



Princess Ruth Ke'elikōlani Academic Plan SY 2026-2027

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Title I School
Non-Title I School

Submitted by Principal Insert name of school principal		Approved by Complex Area Superintendent Insert name of CAS	
Joseph Passantino	Date 4-1-26	[Insert signature] 	Date 4/17/26

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

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
Grade 6	Writable	IXL	Inner Orbit, Diffit	Writable, Quizlet, Diffit
Grade 7	Writable	IXL Supplementary Legends of Learning	Inner Orbit, Diffit	Writable, Quizlet, Diffit
Grade 8	Writable	IXL Supplementary - Maneuvering the Middle - Kuta Software STEM Elective: Explore Learning eDynamic Learning -	Inner Orbit, Diffit	Writable, Quizlet, Diffit

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

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: Panorama and school created documents
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IDENTIFIED SCHOOL NEEDS

Academic Plans require the identification of school needs based on data and other information analyzed as part of the school improvement process. The **Comprehensive Needs Assessment (CNA) Data Workbook** (linked [here](#)) and **Lei Kulia** (linked [here](#)) are data resources to help guide and support continuous school improvement.

This section highlights the critical student learning needs that require immediate attention for improvement, student subgroup(s) achievement gaps, and root/contributing cause for those needs and gaps, as identified in one or more of the following:

- Current CNA
- Other current assessment/self-study report:
- 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 and 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, Math, Science, and Social Studies

	LANGUAGE ARTS			MATH			SCIENCE		
SUBGROUP	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25
All Students	36.5%	38.5%	41.6%	23.7%	21.9%	25.3%	20.8%	21.1%	33.6%
Disadvantaged	31.8%	35.5%	37.3%	20.7%	17.7%	21.8%	16.6%	16.4%	29.0%
Special Education	2.5%	5.2%	2.6%	0.0%	0.0%	5.2%	0.0%	0.0%	5.8%
English Learner + Exits	15.4%	17.6%	23.5%	10.5%	7.2%	15.3%	12.5%	4.0%	11.9%
Male	32.5%	32.4%	38.0%	28.8%	23.8%	29.0%	21.0%	27.4%	31.9%
Female	40.1%	43.9%	45.7%	19.2%	20.2%	21.3%	20.5%	15.5%	35.2%
High Needs	31.7%	35.0%	36.7%	21.4%	17.7%	21.5%	19.0%	15.3%	28.7%
Non-High Needs	79.3%	68.7%	83.8%	44.8%	59.3%	58.0%	33.3%	72.7%	72.7%
Achievement Gap	47.6%	33.7%	47.1%	23.4%	41.6%	36.5%	14.3%	57.4%	44.0%

Source: ARCH ADC

Root/Contributing Cause:

[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.

1B) Teachers are continuing to develop consistent practices using data to inform Tier 1(for all students) and Tier 2 (specific, targeted students) classroom interventions

1C) Students have limited exposure to more summative tasks aligned to the end-of-year assessments (SBA)

1D) Chronic absences and tardiness reduce instructional time, hindering student progress and contributing to learning gaps.

1E) Instruction does not consistently address foundational skill gaps, particularly in reading, writing, numeracy, which affects achievement across all subjects.

1F) Differentiated instruction and engagement strategies are inconsistently used during instruction, which reduces the effectiveness of instruction in meeting the needs of diverse learners.

1G) Support structures for English Learners are underdeveloped in core content classes which limits their ability to gain academic language skills and core content standards.

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.

2 **Student Need:** Improve student behavior, attendance, and address social emotional needs.

Regular Attendance (17 or fewer days absent)

School Year	SY 2022- 2023	SY 2023-2024	SY 2024-2025
All Students	70%	62.1%	72.5%
Disadvantaged	68.8%	61.3%	70.7%
Special Education	69.5%	60.7%	64.7%
English Learner + Exits	70%	60.9%	71.6%
Female	74.5%	66.8%	70.4%
Male	65.2%	57.1%	74.3%
High Needs	69.4%	61.1%	70.2%
Non-High Needs	75.8%	71.8%	93.5%
Asian (Excluding Filipino)	72.5%	71.8%	93.5%
Filipino	86.7%	83.8%	93.4%
Pacific Islander	65.9%	53.7%	64.9%
Native Hawaiian	64.8%	51.2%	59%
Black	28.5%	20%	60%
White	75%	69.2%	69.2%
Hispanic		100%	100%

