



Kaimuki High School Academic Plan SY 2026-2027

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- ☒ Title I School
☐ Non-Title I School

Submitted by Principal Lorelei Aiwohi	
	04/02/2026

Approved by Complex Area Superintendent Linell Dilwith	
	4/16/26

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

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VIABLE QUALITY CURRICULUM

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

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

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
9th Grade	Other: ▾ CommonLit360	enVision A/G/A ▾	Houghton Mifflin Harcourt Publishing Co.:Science Dimensions Earth (software and textbook)	World History: Savvas World History 2022
10th Grade	Other: ▾ CommonLit360	enVision A/G/A ▾	Houghton Mifflin Harcourt Publishing Co.:Science Dimensions Biology (software and textbook)	US History: Savvas US History 2022
11th Grade	Other: ▾ CommonLit360	enVision A/G/A ▾	Houghton Mifflin Harcourt Publishing Co.:Science Dimensions Chemistry (software and textbook)	MHH/PID: (Magraders 2023) American Government
12th Grade	Other: ▾ CommonLit360	Other: ▾ Precalculus, McGraw Hill;	Houghton Mifflin Harcourt Publishing Co.:Science Dimensions Physics (software and textbook)	Psych/Econ:Psychology 2023 (Under Pearson's My Lab and Mastering) and Economics 2022

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
9-12th Grade	Freckle ELA (Renaissance) Writable	Get More Math (Spiral Math) Gizmos Virtual Lab	Gizmos Virtual Lab	

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
Grades 9-12	STAR Enterprise ▾	STAR Enterprise ▾
Grades 9-11	IAB ▾	IAB ▾
	Select One ▾	Select One ▾

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:
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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: [Insert text]
- ☒ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: [2025]

Type of Last Visit: Progress Report & Visit ▾

Year of Next Action: [2026]

Type of Next Action: Full Self-Study ▾

Year of Next Self-Study:

[2027]

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 | <p>Student Need: Students need to learn how to apply mathematical reasoning, problem-solving strategies, and scientific thinking to analyze information, investigate questions, and explain their reasoning so they can confidently engage in rigorous learning and real-world problem solving</p> <p>Root/Contributing Cause: [Insert text and/or image]</p> <p>1A: Inconsistent understanding and use of standards to guide instruction, compounded by inconsistent collaborative protocols for unpacking standards and constructing shared learning intentions.</p> <p>1B: Instructional practices that rely primarily on teacher-directed delivery, with limited structured student engagement.</p> <p>1C: Schoolwide instructional norms that are not clearly defined or consistently reinforced reflecting a lack of PLC-level consensus on high-leverage teaching strategies.</p> <p>1D: Wide variation in grading practices and alignment to proficiency perpetuated by infrequent analysis of student work in collaborative teams.</p> |
|---|--|

2	Student Need: Students need to learn how to read complex texts, analyze ideas, and communicate their thinking clearly through discussion and writing so they can engage deeply with academic content and express their understanding across subjects. Root/Contributing Cause: [Insert text and/or image] 2A: Inconsistent understanding and use of standards to guide instruction, compounded by inconsistent collaborative protocols for unpacking standards and constructing shared learning intentions. 2B: Wide variation in grading practices and alignment to proficiency perpetuated by infrequent analysis of student work in collaborative teams (PLCs). 2C: Feedback to students that is not consistently timely or actionable. These causes highlight that the performance gap is not a result of student ability, but rather a systemic need for clearer, shared norms and a stronger alignment among standards, assessments, and grading practices. Addressing these through your Academic Plan will ensure that classroom success becomes a reliable indicator of state-level proficiency
3	Student Need: Students in high-needs subgroups (EL, IDEA, and low SES) need to learn how to access grade-level standards through targeted scaffolds, language supports, and structured learning opportunities so they can demonstrate mastery of course content and achieve academic growth comparable to their peers. Root/Contributing Cause: [Insert text and/or image] 3A: Instructional practices that rely primarily on teacher-directed delivery, with limited structured student engagement. 3B: Varied behavior and academic expectations compounded by a lack of cross-classroom calibration in PLCs. 3C: Fragmented instructional monitoring linked to underdeveloped team-level protocols for tracking student progress and triggering timely academic adjustments.

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:** [EL and SPED]

Identified Student Need(s): Students in the Special Education and English Learner subgroups need to learn how to access grade-level content through academic language, foundational literacy, and problem-solving skills across subjects.

	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	40.1%	48.0%	51.7%	5.0%	10.8%	14.6%	10.4%	15.2%	7.8%
Disadvantaged	34.3%	43.5%	42.0%	6.1%	13.1%	14.2%	9.0%	15.3%	4.0%
Special Education	15.0%	7.1%	14.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
English Learner + Exits	5.5%	18.9%	17.8%	0.0%	0.0%	3.3%	4.0%	0.0%	0.0%

2 **Targeted Subgroup:** [High-Needs]

Identified Student Need(s): High-needs students need to learn how to engage with grade-level texts and tasks by analyzing information, using evidence, and communicating their reasoning.

