





# Kaimukī Middle School Academic Plan SY 2025-2026

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[www.kaimukimiddle.org](http://www.kaimukimiddle.org)

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

<b>Submitted by: Principal Frank Fernandes</b>	
	4/3/25

<b>Approved by Farrington-Kaiser-Kalani (FKK) Complex Area Superintendent Rochelle Mahoe, Ph.D.</b>	
 <u>Rochelle Mahoe (Apr 9, 2025 15:04 HST)</u>	04/09/2025

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

## VIABLE QUALITY CURRICULUM

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

<b>Please utilize the dropdown list to select the <u>comprehensive instructional program(s)</u> being used, and specify the grade level(s) or course name. If “Other” is selected, please manually identify the program.</b> Schools may indicate specific demographic subgroup(s) as appropriate.				
Grade Level(s)/Course Name	<a href="#">English Language Arts</a>	<a href="#">Mathematics</a>	Science	Social Studies
6-8	'19 Amplify ELA ▾	HMH Into Math ▾	Amplify Science	

<b>Please list all <u>supplementary instructional materials</u> used to enrich or extend the comprehensive instructional programs identified above, and specify the grade level(s) or course name.</b> Schools shall indicate specific demographic subgroup(s) as appropriate.				
Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
Special Education	Language Live, i-Ready	IXL, i-Ready		
English Learners	Language Live			

## 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.

<b>How does your school document HMTSS student interventions? Please select all that apply. If “Other” is selected, please explain.</b>		
<input checked="" type="checkbox"/> Panorama	<input type="checkbox"/> School-created template	<input type="checkbox"/> Other:

## UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

This section highlights school-administered screening, and/or other progress monitoring assessments designed to quickly identify the needs of students in **Kindergarten through Grade 9** who may require additional support.

<b>Please utilize the dropdown list to identify the <u>screening and/or progress monitoring assessments</u> used, and specify the grade level(s) or course name. If “Other” is selected, please manually identify the assessment.</b> Schools may indicate specific demographic subgroup(s) as appropriate.		
Grade Level(s)/Course Name	English Language Arts	Mathematics
6-8	I-Ready ▾	I-Ready ▾

## IDENTIFIED SCHOOL NEEDS

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

<input checked="" type="checkbox"/> Current Comprehensive Needs Assessment (CNA) <input type="checkbox"/> Other current assessment/self-study report	<input checked="" type="checkbox"/> Current Western Association of Schools and Colleges (WASC) report [growth areas]: 1. <i>Enhance data-driven instruction and curriculum adaptation</i> 2. <i>Strengthen assessment practices and grading consistency</i> 3. <i>Enhance support for diverse learners</i>
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Year of Last Visit: 2025

Type of Last Visit: Full Self-Study ▾

Year of Next Action: *Pending Accreditation Status*

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

Year of Next Self-Study: *Pending*

*accreditation status*

**Please identify critical student learning needs and the root/contributing cause why these needs have been prioritized.**

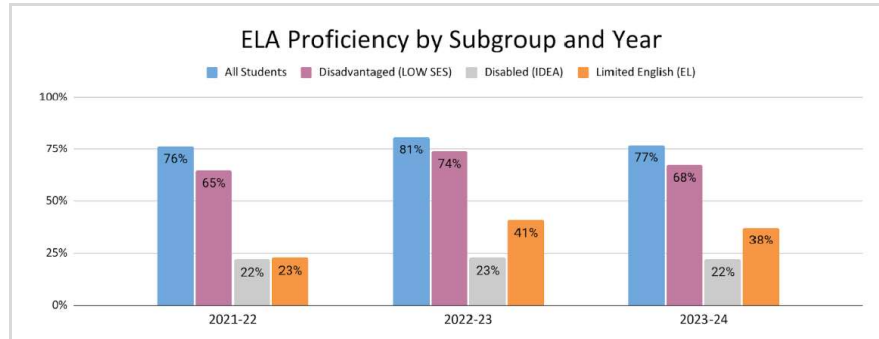
*"What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?"*

Please number the student need and root/contributing cause for ease of cross-referencing.