Source: ARCH ADC

Number of students suspended and class of suspensions

	SCHOOL YEAR					
Suspensions	2022-2023		2023-2024		2024-2025	
	#	%	#	%	#	%
Non-suspended	266	82%	289	77.6%	311	87.8%
Suspended	58	17.9%	83	22.3%	43	12.1%
Class A	58	62.3%	61	45.5%	30	57.6%
Class B	25	26.8%	58	43.2%	20	38.4%
Class C	10	10.7%	12	8.9%	2	3.8%
Class D	0	0%	3	2.2%	0	0%

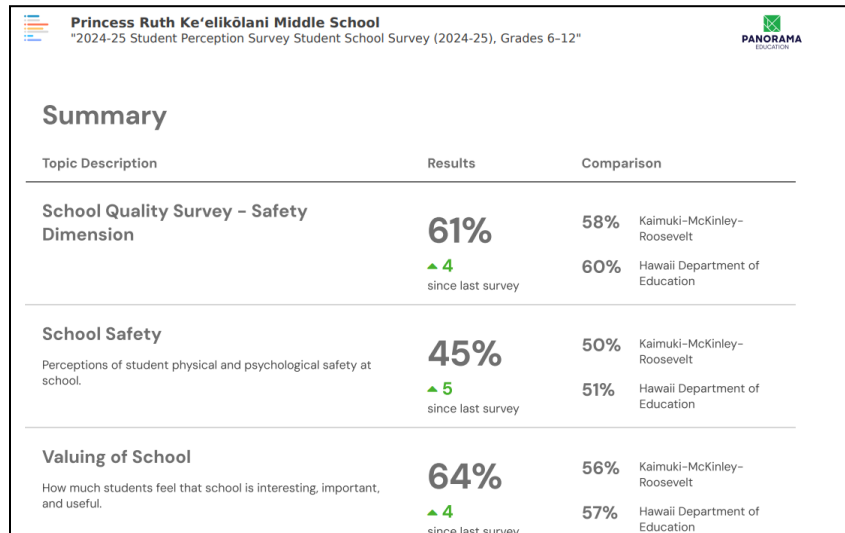
Source: ARCH ADC

Panorama Student SEL, Percent Positive By Topic

	SCHOOL YEAR					
	2022-2023		2023-2024		2024-2025	
	Fall	Spring	Fall	Spring	Fall	Spring
Sense of Belonging	47.8%	49.6%	48.3%	47.9%	53.4%	55%
Self- Management	60.8%	57.7%	56.9%	60.3%	68.8%	63.6%
Social Awareness	53.2%	50.1%	51.3%	54.8%	51.1%	55.7%
Self-Efficacy	46.2%	46.7%	43%	45.3%	40.9%	43.8%
Grit	54.3%	54.8%	50.3%	53.5%	N/A	N/A

Growth Mindset	47.5%	47.4%	45.4%	50.3%	51.7%	54.2%
Emotion Regulation	43.8%	45.3%	43.6%	45.2%	42%	43.7%

Source: ARCH ADC



Source: Panorama

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 (HMTSS)
- 2G) Undefined 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.

3 **Student Need:** SPED

Root/Contributing Cause: Increase students' pass percentage of ELA, Math, and Science state tests

SBA Proficiency by Subgroup

	LANGUAGE ARTS			MATH			SCIENCE		
SUBGROUP	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25
All Students	36.5%	38.5%	41.6%	23.7%	21.9%	25.3%	20.8%	21.1%	33.6%
Disadvantaged	31.8%	35.5%	37.3%	20.7%	17.7%	21.8%	16.6%	16.4%	29.0%
Special Education	2.5%	5.2%	2.6%	0.0%	0.0%	5.2%	0.0%	0.0%	5.8%
English Learner + Exits	15.4%	17.6%	23.5%	10.5%	7.2%	15.3%	12.5%	4.0%	11.9%
Male	32.5%	32.4%	38.0%	28.8%	23.8%	29.0%	21.0%	27.4%	31.9%
Female	40.1%	43.9%	45.7%	19.2%	20.2%	21.3%	20.5%	15.5%	35.2%
High Needs	31.7%	35.0%	36.7%	21.4%	17.7%	21.5%	19.0%	15.3%	28.7%
Non-High Needs	79.3%	68.7%	83.8%	44.8%	59.3%	58.0%	33.3%	72.7%	72.7%
Achievement Gap	47.6%	33.7%	47.1%	23.4%	41.6%	36.5%	14.3%	57.4%	44.0%

Source: ARCH ADC

Root/Contributing Cause:

3A) Teachers are continuing to develop consistent practices using data to inform Tier 1(for all students) and Tier 2 (specific, targeted students) classroom interventions

3B) Differentiated instruction and engagement strategies are inconsistently used during instruction, which reduces the effectiveness of instruction in meeting the needs of diverse learners.