	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	40.1%	48.0%	51.7%	5.0%	10.8%	14.6%	10.4%	15.2%	7.8%
High Needs	30.0%	35.7%	38.3%	4.8%	9.6%	11.2%	8.7%	11.7%	3.2%
Non-High Needs	62.1%	71.1%	81.4%	5.4%	13.0%	22.2%	16.6%	24.2%	28.5%
Achievement Gap	32.1%	35.4%	43.1%	0.6%	3.4%	11.0%	7.9%	12.5%	25.3%

3 **Targeted Subgroup:** [Pacific Islanders and Native Hawaiians]

Identified Student Need(s):

	LANGUAGE ARTS			MATH			SCIENCE		
ESSA RACE/ETHNICITY	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25
All Students	40.1%	48.0%	51.7%	5.0%	10.8%	14.6%	10.4%	15.2%	7.8%
Pacific Islander	36.3%	35.9%	42.5%	3.5%	3.1%	5.0%	6.2%	4.4%	7.8%
Native Hawaiian	31.2%	40.0%	33.3%	0.0%	20.0%	11.1%	5.0%	25.0%	0.0%



PRIORITY 1: High-Quality Learning For All

★ GOAL 1.1 All students experience rigorous, high-quality learning that results in equitable outcomes for all learners.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Annual Target Indicated	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> SW6	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 and those who do not read proficiently receive necessary and timely support to become proficient.	By June 2027, schoolwide SBA ELA proficiency scores will increase 3 percentage points as measured by the SBA to meet our KPI Target	2A, 2B, 2C	Strategy: Standards-Based Instructional Coherence Leads: ELA Department Head 1. Learning Progression Mapping (WASC #2): ELA PLCs will collaboratively define and map Learning Progressions for all prioritized standards to ensure daily lessons build toward full rigor of SBA expectations and include clear learning intentions so students understand the "roadmap" to proficiency. 2. PLC Inquiry Cycles (WASC #3): Analyze formative data specifically asking "Who benefited and who did not?" to adjust Tier 1 instruction. 3. Grading Calibration & Work Analysis: Establish department-wide proficiency-based grading agreements and conduct quarterly analysis where teachers review student work to ensure classroom marks accurately reflect standard mastery. 4. Evidence-Based Feedback Loops: Teachers will provide actionable feedback using exemplars and rubrics, allowing students to self-monitor and learn from mistakes. 5. Formalize a Systemic Writing Framework: ELA teachers will implement a schoolwide writing routine aligned to the Smarter Balanced (SBA) argumentative and explanatory rubrics. Through PLCs, teachers will use shared rubrics to calibrate scoring and analyze student writing quarterly to ensure instructional tasks reflect the rigor and expectations of the SBA. 6. Professional Development for Curriculum Training: Allocate funding for curriculum-aligned professional development to ensure teachers are trained to effectively implement standards-based instructional materials. Lead: Curriculum Coordinator	Documented Learning Progressions and success criteria for prioritized standards PLC logs showing 100% fidelity to the 5 Guiding Questions. 80% of students meet growth goals on Formative Assessments. Positive upward trajectory on interim SBA blocks. Quarterly collection and PLC analysis of student writing samples (Q1, Q2, Q3) using SBA argumentative and explanatory rubrics. Teacher participation records, PLC artifacts, and classroom observation data will be used to verify implementation of training into instructional practice.	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☒ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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Mathematics Proficiency 1.1.3. All students are proficient in mathematics and those who are not proficient receive necessary and timely support to become proficient.	By June 2027, schoolwide mathematics proficiency scores will increase 4 percentage points to 18% as measured by the SBA to meet our KPI Target	1A, 1B, 1C, (1D?)	Strategy: Mathematical Rigor through Collaborative Coherence Lead: Math Department Head 1. Learning Progression Mapping (WASC #2): Math PLC will collaboratively define and map Learning Progressions for all prioritized standards to ensure daily lessons build toward full rigor of SBA expectations and include clear learning intentions so students understand the "roadmap" to proficiency. 2. Student-Centered Inquiry & Interactive Tasks: PLCs will shift from teacher-directed delivery to student-centered inquiry (e.g. BTC) by designing interactive math tasks that require students to investigate questions and explain their reasoning, 3. PLC Inquiry Cycles (WASC #3): Analyze formative data specifically asking "Who benefited and who did not?" to adjust Tier 1 instruction. 4. Grading Calibration & Work Analysis: Implement quarterly analysis in PLCs to review math work samples, ensuring classroom grades are a reliable reflection of proficiency 5. Professional Development for Curriculum Training: Allocate funding for curriculum-aligned professional development to ensure teachers are trained to effectively implement standards-based instructional materials. Lead: Curriculum Coordinator	Documented Learning Progressions and success criteria for prioritized standards PLC logs showing 100% fidelity to the 5 Guiding Questions. 80% of students meet growth goals on Formative Assessments. Positive upward trajectory on interim SBA blocks. Teacher participation records, PLC artifacts, and classroom observation data will be used to verify implementation of training into instructional practice.	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☒ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. <i>Required for all schools.</i>	3A, 3B, 3C	Strategy: Equitable Tier 1 Instructional Systems 1. PLC Equity Inquiry: Utilize the Guiding Questions of the PLC process (e.g., "Who benefited and who did not benefit?") to identify and address subgroup performance gaps Lead: PLC Activators 2. High-Leverage Tier 1 Scaffolds: Collaboratively identify and implement a set of schoolwide high-leverage instructional strategies (e.g., language scaffolds for ELs, modifications for IDEA to be used as standard Tier 1 support in all classrooms. One-pager of what BTC, et al looks like) Lead: Coaches 3. Student-Centered Engagement for Diverse Learners: Shift from teacher-directed delivery to student-centered, interactive tasks that increase oracy (e.g., West Ed strategies, academic discussion protocols) that ensure high-needs students have active roles and increased student voice in daily learning. Lead: EL Coordinator 4. Inclusive Learning Progressions: Ensure learning progressions for prioritized standards incorporate targeted scaffolds that enable High-needs, EL and SPED students to engage with, process, and demonstrate understanding of course/grade-level standards. Lead: Coaches, EL Coordinator 5. CEC Educational Conference: Identify and implement specialized supports and strategies for students with disabilities by engaging in the CEC Conference (March 10-13) Lead: Sped DH/SSC	Evidence of HLS scaffolds in 100% of core classes. Documentation of student-centered tasks utilized in 100% of core departments. Improved Panorama scores in Classroom Engagement and Rigorous Expectations. Narrowing of the achievement gap in ELA and Math Evidence of staff attending the CEC conference, followed by presentations to faculty.	☐ 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 middle to high school. <i>Required for all schools.