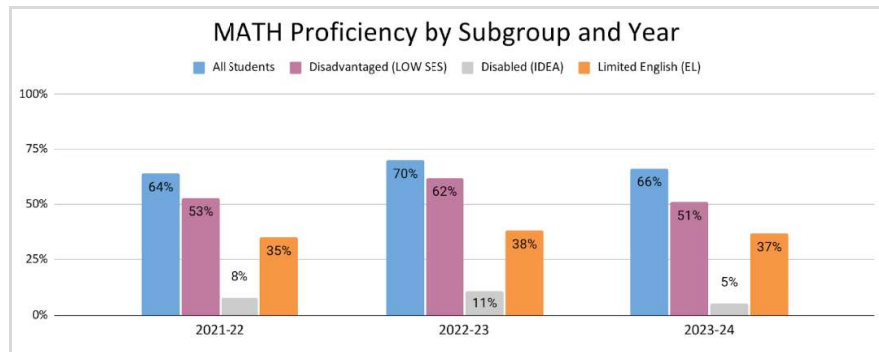
1	<p><b><u>Student Need:</u></b> <i>Differentiated learning experiences that engage, support and challenge all students</i></p> <p><b><u>Root/Contributing Cause:</u></b>            1A) Varied learning styles and academic abilities            1B) Diversity of cultural and/or language            1C) Inconsistent implementation of instructional and assessment practices</p>
2	<p><b><u>Student Need:</u></b> <i>Increased proficiency of students in the High-needs subgroups (EL and SPED) through systematic support at multiple levels</i></p> <p><b><u>Root/Contributing Cause:</u></b>            2A) Lack of sufficient academic support that addresses student need areas            2B) Inconsistent implementation of instructional practices that benefit high-needs populations (EL, Sped)            2C) Insufficient application of a data-based process to provide real-time intervention</p>
3	<p><b><u>Student Need:</u></b> <i>A supportive environment that fosters respect, connection and positive behaviors</i></p> <p><b><u>Root/Cause:</u></b>            3A) Decrease in number of students reporting connectedness to an adult at school            3B) Inconsistent implementation of existing programs (i.e. Advisory, PBIS, MTSS PCMs) and interventions            3C) The need for adolescents to feel a sense of belonging and safety, enhancing positive well being and emotional development</p>

In order to address student subgroup(s) achievement gaps, please list the targeted subgroup(s) and their identified need(s). Enabling activities should address identified subgroup(s) and their needs.

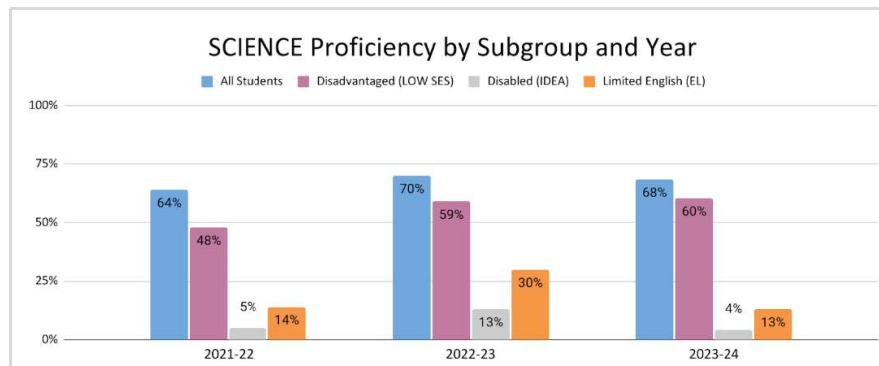
**1 Targeted Subgroup: Special Education and English learners**