Addressing the root causes of student achievement in the Special Education department is critical to fostering academic success, ensuring student well being, and maintaining an overall positive school environment. Implementing targeted interventions such as counseling services, PBIS, self-regulation strategies, and family engagement initiatives support students.

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) (ML)

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

Number of students WIDA ACCESS Composite Proficient

	2021-2022	2022-2023	2023-2024	2024-2025
PL1	20	18	18	14
PL2	33	33	35	30
PL3	59	64	54	46
PL4	18	28	37	36
PL5	3	1	2	5

Percent of students WIDA ACCESS Composite Proficient

	2021-2022	2022-2023	2023-2024	2024-2025
PL1	15.0	12.5	12.3	10.7
PL2	24.8	22.9	23.9	22.9
PL3	44.4	44.4	36.9	35.1
PL4	13.5	19.4	25.3	27.5
PL5	2.3	0.7	1.4	3.8

Source: ARCH ADC

2

Targeted Subgroup: Low SES

Identified Student Need(s): Increase students pass percentage of ELA, Math, Science state test scores

SBA Proficiency by Subgroup

	LANGUAGE ARTS			MATH			SCIENCE		
SUBGROUP	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25
All Students	36.5%	38.5%	41.6%	23.7%	21.9%	25.3%	20.8%	21.1%	33.6%
Disadvantaged	31.8%	35.5%	37.3%	20.7%	17.7%	21.8%	16.6%	16.4%	29.0%
Special Education	2.5%	5.2%	2.6%	0.0%	0.0%	5.2%	0.0%	0.0%	5.8%
English Learner + Exits	15.4%	17.6%	23.5%	10.5%	7.2%	15.3%	12.5%	4.0%	11.9%
Male	32.5%	32.4%	38.0%	28.8%	23.8%	29.0%	21.0%	27.4%	31.9%
Female	40.1%	43.9%	45.7%	19.2%	20.2%	21.3%	20.5%	15.5%	35.2%
High Needs	31.7%	35.0%	36.7%	21.4%	17.7%	21.5%	19.0%	15.3%	28.7%
Non-High Needs	79.3%	68.7%	83.8%	44.8%	59.3%	58.0%	33.3%	72.7%	72.7%
Achievement Gap	47.6%	33.7%	47.1%	23.4%	41.6%	36.5%	14.3%	57.4%	44.0%

Source: ARCH ADC

3

Targeted Subgroup: SPED

Identified Student Need(s): Increase students' pass percentage of ELA, Math, and Science state tests

	LANGUAGE ARTS			MATH			SCIENCE		
SUBGROUP	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25
All Students	36.5%	38.5%	41.6%	23.7%	21.9%	25.3%	20.8%	21.1%	33.6%
Disadvantaged	31.8%	35.5%	37.3%	20.7%	17.7%	21.8%	16.6%	16.4%	29.0%
Special Education	2.5%	5.2%	2.6%	0.0%	0.0%	5.2%	0.0%	0.0%	5.8%
English Learner + Exits	15.4%	17.6%	23.5%	10.5%	7.2%	15.3%	12.5%	4.0%	11.9%
Male	32.5%	32.4%	38.0%	28.8%	23.8%	29.0%	21.0%	27.4%	31.9%
Female	40.1%	43.9%	45.7%	19.2%	20.2%	21.3%	20.5%	15.5%	35.2%
High Needs	31.7%	35.0%	36.7%	21.4%	17.7%	21.5%	19.0%	15.3%	28.7%
Non-High	79.3%	68.7%	83.8%	44.8%	59.3%	58.0%	33.3%	72.7%	72.7%

	Needs									
	Achievement									
	Gap	47.6%	33.7%	47.1%	23.4%	41.6%	36.5%	14.3%	57.4%	44.0%
Source: ARCH ADC										