</i>	1A, 3B, 3C	Strategy: Systemic Support for Successful Transition 1. Personal Transition Plan (PTP): Provide a structured process for all incoming students to complete their PTP Lead: Counselors 2. Summer Bridge & 9th Grade Orientation: Execute Summer Transition/Bridge programs and summer credit accrual to ensure incoming students are credit-aligned Lead: Summer School Coordinator, Counselors 3. Targeted WIDA Instruction: Implement specific activities aligned with WIDA domains to support EL students in exiting the EL program and accessing grade-level content by sharing “can-do” descriptors Lead: EL Coordinator 4. Learning Progressions for Foundational Skills: Map learning progressions to bridge the gap between middle school and 9th-grade rigor (WASC Growth Area #2) Lead: Instructional Coach 5. SPED Transition Plans: students w/IEP will meet post high school transition goals (educational, employment, daily living) Lead: SSC, Transition Coordinator	Documentation of a finalized schoolwide PTP and student IEPs 100% of PLCs meet quarterly to review and report formative data. Analysis of classroom grades and standards-based assessments to monitor alignment to student mastery. Increased alignment between Q2/Q4 course marks and interim SBA proficiency scores	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☒ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☒ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ 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.	By June 2027, the school will operationalize HMTSS to provide academic interventions, ensuring all students in need of support are identified and supported through documented, data-informed progress monitoring	3B, 3C	Strategy: Strengthening Schoolwide Tier 1 and HMTSS Fidelity 1. Protocols: Re-establish HMTSS Team and define the schoolwide protocol for Tier 1, 2, and 3 interventions (e.g. Panorama as the primary platform for documentation and monitoring). Lead: HMTSS Coordinator 2. Targeted Professional Development: Faculty will participate in tiered PD to strengthen intervention and monitoring practices (e.g. refresher PD on PLCs, HMTSS, Panorama platform, Minga (PBIS program)) Lead: HMTSS Coordinator 3. SEL Integrated Instruction: Explicitly teach all students Social-Emotional Learning using Wayfinder. Lead: Counselors 4. Tier 1 Support Alignment: Curate a shared "toolkit" of high-leverage Tier 1 scaffolds (e.g., language frames, graphic organizers) that are consistently used across all content areas Lead: Coaches, PLC Activators	100% of teachers utilize Formative and Summative assessments to instructionally respond to student needs 100% of PLC logs demonstrate data-driven identification of students for Tier 2/3 support and impact of interventions. 100% of teachers document interventions on Panorama 100% of teachers documenting utilize Minga for PBIS and behavioral reinforcement.	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☒ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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1.1.7. Classrooms reflect consistent use of student-centered, standards-aligned instruction, resulting in increased student engagement, academic discourse, and demonstrated proficiency.	For SY 2026-27, 100% of core instruction will be anchored in student-centered instructional practices derived from course / state standards	1C, 2A, 3A	Strategy: Instructional Transformation through Collaborative Rigor Leads: Principal, Curriculum Coordinator, DHs 1. Learning Progression Mapping (WASC #2): PLCs will define and map Learning Progressions for all prioritized standards to ensure daily lessons are student-centered and build toward grade-level mastery. Lead: PLC Activators, Coaches 2. PLC Systemic Inquiry (WASC #3): Utilize the PLC Guiding Questions into regular team meetings to move learning forward and evaluate "Who benefited?" from student-centered tasks. Lead: PLC Activators 3. Professional Learning on Student-Centered Inquiry: Facilitate differentiated PD (e.g. PLC-led, breakout sessions, Independent study) where staff select and practice high-leverage, interactive strategies (e.g., academic discussion, hands-on application) to move toward student-centered learning. Lead: Coaches 4. PLC-Driven Instructional Agreements: Departments will collaboratively commit to specific High-Leverage Strategies (e.g., clearly posted and referenced learning intentions, structured academic discussion protocols, student-centered inquiry tasks, use of exemplars and models, actionable feedback cycles, and intentional scaffolding for EL and SPED students) and utilize "Learning Walks" to observe implementation and provide peer feedback. Lead: Coaches	Documented Learning Progressions and success criteria anchored in state standards Evidence of student-centered High-Leverage Strategies implemented in classrooms, shared during PLC meetings. Quarterly logs of peer "Learning Walks" documenting that 100% of faculty received actionable feedback on their use of interactive inquiry protocols (e.g., academic discussion, BTC). Significant positive trend in "Classroom Engagement" and "Rigorous Expectations" scores on the Panorama Student Survey, addressing the need for more "interactive and relevant" learning. 80% of students demonstrate mastery on Formative Assessments that are strictly aligned with the rigor of state standards.	☒ WSF, \$ ☒ Title I, \$ ☒ Title II, \$ ☒ Title III, \$ ☒ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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1.1.8. Teachers use aligned grading practices that accurately communicate student learning and ensure grades reflect mastery of prioritized standards.	By June 2027, a schoolwide grading policy will be adopted to address the data-instructional misalignment.	1D/2B WASC Priority: Need for a reporting mechanism for formative assessment data to ensure timely instructional adjustments.	Strategy: Standards-Based Grading Coherence 1. Proficiency-Based Grading Agreements: Staff will collaborate to refine grading practices by increasing the use of standards-based evidence, while reducing the impact of non-academic factors, to ensure grades more accurately reflect student learning. Lead: Principal 2. Standards-Aligned Assessment Archive: PLCs will collaboratively design and store shared formative assessments that are strictly anchored in the rigor of course/state standards and mapped to documented Learning Progressions (WASC Growth Area #2). Lead: PLC Activators 3. PLC Tuning Protocols & Work Analysis: PLCs will implement quarterly analysis of student work samples and assessments, utilizing shared rubrics and exemplars to calibrate marks and ensure consistency across classrooms. Lead: PLC Activators 4. Formative Data Reporting System: PLC teams will regularly bring and discuss formative assessment data to monitor student progress and determine next instructional steps. Lead: PLC Activators	Documentation of a finalized schoolwide grading policy by all departments aligned w/standards. (w/quarterly benchmarks towards adoption) 100% of PLCs meet quarterly to review and report formative data. Analysis of classroom grades and standards-based assessments to monitor alignment to student mastery. Increased alignment between Q2/Q4 course marks and SBA proficiency scores 100% of classes will use adopted Viable Quality Curriculum (VQC)	☒ 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>	Annual Target Indicated	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> SW6	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 <i>Required for all schools.</i>	By June 2027, schoolwide regular attendance (i.e. students attend school 90% of the time) will increase by 3% points to 58%	1B, 2C, 3C	Strategy: Strengthening Belonging through Recognition and HMTSS 1. Engagement through Connection: Increase student "Pride of Place" by expanding awareness of and participation, engagement and learning in the classroom, extra-curricular, co-curricular, and KHS community activities to improve student-reported interest and relevance. Lead: HMTSS Coordinator 2. Attendance Recognition & Incentives: Teachers will actively validate student attendance by utilizing the PBIS system to provide immediate, daily recognition for regular attendance Lead: HMTSS Coordinator 3. Early Warning Data System: Strengthen current monitoring system to analyze attendance data, specifically flagging students missing 5 days or more of instructional time to trigger timely interventions. Lead: Counselors	Review logs using Panorama documenting 100% completion of outreach. Minga reports showing 100% teacher use for PBIS. Increase in regular attendance to 58%	☒ WSF, \$ ☒ Title I, \$ ☒ Title II, \$ ☒ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

