 25% of positions will be filled by Nov 2023. Collaborative meetings focused on school culture and school improvement will be held every month.</p>		<p>Principal will message the importance of this advisory group to all stakeholders in October 2024 explaining roles/responsibilities.</p> <ul style="list-style-type: none"> Elections will be held on Nov 1, 2024. Principal will engage the SCC chairperson and ensure school level plans and issues are agendaized. <p>Conversations in the SCC help to build the capacity of the school community. Transparency and Collaboration allow for all members to have a stake in the plans and feel engaged in the school.</p> <p>Accountable Leads: Joseph Passantino, Noelani Takayesu</p>	<p>From Strat Plan: -All required stakeholders represented in SCC membership. -Overall positive ratings on the SCC self-assessment survey.</p> <p>Routine meetings, review minutes, follow up on next steps</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</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>SW 1 SW 2 SW 3 SW 4 SW 5 SW 6</p>

★ 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> <i>Reference the Identified School Needs section.</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 to execute the enabling activity.</i>
<p>3.3.2 All families are engaged in school events/activities and have regular two-way communication.</p> <p>Need to improve student outcomes, strengthen school-home connection, increase family support, improve behavior and attendance, strengthen community bonds</p>		<p>Events</p> <ul style="list-style-type: none"> Evaluate and refine family events to ensure they are meaningful based on family feedback. Continue to communicate with families regularly about academic progress in a language they can understand (KMR EL Success Plan). Develop quarterly family events based on feedback from families on needs/wants. <ul style="list-style-type: none"> Quarter 1 <ul style="list-style-type: none"> (Aug) Ohana Night - parent survey on family needs/wants. Quarter 2 <ul style="list-style-type: none"> (Oct) Parent Teacher Conference (TBD) Parent Event on Curriculum and Learning (ie. Parent Technology Night, i-Ready, Math Night, etc.) (Dec) Winter Performance Quarter 3 <ul style="list-style-type: none"> (TBD) Parent Event on Curriculum and Learning (i.e., Parent Technology Night, i-Ready, Math Night, etc.) Quarter 4 <ul style="list-style-type: none"> (Apr) Movie Night/Science Fair Showcase (Apr) BINGO (May) Feeder School Night for Parents (May) Spring Performance 	<p>Increase in number of parents who attend events based on sign-in sheets.</p> <p>Parent surveys to determine 1) what family needs are 2) if families found the event meaningful.</p>	<p> <input checked="" type="checkbox"/> WSF, \$ <input checked="" 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> <p> SW 1 SW 2 SW 3 SW 4 SW 5 SW 6 </p>

		<ul style="list-style-type: none"> ■ (May) Renaissance Scholarship Night ■ (May) 8th Grade Promotion <p>Communication</p> <ul style="list-style-type: none"> ● Create a Family Engagement Committee which includes BSHA (Bilingual/Bicultural School-Home Assistant). <p>Accountable Leads: Joseph Passantino, Kristen Ono, Cheryl Sumida-Sakai, Lindsay Wong</p> <p>■</p>		
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APPENDIX A: SCHOOL 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.**

This section showcases Princess Ruth Ke'elikōlani Middle 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)

1,085

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

No

Bell Schedule:

Ke'elikolani Middle School Bell Schedule SY 2024-2025

Monday (54)	Tuesday (54)	Wednesday (54)	Thursday (54)	Friday (54)
8:00 – 8:10 Homeroom/AA	8:00 – 8:10 Homeroom/AA	8:00 – 8:10 Homeroom/AA	8:00 – 8:10 Homeroom/AA	8:00 – 8:10 Homeroom/AA
8:13 – 9:07 Period 1	8:13 – 9:07 Period 4	8:13 – 9:07 Period 2	8:13 – 9:07 Period 6	8:13 – 9:07 Period 5
9:10 – 10:04 Period 2	9:10 – 9:59 AA Enrichment	9:10 – 10:04 Period 3	9:10 – 9:59 AA Enrichment	9:10 – 10:04 Period 6
10:04 – 10:22 Recess	9:59 – 10:17 Recess	10:04 – 10:22 Recess	9:59 – 10:17 Recess	10:04 – 10:22 Recess
10:25 – 11:19 Period 3	10:20 – 11:14 Period 5	10:25 – 11:19 Period 4	10:20 – 11:14 Period 1	10:25 – 11:19 Period 1
11:22 – 12:16 Period 4	11:17 – 12:11 Period 6	11:22 – 12:16 Period 5	11:17 – 12:11 Period 2	11:22 – 12:16 Period 2
12:16 – 12:46 Lunch	12:11 – 12:41 Lunch	12:16 – 12:46 Lunch	12:11 – 12:41 Lunch	12:16 – 12:46 Lunch
12:49 – 1:43 Period 5	12:44 – 1:38 Period 1	12:49 – 1:33 AA	12:44 – 1:38 Period 3	12:49 – 1:43 Period 3
1:46 – 2:40 Period 6	1:38 Dismissal	1:33 Dismissal	1:38 Dismissal	1:46 – 2:40 Period 4
2:40 Dismissal				2:40 Dismissal