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>
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Reading Proficiency 1.1.2. All students read proficiently by the end of eighth grade, and those who do not read proficiently <u>receive necessary and timely support</u> to become proficient. 41.6% of students are proficient in ELA. All students will reach annual typical growth on i-Ready with 50% reaching stretch growth. SBA proficiency rates will increase by 5%. 23.5% of EL students are proficient in ELA. All students will reach annual typical growth on i-Ready with 50% reaching stretch growth. 15% of EL students will exit <u>KPI ELA Student SBA Proficiency Targets</u> ● SY 23-24 Target: 37.5% ○ Actual: 37.7% (met) ● SY 24-25 Target: 41.1% ○ Actual: 41.6% (met) ● SY 25-26 Target: 43.6% ○ Actual: TBD ● SY 26-27 Target: 46.1% ○ Actual: TBD ● SY 27-28 Target: 48.6 % ○ Actual: TBD	1A 1B 1C 1D 1E 1F 1G	[Include specific enabling activities or strategic actions being taken to achieve your desired outcome]; Possibility of having ELA Teachers attend NCTE conference for ELA teachers in 2026 and Social Studies teachers attend National Council for the Social Studies [Joseph Passantino, Nathan Davis, Lindsay Wong, Brandon Galarita] Strengthen Tier 1 instruction in ELA and all other core classes by following and using the approved viable curriculum. Teachers will demonstrate understanding of the approved viable curriculum and get professional development throughout the year on the curriculum along with professional development to support their Tier 1 instruction. Differentiation PD and support will be embedded to support all students at Tier 1 level of instruction. Data will be reviewed regularly and collaboration during department meetings will follow a continuous routine cycle of reflection and feedback. Teachers will monitor individual student's personalized instruction progress and create and implement intervention action plans. Teachers will utilize iReady data to create and implement small group instruction plans at least one day per week Support of Vulnerable Population: EL EL strategies will be implemented in all classrooms. Continue training with WIDA Can Do Descriptors and add WIDA interpretive Language Chart.	[List the measures, including initial and intermediate outcomes, that will be used to monitor progress.] iReady Diagnostic Data iReady Data (accessed through iReady) iReady standards mastery Intervention Lessons (Teacher assigned lessons found in student profile) Department and Team progress monitoring through Action Plans Student work analysis Pacing guides to check for vertical alignment Classroom walkthroughs Glows and Grows teacher feedback form <i>From Strat Plan:</i>	● WSE, \$ ● Title I, \$ ● Title II, \$ ● Title III, \$ ● Title IV-A, \$ ● Title IV-B, \$ ● IDEA, \$ ● SPPA, \$ ● Homeless, \$ ● Grant: __, \$ ● Other: __, \$
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● SY 28-29 Target: 51		Intentionally plan engaging lessons that address the WIDA Domains of: - Speaking - Writing - Listening - Reading EL teachers to co-teach with respective grade level Social Studies teacher Professional Development at WIDA Conference Sept. 26' Schoolwide Organization Inservice will be provided by curriculum consultants on how to effectively use pacing guides and curriculum including components for special sub groups. Continue Homogeneous Groupings for ELA. Implement pacing guides focused on providing standards based instruction and data informed instruction. Implement targeted support by admin and coach to support teachers and students based on results from walkthrough trends. Continue funding computer programs, technology, and licenses that support instruction for student achievement. Universal Screener: i-Ready Teachers will monitor student i-Ready data to determine interventions.	<i>-Percent of eighth graders demonstrating grade-level proficiency in reading.</i> <i>-Percent of students who are not proficient in reading by the end of eighth grade who receive additional personalized support.</i> Routine and supported professional development each quarter facilitated by outside providers and school teams to support ELA team and teachers.	
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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. 25.3% of students are proficient in Math. All students will reach annual typical growth on i-Ready EOY and SBA proficiency rates will reach 30.9%. 15.3% of EL students are proficient in Math. All EL students will demonstrate All students will reach annual typical growth on i-Ready EOY and SBA proficiency rates will increase by 5%. <u>KPI Math Student SBA Proficiency Targets</u> ● SY 23-24 Target: 24% ○ Actual: 21.6% (not met) ● SY 24-25 Target: 27.3% ○ Actual: 25.3 % (not met) ● SY 25-26 Target: 29.1% ○ Actual: TBD ● SY 26-27 Target: 30.9%	[If applicable, reference the root/contributing cause from the Identified School Needs section] 1A 1B 1C 1D 1E 1F 1G	[Include specific enabling activities or strategic actions being taken to achieve your desired outcome]; Curriculum and Instruction Strengthen Tier 1 instruction in all Math classrooms by following and using the approved viable curriculum. 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. Math Department will receive WestED Training to assist in supporting our ML students. Pacing guides will be worked on and supported through meeting with admin, department head, and outside provider to support curriculum focus and planning. Differentiation PD and support will be embedded to support all students at Tier 1 level of instruction. 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. Implement instructional groupings based on student needs as identified through iReady results to provide tiered academic interventions. Support of Vulnerable Population: EL EL strategies will be implemented in all classrooms. Continue training with WIDA Can Do Descriptors and WIDA Interpretive Language Charts.	iReady Diagnostic Data iReady Data (accessed through iReady) Intervention Lessons (Teacher assigned lessons found in student profile) Department and Team progress monitoring through Action Plans Student work analysis Pacing guides to check for vertical alignment Classroom walkthroughs Glows and Grows teacher feedback form <i>From Strat Plan:</i> <i>-Percent of eighth graders demonstrating grade-level proficiency in mathematics.</i> <i>-Percent of students who are not proficient in math by the end of eighth grade who receive additional personalized support.</i>	● WSE, \$ ● Title I, \$ ● Title II, \$ ● Title III, \$ ● Title IV-A, \$ ● Title IV-B, \$ ● IDEA, \$ ● SPPA, \$ ● Homeless, \$ ● Grant: __, \$ ● Other: __, \$