1.2.2. All students demonstrate positive behaviors at school....within a culture of shared norms and calibrated expectations for participation, behavior, and academic accountability <i>Required for all schools.</i>	1C, 2A, 3B	Strategy: Calibrating a Culture of Collective Accountability 1. Standardized Behavior Routines: Staff will collaboratively define and commit to shared norms (in alignment with DAWG behavior expectations) for participation and academic accountability in every classroom to eliminate "mixed messages" to students. Lead: Admin 2. PBIS Matrix Reinforcement: Explicitly teach and reinforce D.A.W.G. Behavior Expectations schoolwide, utilizing PBIS to provide immediate validation for positive behaviors. Lead: HMTSS Coordinator 3. Schoolwide SEL Instruction: Explicitly teach social-emotional competencies, focusing on self-regulation, relationship skills, and responsible decision-making in all classes. Lead: Counselors 4. Recognition Systems: Develop routines for recognizing student achievement (e.g., "Shoutouts") to address the "recognition deficit" identified by stakeholders Lead: SAC	Evidence of shared behavioral norms documented in schoolwide instructional agreements. 100% of staff trained on Wayfinder and PBIS reinforcement protocols. Increased adherence to schoolwide behavior expectations among 9th-grade students, resulting in a decrease in behavioral offenses. Documentation of sharing "shoutouts" Recognition of student achievements in class meetings and other platforms	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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1.2.3. All students experience a Nā Hopena A'o environment for learning. <i>Required for all schools.</i>	1C, 3B	Strategy: Fostering a Culturally Grounded Learning Community 1. SEL Instruction: Explicitly teach social-emotional competencies, focusing on self-awareness and relationship skills to foster a safe and supportive social setting. Lead: Counselors 2. Values-Driven Recognition System: Implement routines for recognizing effort and character (e.g. Bulldog shoutouts) to bridge the "recognition gap". Lead: HMTSS Coordinator, SAC 3. Cultural Practitioner Partnerships: Collaborate with community partners to guide students in activities that build personal skills and affirm "Pride of Place" Lead: PCNC, SAC	Weekly documentation of Shoutouts shared across school platforms. Monthly logs of community engagements and student participation. Upward trend in "Sense of Belonging" and "Pride of Place" scores on perception data (e.g. Panorama, annual questionnaire)	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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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>	Annual Target Indicated	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> SW6	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> Estimate the additional amount needed for enabling activities.
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. <i>Required for all schools.</i>		1B, 3B	Strategy: Expanding Relevant Career and Civic Pathways 1. Career and Civic Engagement Continuum: Provide a comprehensive range of engagement opportunities, including: Career/College fairs, speakers, college visits, FAFSA meetings, and application assistance. Lead: College, Career and Transition Counselor (CCTC) 2. Specialized Career Readiness: Expand access to CTE opportunities, internships, Performing Arts programs, and work-based learning to increase the "real-world relevance" of academic tasks Lead: CTE Coordinator 3. Academic Acceleration: Facilitate Early College opportunities (K2C, Windward CC) to allow students to earn college credits while in high school. Lead: CCTC 4. Career Standards Mapping: Map Learning Progressions for prioritized standards within CTE and career-opportunity courses to ensure	100% of CTE unit plans include documented Learning Progressions and success criteria. Documented student participation in career/civic opportunities Increase in the percentage of students earning college credits or becoming CTE Concentrators	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☒ Other: Perkinns, \$