**ELA 2023-24:**  
IDEA 22%  
EL 38%



**MATH 2023-24:**  
IDEA 5%  
EL 37%



**SCIENCE 2023-24:**  
IDEA 4%  
EL 13%




<b>★ GOAL 1.1 All students experience rigorous, high-quality learning that results in equitable outcomes for all learners.</b>					
<b>Desired Outcome</b> “What do we plan to accomplish?”	<b>Root/ Contributing Cause</b> “Why are we doing this?”	<b>Enabling Activities <i>“How will we achieve the desired outcome?”</i> and Position of Accountable Lead(s) <i>“Who is responsible to oversee and monitor implementation and progress?”</i></b>	<b>Monitoring of Progress (Initial &amp; Intermediate Outcomes)</b> “How will we know progress is made?”	<b>Anticipated Source of Funds</b> “What funding source(s) should be utilized?” Estimate additional amount needed.	
<b>Reading Proficiency</b> 1.1.2. All students read proficiently by the end of eighth grade. All students who do not read proficiently receive necessary and timely support to become proficient.	<a href="#">1A</a> <a href="#">1B</a> <a href="#">1C</a>  <a href="#">2A</a> <a href="#">2B</a> <a href="#">2C</a>	<p><b>1.1.2a Academic screening and data analysis</b> (WASC 1)</p> <p>Utilize the i-Ready screener to:</p> <ul style="list-style-type: none"> <li>Identify students who are below grade level in reading</li> <li>Communicate growth data with students and parents</li> <li>Implement a system for real-time analysis of results, to enable timely instructional adjustments</li> </ul> <p>[Department Chair; Data Coord.]</p> <p><b>1.1.2b Instructional planning/curriculum mapping</b> (SLN 1, 2; FG B, C; WASC 1)</p> <p>Align Tier I instruction to curriculum maps for equity in instruction across grade levels, embedding school identified strategies with consistency:</p> <ul style="list-style-type: none"> <li>Learning opportunities that engage, support and challenge all students, to include:               <ul style="list-style-type: none"> <li>Differentiation plans for high-needs learners</li> <li>Opportunities to embed academic discourse</li> </ul> </li> <li>Formative and summative assessments</li> <li>Quarterly diary mapping, noting refinement of curriculum implementation and plans for future instruction</li> </ul> <p>[Department Chair; Administration]</p> <p><b>1.1.2c Tier I instruction</b> (SLN 1, 2; FG C; WASC 1)</p> <p>Use an “I do,” “We do,” “You do” model for explicit reading instruction (i.e., whole group and small group instruction)</p> <ul style="list-style-type: none"> <li>Embed opportunities for academic discourse (i.e., Talk</li> </ul>	i-Ready diagnostic data          Curriculum maps          Learning walk data	<input checked="" type="checkbox"/> WSF \$  <input checked="" type="checkbox"/> CLSD \$	