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○ Actual: TBD ● SY 27-28 Target: 32.7% ○ Actual: TBD ● SY 28-29 Target: 34.5% ○ Actual: TBD		Intentionally plan engaging lessons that address the WIDA Domains of - Speaking - Writing - Listening - Reading Scaffold student performance task expectations by WIDA Can Do or other Criteria. Schoolwide Organization Inservice will be provided by curriculum consultants on how to effectively use the curriculum including components for special sub groups. Continue Homogeneous Groupings for Math. Expand on our intervention offering during the school day by adding targeted math foundational skills support. Implement Pacing guides focused on providing standards based instruction and data informed instruction. Implement targeted support by admin and department heads for teachers and students based on results from walkthroughs. Continue funding computer programs, technology, and licenses that support instruction for student achievement. Universal Screener: i-Ready Teachers will monitor student i-Ready data to determine interventions. Teachers will facilitate student data chats to set achievement goals and monitor progress.	Routine and supported professional development each quarter facilitated by outside provider and school teams to support Math team and teachers.	
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		i-Ready implementation (45 minutes of math a week during enrichment block). At least once a semester i-Ready training will be done by Curriculum Associates staff based on the specific needs of our school. Possibility of having math teachers attend NCTM Math conference in 2026 Accountable Leads: Joseph Passantino, Nathan Davis, Lindsay Wong, Math Department Head		
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1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. 21.8% of students in the low-SES student group are proficient in Math in comparison with 25.3% in the All student group.. To decrease this gap, students in the low-SES student group will surpass their annual typical growth in i-Ready and SBA proficiency rates will increase by at least 7% to further close the achievement gap. <i>Required for all schools.</i>	1A 1B 1C 1D 1E 1F 1G	Teachers will monitor individual student's personalized instruction progress and create and implement intervention action plans. Teachers will utilize iReady data to create and implement small group instruction plans at least one day per week. Professional development from AMLE Conference Nov. 26' Professional development from Learning Forward Conference Dec. 26' Accountable Leads: Joseph Passantino, Nathan Davis, Lindsay Wong, Steering Committee	-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.	WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant:__, \$ Other:__, \$
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1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school. 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. <i>Required for all schools.</i>	1A 1B 1C 1D 1E 1F 1G 2A 2B 2C 2D 2E 2F 2G	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. 6th grade Summer Program to support transition into middle school via a four week summer program Continue Feeder Parent Night - Parents of incoming 5th graders to be introduced to the campus, curriculum, and school supports. 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. 8th Grade Students will learn about college via advisory lessons and a culminating event that ends with a college pledge Continue Transition Activity for Teachers - Teachers will meet with the next grade to share information about students. Provide summer program to Incoming 6th grade Support transition to high school by holding activities such as high school visit, coach visits, High School principal talk, 8th grade Parent Night and CTE visit Accountable Leads: Joseph Passantino, Nathan Davis Cheryl Sumida-Sakai, Sheila Leong, 6th, 7th, and 8th grade counselors	Sign in sheets from parent activities Feedback forms from parents Calendar of events	WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant:__, \$ Gear UP request 31,000 for summer learning Other:__, \$
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1.1.6. All students will receive support through a multi-tiered system for academics, behavior, social emotional and physical health.	[If applicable, reference the root/contributing cause from the Identified School Needs section] 1B 1D 2A 2B 2C 2D 2E 2F 2G	Support of Vulnerable Population Provide tiered interventions for identified students in the areas of physical needs, academics, SEL, and behavior (HMTSS). SEL/Middle School Students will continue to participate in weekly Advisory/SEL lessons. Students will build relationships with their Advisory teachers and classes to increase student well-being. Implement Attendance Monitoring processes to create relationships and monitor attendance. Universal Screener: i-Ready Teachers will monitor student i-Ready data to determine interventions. Teachers will facilitate student data chats to set achievement goals and monitor progress. Accountable Leads: Joseph Passantino, Nathan Davis, Cheryl Sumida-Sakai	-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	WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant:__, \$ Other:__, \$
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★ **GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.**