		instruction is rigorous and aligned with industry expectations (WASC Growth Area #2). Lead: CTE Coordinator 5. Civic and Community Service: Foster student leadership and community connection through service clubs, organizations, and school-based employment Lead: SAC 6. Immersive Industry Partnerships: Facilitate learning opportunities designed for hands-on experience and align classroom learning to real-world standards and career pathways (e.g. Hospitality & Tourism field trip, March/April 2027) Lead: CTE Coordinator 7. Japan Sister Student Partnership: foster global interdependence and “Pride of Place” by strengthening heritage and educational relationships through the Japan Sister Student Partnership Planning Tour (Oct. 1-8) Lead: Admin 8. Law Enforcement Pathway Design & Recruitment: Participation in the 2026 National ACTE Vision Conference to research and design a Law Enforcement & Public Safety Career Pathway Lead: Admin, SRO		
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1.3.3. All students graduate high school with a personal plan for their future.	3B, 3C	Strategy: Systemic Personal Transition Planning 1. Advisory Plan Monitoring: Counselors and Advisory teachers will monitor and provide timely targeted support for Personal Transition Plans (PTPs) through scheduled checks. Lead: Counselors 2. Digital Plan Reporting Mechanism: Maintain standardized reporting mechanism and platform for staff to share progress data and insights on student plans, ensuring instructional monitoring is no longer fragmented. Lead: Counselors 3. Communication Framework: Develop and implement a schoolwide two-way communication framework so that 100% of families and staff understand the "big picture" requirements and milestones for the PTP. Lead: Admin, Tech Coordinator	100% of teachers will use the digital reporting platform to monitor and support student plans. 100% of students complete quarterly PTP milestones. On-time graduation rate will continue to increase annually. 100% of advisory teachers will conference with students quarterly re: PTP..	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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PRIORITY 2: High-Quality Educator Workforce In All Schools