		<p>Moves) and low-stakes writing across content areas</p> <ul style="list-style-type: none"> <li>• Special education and EL classes to include explicit instruction in foundational reading and comprehension strategies with consistency across grade levels: <ul style="list-style-type: none"> <li>○ Does it make sense?</li> <li>○ Get the Gist</li> <li>○ Click and Clunk</li> </ul> </li> </ul> <p><i>[Department Chair; Team Leaders; Administration]</i></p> <p><b>1.1.2d Tier II interventions and monitoring</b> (SLN 1, 2, 3; FG E; WASC 1, 3)</p> <p>Within the STAR block, provide interventions based on data for students performing below grade level:</p> <ul style="list-style-type: none"> <li>• Scheduled differentiated skill-building practice (i-Ready)</li> <li>• Teacher-led RTI support, including explicit instruction from SPED and EL teachers in phonological awareness, phonics, fluency, and comprehension</li> </ul> <p><i>[Team Leader; Department Chair; Data Coord.; Principal]</i></p> <p><b>1.1.2e Assessment and grading</b> (FG D; WASC 2)</p> <ul style="list-style-type: none"> <li>• Utilize common formative and summative assessments for accurate evaluation of student progress</li> <li>• Develop and implement standardized grading rubrics</li> </ul> <p><i>[Department Chair; Administration]</i></p> <p><b>1.1.2f Professional development and faculty support</b> (SLN 3; FG A; WASC 3)</p> <ul style="list-style-type: none"> <li>• Continue school-wide PD on effective instruction, aligning best practices in various components across teams and departments: <ul style="list-style-type: none"> <li>○ Environment</li> <li>○ Management</li> <li>○ Instructional delivery</li> <li>○ Engagement</li> <li>○ Assessment/grading</li> </ul> </li> <li>• Literacy coaching to support teachers in ensuring all students receive high-quality Tier I instruction</li> <li>• Assess the impact of PD on teacher practice and student achievement via learning walks and teacher/student surveys</li> </ul> <p><i>[Administration; Literacy Coach; Data Coord.]</i></p>	<p>i-Ready instructional minutes i-Ready diagnostic scores</p> <p>CFAs Summatives Department Rubrics</p> <p>PD agendas Learning walks Survey data</p>	
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<p><b>Math Proficiency</b></p> <p>1.1.3. All students are proficient in mathematics by the end of eighth grade. All students who are not proficient receive necessary and timely</p>		<p><b>1.1.3a Academic screening and data analysis</b> (WASC 1)</p> <p>Utilize the i-Ready screener to:</p> <ul style="list-style-type: none"> <li>• Identify students who are below grade level in math</li> <li>• Communicate growth data with students and parents</li> <li>• Implement a system for real-time analysis of results, to enable timely instructional adjustments</li> </ul> <p><i>[Department Chair; Data Coord.]</i></p> <p><b>1.1.3b Instructional planning/curriculum mapping</b> (SLN 1, 2; FG B, C; WASC 1)</p> <p>Align Tier I instruction to curriculum maps for equity in instruction across grade levels, embedding school identified strategies with consistency:</p> <ul style="list-style-type: none"> <li>• Learning opportunities that engage, support and challenge all students, to include: <ul style="list-style-type: none"> <li>◦ Differentiation plans for high-needs learners</li> <li>◦ Opportunities to embed academic discourse</li> </ul> </li> <li>• Formative and summative assessments</li> <li>• Quarterly diary mapping, noting refinement of curriculum implementation and plans for future instruction</li> </ul> <p><i>[Department Chair; Administration]</i></p> <p><b>1.1.3c Tier I instruction</b> (SLN 1, 2; FG C; WASC 1)</p> <p>Provide evidence-based Tier I instruction for all students:</p> <ul style="list-style-type: none"> <li>• Incorporate active engagement strategies into explicit math instruction, to promote mathematical thinking, collaboration, and problem-solving: <ul style="list-style-type: none"> <li>◦ Collaborative groupings</li> <li>◦ Vertical white boards</li> <li>◦ 3-Reads</li> </ul> </li> <li>• Special education and EL classes to include explicit instruction strategies that promote number sense, fact fluency, and problem-solving strategies with consistency across grade levels: <ul style="list-style-type: none"> <li>◦ Manipulatives and visual representations</li> <li>◦ Scaffolded problem-solving steps, including identifying key information and selecting appropriate operations</li> </ul> </li> </ul> <p><i>[Department Chair; Data Coord.; Principal]</i></p>	<p>i-Ready diagnostic data</p> <p>Curriculum maps</p> <p>Learning walk data</p>	
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		<p><b>1.1.3d Tier II interventions and monitoring</b> (SLN 1, 2, 3; FG E; WASC 1, 3)</p> <p>Within the STAR block, provide interventions based on data for students performing below grade level:</p> <ul style="list-style-type: none"> <li>Scheduled differentiated skill-building practice (i-Ready)</li> <li>Teacher-led RTI support, including targeted support from SPED and EL teachers</li> </ul> <p><i>[Team Leader; Department Chair; Data Coord.; Principal]</i></p> <p><b>1.1.3e Assessment and grading</b> (FG D; WASC 2)</p> <ul style="list-style-type: none"> <li>Utilize common formative and summative assessments for accurate evaluation of student progress</li> <li>Develop and implement standardized grading rubrics</li> </ul> <p><i>[Department Chair; Administration]</i></p> <p><b>1.1.3f Professional development and faculty support</b> (SLN 3; FG A; WASC 3)</p> <ul style="list-style-type: none"> <li>Continue school-wide PD on effective instruction, with a focus on aligning best practices across teams and departments: <ul style="list-style-type: none"> <li>Environment</li> <li>Management</li> <li>Instructional delivery</li> <li>Engagement</li> <li>Assessment/grading</li> </ul> </li> <li>Assess the impact of PD on teacher practice and student achievement via learning walks and teacher/student surveys</li> </ul> <p><i>[Administration; Data Coord.]</i></p>	<p>i-Ready instructional minutes i-Ready diagnostic scores</p> <p>CFAs Summatives Department Rubrics</p> <p>PD agendas Learning walks Survey data</p>	
<p><b>Academic Growth</b></p> <p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p>	<p><a href="#">2A</a> <a href="#">2B</a></p>	<p><b>1.1.4a Collaborative planning time</b> (SLN 1, FG B, C, WASC 1)</p> <p>Allocate time for curriculum, instruction, and assessment planning</p> <ul style="list-style-type: none"> <li>Departments: <ul style="list-style-type: none"> <li>Align standards-based curriculum with school initiatives and student needs</li> <li>Conduct at least one data team cycle per semester, implementing interventions based on data</li> </ul> </li> <li>Teams: Create interdisciplinary units (IDUs) around universal concepts to help students make cross-content connections</li> </ul> <p><i>[Principal]</i></p>	<p>Curriculum maps</p> <p>Data team sheets</p> <p>IDU planning sheets</p>	<p><input checked="" type="checkbox"/> <b>WSF</b></p> <p>\$</p>