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
1.2.1. All students desire to and attend school regularly. KPI Student Regular Attendance: SY 2025-26 - TBD SY 2024-25 - 72.5 SY 2023-24 - 62.1% Goal for SY2026-27: Regular attendance will increase 7% from the 2025-26 SY baseline. <i>Required for all schools.</i>	2A 2B 2C 2D 2E 2F 2G	Schoolwide Organization Outreach by school level BSHAS and counselors will be consistently used to bring students back to school. • Home visits • Parent meetings • Transportation to school • Micronesian club • Tutoring afterschool • Volleyball/basketball intramurals Continue Positive Behavior Interventions and Support (PBIS) quarterly events that encourage students to attend school regularly and on time. SEL/Middle School Students will build relationships with their Advisory teachers and classes to increase student well-being. Implement Attendance Monitoring processes to create relationships and monitor attendance. Provide updates during Kid Talk meetings about building relationships according to Panorama data. Accountable Leads: Joseph Passantino, Nathan Davis, Cheryl Sumida-Sakai, Sheila Leong, 6th, 7th and 8th grade counselors	Panorama Infinite Campus EveryDay Labs	WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant:__, \$ Other:__, \$ SW 1 SW 2 SW 3 SW 4 SW 5 SW 6

1.2.2. All students demonstrate positive behaviors at school. <i>Required for all schools.</i>	2A 2B 2C 2D 2E 2F 2G 2H	Schoolwide Organization Continue Positive Behavior Interventions and Support (PBIS) quarterly events that encourage students to demonstrate positive behaviors. SEL/Middle School Students will continue to participate in weekly Advisory/SEL lessons. Prioritize the number of 6th grade students who have a Social Emotional Learning (SEL) class which focuses on the CASEL/ Wayfinder curriculum components. (grade 6 only) Advisory teachers will build relationships with their Advisory students and classes to increase student well-being. Implement Attendance Monitoring processes to create relationships and monitor attendance. Provide specific examples and updates during Team Meetings focused on building relationships utilizing Panorama data. Accountable Leads: Joseph Passantino, Nathan Davis, Cheryl Sumida-Sakai, 6th, 7th, 8th grade counselors	From Strat Plan: -Percent of students, parents/guardians and staff agreeing that the school encourages positive behaviors per Panorama and SQ survey -Quarterly PBIS awards - Infinite Campus/Lei Kulia behavior data	WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant: __, \$ Other: __, \$ SW 1 SW 2 SW 3 SW 4 SW 5 SW 6
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1.2.3. All students experience a Nā Hopena A'o environment for learning. 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. <i>Required for all schools.</i>	2A 2B 2C 2D 2E 2F 2G	SEL/Middle School Grade-level celebrations will occur quarterly to acknowledge student performance, efforts, and build student engagement. Students will continue to participate in weekly Advisory/SEL lessons. Advisory teachers will build relationships with their Advisory students and classes to increase student well-being. Implement Attendance Monitoring processes and celebrations to create relationships and monitor attendance. Provide specific examples and updates during Team meetings focused on building relationships utilizing Panorama data. Accountable Leads: Joseph Passantino, Nathan Davis,, Cheryl Sumida-Sakai	From Strat Plan: -Continue HA implementation into school culture. - HMTSS Blueprint - Team and Department meeting minutes and Action Plans	WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant:__, \$ Other:__, \$ SW 1 SW 2 SW 3 SW 4 SW 5 SW 6
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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. 45% of students participate in career, community, and civic opportunities. This will increase to 100% of students by the end of the 26-27 SY. <i>Required for all schools.</i>	[If applicable, reference the root/contributing cause from the Identified School Needs section]	Continue opportunities in career, community, and civic engagement will be provided for students through: • Career ○ GEAR UP Field Trips Events ○ 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 ○ School Community Council meetings (various Student Government) ○ Campus Beautification events twice a year ○ Renaissance Scholarship Program ○ Interact Club - Rotary Club skills ○ Saturday Food Distribution Hub Accountable Leads: Joseph Passantino, Nathan Davis, Cheryl Sumida-Sakai, Sheila Leong, Steering Committee	From Strat Plan: -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.	WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant: __, \$ Gear Up \$20,000 Other: __, \$ SW 1 SW 2 SW 3 SW 4 SW 5 SW 6