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

Desired Outcome <i>"What do we plan to accomplish?"</i>	Annual Target Indicated	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> SW6	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.	By June 2027, the percentage of classroom teachers with SIQ hours and/or TESOL certification will increase from 56% to 80%, based on hiring and credential data.	3B	Strategy: Strategic Staffing for Tier 1 Support 1. Certification Pathways: Continue to provide opportunity for current teachers to complete HIDOE-approved TESOL or SIQ coursework. Lead: EL Coordinator 2. WIDA-Aligned Instructional Coaching: Provide support for all teachers on integrating WIDA domains and high-leverage scaffolds into student-centered inquiry tasks (WASC Growth Area #1). Lead: EL Coordinator 3. WIDA Professional Learning: Participate in the WIDA professional learning (e.g. WestEd) and annual conference (Sept. 14-19, Missouri) to acquire specialized EL instructional strategies Lead: Admin, EL Coordinator 4. Strategic Master Scheduling: Review the master schedule to increase intentional matching of EL and	Increase in the percentage of SIQ teachers (currently 27/48 SIQ) Logs of EL strategy-aligned support and coaching sessions for all departments. Increase in the percentage of EL students meeting ACCESS growth targets. Evidence of staff attending the WIDA conference, followed by presentations to faculty.	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☒ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$



PRIORITY 2: High-Quality Educator Workforce In All Schools

			IDEA student clusters with teachers holding the appropriate SIQ/TESOL credentials to provide effective support. Lead: Registrar, EL Coordinator		
2.1.2 All teachers are effective or receive the necessary support to become effective.	By June 2027, 100% of teachers will participate in a differentiated professional learning system aligned to school mission and vision that is shaped by staff voice and results in improved use of high-leverage strategies across all classrooms.	3A, 3B	Strategy: Differentiated Professional Learning & Collective Efficacy 1. High-Leverage Strategy (HLS): Develop a Matrix of Professional Learning where teachers select personalized learning focused on high-impact practices and interactive engagement. Lead: Coaches 2. PLC Peer Cycles: Utilize PLCs for teachers to practice and peer-observe high-leverage strategies, using the PLC Guiding Questions to move professional learning forward (WASC Growth Area #3). Lead: Admin, PLC Activators 3. Leadership Coaching Support: Partner with instructional coaching providers (e.g Outcomes Impact Partners (OIP), Stanton Instructional Support (SIS)) to provide targeted coaching for teachers and coaches to strengthen internal coaching systems, data analysis, and PLC facilitation. Lead: Admin 4. Visible Learning: Facilitate leadership and teacher participation in the Visible Learning Conference (July 2027) to refine schoolwide instructional impact: the focus will be on teacher clarity, evidence-based practices, and the collective pursuit of excellence Lead: Admin	100% of faculty progress on a personalized learning path. PLC logs demonstrating 100% participation in Peer Observation cycles Logs of instructional leadership coaching for 100% of Teachers. Evidence from "Learning Walks" showing that 100% of classrooms are implementing at least one shared high-leverage strategy (e.g., WIDA scaffolds or Visible Learning protocols) identified in their PLC agreements.	☒ WSF, \$ ☒ Title I, \$ ☒ Title II, \$ ☒ Title III, \$ ☒ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$



PRIORITY 2: High-Quality Educator Workforce In All Schools

2.1.3. All Professional Learning Communities (PLCs) operate under shared instructional agreements, collaboratively committing to and monitoring high-leverage strategies (HLS) that ensure schoolwide instructional coherence and increased student engagement and achievement.	By June 2027, 100% of Professional Learning Communities (PLCs) will implement shared instructional agreements and regularly monitor agreed-upon high-leverage strategies.	1C, 3B	Strategy: Instructional Coherence through PLC Agreements 1. Instructional Leadership Coaching: Partner with instructional coaching providers (e.g Outcomes Impact Partners (OIP), Stanton Instructional Support (SIS)) to provide targeted coaching to teachers to strengthen internal coaching systems data analysis, and PLC facilitation. Lead: Admin 2. Standardized HLS Inquiry Cycles (WASC #3): PLCs will utilize a schoolwide protocol to collaboratively research, select, and document specific High-Leverage Strategies (e.g., academic discussion or inquiry-based tasks) Lead: Admin, PLC Activators 3. Peer-Monitoring & Feedback: Maintain and strengthen non-evaluative "Learning Walks" and peer observations within and beyond PLCs to monitor consistency and provide actionable feedback. Lead: Coaches 4. New Teacher Onboarding: Train new teachers to KHS on PLC+ framework (e.g. Corwin PLC) Lead: Coaches	Logs of instructional leadership coaching. 100% of PLCs using shared protocols to document High-Leverage Strategies (HLS) Records of non-evaluative peer observations and "Learning Walks" for 100% of faculty. Improved Panorama Survey scores for Classroom Engagement and Rigorous Expectations. Record of participation in PLC+ training w/Corwin	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☒ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
2.1.4. Staff experience a strong sense of professional validation, morale, and collective efficacy	By June 2027, schoolwide perception data will show a positive trend in staff reporting a high sense of professional		Strategy: Strengthening Collective Efficacy Lead: PLC Activators 1. Peer-Driven Recognition of Instructional Practice: Teachers and staff will actively recognize and highlight one another's use of shared High-Leverage Strategies, creating a culture where effective practice is noticed, named, and celebrated by colleagues.	100% of PLC agendas include a "Success-Sharing" standing item. Positive trends in reported professional validation and instructional focus from perception data	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$



PRIORITY 2: High-Quality Educator Workforce In All Schools

across the school.	validation, morale, and collective efficacy compared to the baseline findings in the 25-26 CNA process		2. PLC-Based Celebrations of Practice: PLC teams will embed consistent opportunities to share instructional successes, reflect on impact, and recognize peer contributions, ensuring that celebration of practice is a routine part of collaborative work. 3. Staff-Led Voice & Feedback Structures: Staff will engage in ongoing dialogue and feedback cycles to identify what supports morale, professional validation, and effectiveness, with leadership responding to trends and needs identified by staff.		☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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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>	Annual Target Indicated	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. <i>Required for all schools.</i>			Strategy: Systemic Community Governance and Transparent Communication 1. Establish a Meeting Calendar: Establish a regularly scheduled SCC meeting calendar to ensure consistent oversight of school improvement initiatives and provide a venue for stakeholder engagement. Lead: Principal, SCC Lead 2. Formalize the Collaborative Review Protocol: Systematize the agenda-setting process between the Principal and SCC Chairperson to prioritize the formal review of the Academic and Financial plans. Lead: Principal, SCC Lead 3. Systematize Community Data-Sharing Forums: Facilitate structured community meetings (e.g., parent meetings/dinners) to share student achievement data and gather broad stakeholder input on student priorities. Lead: Principal, SCC Lead	Evidence of a published annual SCC meeting calendar with 100% of meetings held as scheduled. 100% of SCC agendas and minutes are archived and uploaded to the school website within one week of the meeting. Completed and signed SCC Assurance Forms submitted alongside the annual Academic and Financial plans. 100% of mandated SCC seats (parents, students, community, staff) are filled and active by the end of Q1.	☐ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☒ Other: SCC, \$



PRIORITY 3: Effective and Efficient Operations At All Levels

		4. Standardize Public Transparency Protocols: Ensure all monthly SCC agendas and minutes are uploaded to the school website. Lead: IT Coordinator, Webmaster	100% of school-level plans and major issues are formally agendized and adopted through council consensus.	
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★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Annual Target Indicated	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.		CNA Perception: Staff feedback emphasized challenges in communication flow between administration, teachers, students, and families, including clarity around expectations, systems, and follow-through.	Strategy: Systematic Family Partnership & Communication Lead: Administration 1. Standardized Communication: Maintain and strengthen a schoolwide "Communication Resource" that defines the platforms (e.g., ParentSquare, website), frequency, and responsible parties for all school-to-home updates. 2. "Big Picture" Communication (WASC #4): Ensure families have access to the "big picture" of continuous improvement.	100% of faculty and staff understand the purpose of the "Communication Resource". Logs showing a variety of family events were held as planned. Positive trend in reported "Family Engagement" and "School Communication" from perception data Increase in the opportunities and	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☒ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☒ Grant: Laulima