K-12 Alignment 1.3.2. All middle school students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways. 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.	[If applicable, reference the root/contributing cause from the Identified School Needs section]	Curriculum - Prioritize the number of 8th grade students who have Career Technical Education class which includes STEM and college and career readiness. (Grade 8 only) Schoolwide Organization and Teacher-Led Activities - GEAR UP Field trips and events - McKinley High School CTE visit - Homogeneous groupings to support students at their level - Refine Lead team organizational structure Accountable Leads: Joseph Passantino, Nathan Davis, Steering Committee, Cheryl Sumida-Sakai	From Strat Plan: - Percent of first-time eighth graders promoted to 9th grade on time.	WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant: __, \$ Other: __, \$ SW 1 SW 2 SW 3 SW 4 SW 5 SW 6
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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>	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 SY26-27. 86% of teachers have received SIQ hours and/or TESOL certification. By the end of the 26-27 SY, 100% of teachers will receive 72 SIQ hours or TESOL certification	2E 2F	Continuously share opportunities that are available for teachers to attend EL PD that supports SIQ hours. - West Ed Lesson Design - State/District EL course offerings - University courses - ELLevation modules (available in house) Accountable Leads: Joseph Passantino, Nathan Davis, Lindsay Wong	-Percentage of teachers with all SIQ hours completed and/or TESOL certification. -Plan for teachers without SIQ hours/TESOL certification.	WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant: __, \$ Other: __, \$ SW 1 SW 2 SW 3 SW 4 SW 5 SW 6



PRIORITY 2: High-Quality Educator Workforce In All Schools

2.1.2 All teachers are effective or receive the necessary support to become effective.	[If applicable, reference the root/contributing cause from the Identified School Needs section]	Data Analysis and Monitoring Provider to support PD on using data to inform instructional practices and monitor with classroom walkthroughs. Provide PD that facilitates triangulating data from i-Ready, SBA, WIDA, and teacher input. All Admin, Counselors, Teachers, and Support staff will continue the PRKMS MTSS to ensure that students' academic, physical, and social-emotional, and behavioral needs are addressed through tiered interventions. All Admin, Teachers, and Counselors, with support from the complex team, will implement Panorama Intervention to identify students in need of invention. Consider sending a music teacher to the ASTA conference. All teachers will participate in customized professional development related to the needs of the school through identified pathways during part of the 21 hours extended learning time. Teachers will provide evidence of this work and collaborate with teachers in the same pathway. This will be driven by teacher leaders. Schoolwide Writing Initiative: All teachers will be supported by a consultant to implement a schoolwide writing plan that will include ensuring teachers are calibrating their expectations for writing, addressing the Hawaii writing standards for each grade level, using the school's RACER strategy as a format for writing and providing students with content based writing tasks on a consistent basis. Curriculum Support	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 -Enrichment logs Quarterly writing samples with calibrated scoring	WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant:__, \$ Other:__, \$ SW 1 SW 2 SW 3 SW 4 SW 5 SW 6
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PRIORITY 2: High-Quality Educator Workforce In All Schools

		In order to be effective, all Teachers will be provided supports including: • iReady Classroom Mathematics PD • Glows and Grows feedback from regular walkthroughs • Individual supports targeting individual needs Support of Vulnerable Population: EL In order to be effective, all teachers will be provided supports including: • West Ed Strategies and training • ML Department support • ELLevation trainings and monitoring • Feedback from regular walkthroughs • Individual supports targeting individual needs • First steps at implementation of peer-observation system for teachers. All teachers will be trained in how to differentiate instruction based on the WIDA “Can Do Descriptors,” WIDA Charts and Standards ensure equitable access for ELs by designing curriculum, instruction, and assessments at their identified level. • EL strategies will be implemented in all classrooms. • Continue training with WIDA Can Do Descriptors and WIDA Charts. • Continue to plan and deliver engaging lessons that address the WIDA Domains of: Speaking, Writing, Listening, and Reading 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.		
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PRIORITY 2: High-Quality Educator Workforce In All Schools

		Inservice will be provided by curriculum consultants on how to effectively use the pacing guides and curriculum including components for special sub groups. 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. Accountable Leads: Joseph Passantino, Nathan Davis, Department Leads		
2.2.2 All schools' support staff are effective or receive the necessary support to become effective. All faculty on campus are teachers, and support students in all situations that include academic and behavioral.		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. Provide clear expectations and job descriptions as well as training for paraprofessional staff so they know what they need to do and how they need to do it. Accountable Leads: Joseph Passantino, Nathan Davis,, Lindsay Wong, Maile French	From Strat Plan: -Number of professional development opportunities for classified school support staff. -Number of designated entry-level classes of work with available career ladders for advancement.	WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant:__, \$ Other:__, \$ SW 1 SW 2 SW 3 SW 4 SW 5 SW 6



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. 75% of SCC positions are currently filled. The remaining 25% of positions will be filled by Nov 2026. Collaborative meetings focused on school culture and school improvement will be held every month with the SCC. <i>Required for all schools.</i>	[If applicable, reference the root/contributing cause from the Identified School Needs section]	Principal will message the importance of this advisory group to all stakeholders in October 2026 explaining roles/responsibilities. - At Ohana Nigh, we ask parents to volunteer to be on SCC Committee - Elections will be held on Nov 1, 2026. - Principal will engage the SCC chairperson and ensure school level plans and issues are agendaized. 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. Accountable Leads: Joseph Passantino, Nathan Davis, Student Government / Cheryl Sumida-Sakai,	From Strat Plan: -All required stakeholders represented in SCC membership. -Overall positive ratings on the SCC self-assessment survey. Routine meetings, review minutes, follow up on next steps	WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant:__, \$ Other:__, \$ SW 1 SW 2 SW 3 SW 4 SW 5 SW 6

★ 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. Need to improve student outcomes, strengthen school-home connection, increase family support, improve behavior and attendance, strengthen community bonds	[If applicable, reference the root/contributing cause from the Identified School Needs section]	Events ● 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. ○ Quarter 1 ■ (Aug) Ohana Night - parent survey on family needs/wants. ○ Quarter 2 ■ (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 ■ (TBD) Parent Event on Curriculum and Learning (i.e., Parent Technology Night, i-Ready, Math Night, Stem nigh etc.) ○ Quarter 4 ■ (Apr) Movie Night/Science Fair Showcase ■ (Apr) BINGO ■ (May) Feeder School Night for Parents ■ (May) Spring Performance ■ (May) Renaissance Scholarship Night	Increase in number of parents who attend events based on sign-in sheets. Parent surveys to determine 1) what family needs are 2) if families found the event meaningful.	WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant: __, \$ Other: __, \$ SW 1 SW 2 SW 3 SW 4 SW 5 SW 6

		■ (May) 8th Grade Promotion ● Create monthly Parent Workshops for our multilingual learners and their families to cover topics based on their needs, topics may include: ○ School success and attendance ○ ESL classes ○ Computer classes ○ Financial Literacy ● Continue Family Resource Center outreach initiatives and parent workshops. Communication ● Maintain our Parent Advisory Committee which includes BSHA (Bilingual/Bicultural School-Home Assistant), Community School Coordinator, and Social Worker and parents. Accountable Leads: Joseph Passantino, Nathan Davis, Cheryl Sumida-Sakai, Lindsay Wong, Hope K-Aloha, Esme Sakkan		
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★ 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>
[Insert school specific desired outcome] <i>(To add additional desired outcomes, duplicate this row)</i>	[If applicable, reference the root/contributing cause from the Identified School Needs section]	[Include specific enabling activities or strategic actions being taken to achieve your desired outcome]; [Reference name of accountable lead(s) here]	[List the measures and/or evidence that will be used to monitor progress here]	WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant: __, \$ Other: __, \$

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 Keelikolani Middle School School Community Council (SCC) recommends the school plans to the Complex Area Superintendent for approval and assures the following:

1. The SCC is correctly constituted and was formed in accordance with the Board of Education policy, Department of Education procedures and state law.
2. The SCC reviewed its responsibilities under the Board of Education policy, Department of Education procedures and state law, including those related to the review of the Academic Plan and Financial Plan.
3. The SCC sought and considered all recommendations from the school community or committees before recommending the plans for approval. (Check all that apply)
 - ☐ A School Community Council Meeting was conducted on **Date** to share the school data and gather input on student priorities.
 - ☐ A School Community Meeting was conducted on **Date** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☒ School Steering Committee 4.7.26
 - ☒ School Faculty 4.8.26
 - ☐ The SCC reviewed the Academic Plan and Financial Plan and found that they are based upon a thorough analysis of student performance data, and use evidence-based interventions.
4. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
5. The principal has provided a clear explanation to the SCC about the status of each of the recommendations made by the SCC regarding the Academic Plan and Financial Plan.
6. This school plan was adopted through consensus or by vote by the School Community Council on: **Date**

Attested:

Keelikolani Middle School Principal	Signature	Date
Joseph Passantino	<i>Joseph Passantino</i>	Date: 4-1-26
SCC Chairperson	Signature	Date

Noelani Takayesu	<i>Noelani Takayesu</i>	Date 4-1-26
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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:
None	None	None

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

Attested:

SCC Chairperson	Signature	Date
Insert name of SCC chairperson		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 (Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)	[Insert value; refer to cell D58 in the bell schedule tool]		
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	Yes	No	N/A, we meet the requirement

Keelikolani Middle School **Bell Schedule:** [Please link, embed a table, or insert an image of your school bell schedule here]

Ke'elikolani Middle School Bell Schedule
SY 2025-2026

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