		3. Family Support Infrastructure: Maintain and strengthen school support services such as BBSHA, PREL, and Family and Engagement Centers 4. Connection Pathways: Maintain established communication pathways such as Parent Square, website and explore other avenues that will engage families and improve connections 5. Differentiated Engagement Events: Host a variety of family events focused on academic achievement and cultural community-building.	percentage of families attending instructional-focused events compared to the previous school year.	Foundation, \$ ☐ Other: __, \$
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★ Other Systems of Support					
Desired Outcome <i>"What do we plan to accomplish?"</i>	Annual Target Indicated	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>
3.4.1. The school establishes and consistently implements a clear, two-way communication framework that ensures transparency, consistency,	By June 2027, 100% of staff and families will report a clear understanding of school expectations, systems, and follow-through as measured by perception	CNA Perception: Staff feedback emphasized challenges in communication flow between administration, teachers, students, and families, including clarity	Strategy: Systemic Staff-Family Partnerships and Instructional Transparency 1. Feedback Loops: Maintain and strengthen a standardized protocol for providing timely and actionable updates to families regarding student academic progress and behavioral growth. Lead: Admin, Registrar 2. Formalize Data-Driven Transition Meetings: Systematize "Progress Check-Ins" where teachers and counselors share PTP and	100% of teachers provide proactive, timely updates via ParentSquare. Documentation that 100% of advisory teachers conducted "Progress Check-Ins" to share PTP and formative data with families.	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☒ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$

and responsiveness with staff and families.	data.	around expectations, systems, and follow-through.	formative data with families, ensuring a clear and shared understanding of the specific steps required for grade-level promotion and graduation. Lead: Admin, Counselors	Upward trend in the reported "Teacher-to-Parent Communication" from perception data	☐ Other: __, \$
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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 **Kaimuki High 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 **April 16, 2026** to share the school data and gather input on student priorities.
 - ☐ A School Community Meeting was conducted on **N/A** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☒ Other (list): [*School Leadership Team, Instructional Leadership Team, Full Faculty Meeting*]
4. The SCC reviewed the Academic Plan and Financial Plan and found that they are based upon a thorough analysis of student performance data, and use evidence-based interventions.
5. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The principal has provided a clear explanation to the SCC about the status of each of the recommendations made by the SCC regarding the Academic Plan and Financial Plan.
7. This school plan was adopted through consensus or by vote by the School Community Council on: **April 16, 2026**

Attested:

Kaimuki High School Principal	Signature	Date
Lorelei Aiwohi		April 16, 2026

SCC Chairperson	Signature	Date
Alison Inouye		April 16, 2026

SCC Recommendations to the Academic Plan and Financial Plan:

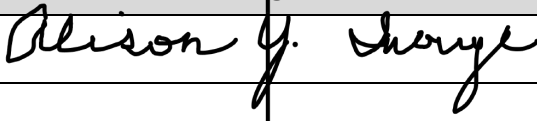
The School Community Council, in review of the Academic and Financial Plans, has provided the principal with the following recommendations for consideration. These recommendations are included as a means to share these issues with the Complex Area Superintendent and to identify the action taken by the 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:
Communicate to students various opportunities to connect with adults, mentors, safely and confidentially and build relationships with an at school network. Includes teachers, support staff and other qualifying and accountable adults.	Discussion and sharing by students, teachers, and Admin on how connections to students occur successfully, sharing examples of staff, teachers, counselors, and other adults has helped with specific cases regarding attendance, achievement, and graduation.	
Include PD for teachers to develop strategies, methods of analyzing assignments, assessments to create a "balance of work" that is do-able, paced, and clearly connected to standards and learning outcomes students understand and over the course of the school year. Sometimes assignments are given in a volume and sequence that does not support students with multiple course assignments, assignment complexity and deadlines "all at once" can be overwhelming for students and impact achievement,	Students sharing points of view from peers and experience over their years at KHS, noticing when pacing and scheduling of assignments and assessments support success or impact success. This also impacts attendance negatively in cases where students fall behind or fail when workload becomes unwieldy.	

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

Providing expectations of school role groups, adults, and how they will support the priorities helped clarify who will do what, when, and for which targets and populations and built understanding and consensus for the plan.

Attested:

SCC Chairperson	Signature	Date
Alison Inouye		Apr 16, 2026

APPENDIX B: BELL SCHEDULE

Pursuant to [Hawaii Revised Statutes Section \(HRS\) 302A-251](#), as well as the current Hawaii State Teachers Association collective bargaining agreement, all Hawaii public schools must establish school schedules (including teacher work year, teacher schedule, and bell schedules) that meet student instructional hours and school year requirements. **However, in certain circumstances, a preferred bell schedule may not comply with existing regulations and will therefore require a School Community Council (SCC) waiver, effective for up to one school year.**

To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided [bell schedule tool](#).

Total student instructional hours per year <i>(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)</i>	[1083]
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement
Kaimuki High School Bell Schedule: https://docs.google.com/spreadsheets/d/1O2Cz7mycRdr5J6Yfq20kMC18k0bvBr5xslzBsbqOU-Q/edit?usp=sharing]	