		<p><b>1.1.4b Tier I instruction for all students</b> (SLN 3, WASC 3)</p> <ul style="list-style-type: none"> <li>Continued use of MTSS Proactive Classroom Management (PCM) strategies, including but not limited to: <ul style="list-style-type: none"> <li>Positive greeting at the door</li> <li>5-to-1 ratio of positive to negative interactions</li> <li>Teacher proximity and mobility</li> <li>Visual schedule of classroom activities</li> <li>Providing multiple opportunities to respond</li> </ul> </li> <li>Evidence-based instructional strategies (i.e., academic discourse and writing across content areas)</li> </ul> <p><i>[Principal]</i></p> <p><b>1.1.4c Ongoing instructional decisions based on data</b> (SLN 2; FG A, B, D; WASC 1, 3)</p> <p>Refine data utilization to provide appropriate Tier II support:</p> <ul style="list-style-type: none"> <li>Department data teams: Adjust instruction based on the regular collaborative review of CFA data, with intentional focus on students in high-needs subgroups</li> <li>Teams: Utilize the student concerns process to intervene and support students at the Tier I, II and III level</li> <li>STAR time interventions: <ul style="list-style-type: none"> <li>Provide targeted support based on student data</li> <li>Include SPED and EL students within current STAR schedule</li> <li>Track student progress using a structured system (intervention logs, progress monitoring charts)</li> </ul> </li> <li>Monitor EL and SPED intervention data to evaluate progress toward closing the achievement gap</li> </ul> <p><i>[Administration, Department Chair; Team Leader; Data Coord.; EL Coord.]</i></p>	<p>Panorama Data Surveys</p> <p>Data team sheets</p> <p>Panorama data</p> <p>Intervention data</p>	
<p><b>Transitions</b></p> <p>1.1.5. All students transition successfully at critical points, from elementary to middle school, <b>AND</b> from middle school to high school, <b>AND</b> during non-traditional times (e.g., new students mid quarter).</p>	<p><a href="#">1A</a> <a href="#">3A</a> <a href="#">3C</a></p>	<p><b>1.1.5a Elementary to Middle School Transition</b> (SLN 3)</p> <ul style="list-style-type: none"> <li>Support new 6th grade students with school- and classroom-based orientation activities (i.e., 5th gr. feeder school tours, summer school transition class, 6th gr. orientation day, open house, team-based activities)</li> <li>Provide opportunities for 6th grade teachers to visit feeder elementary classrooms for learning walks and articulation</li> </ul> <p><i>[Vice Principal; Team Leaders]</i></p>	<p>Event agendas</p> <p>Student surveys</p>	<p><input checked="" type="checkbox"/> <b>WSF</b> </p> <p>\$</p>



		<p><b>Middle to High School Transition</b> (SLN 3, FG E)</p> <p><b>1.1.5b</b> Communicate with Kalani High School to:</p> <ul style="list-style-type: none"> <li>• Plan opportunities for 8th grade teachers to participate in Kalani High School learning walks and articulation</li> <li>• Provide opportunities for 8th grade students to learn how to successfully navigate the transition to high school</li> <li>• Develop a vertically aligned (6-8th) college and career readiness pathway to ensure students are prepared for advanced-level high school coursework</li> </ul> <p><i>[Principal, Counseling Department Chair]</i></p> <p><b>New Students/Mid-Year Transition</b> (SLN 3)</p> <p><b>1.1.5c</b> Evaluate current system of supporting new students who enter KMS during the school year, making adjustments as needed (WASC 3)</p> <ul style="list-style-type: none"> <li>• Pair new students with peer mentors to foster a sense of connection and provide ongoing support</li> <li>• Ensure all new students complete academic screening (i-Ready reading and math) within one week of their start date so teachers may utilize the diagnostic data</li> <li>• Ensure targeted support is provided for new students as needed, particularly those in high-needs subgroups</li> </ul> <p><i>[Counseling Department Chair; Math and ELA Department Chair]</i></p> <p><b>1.1.5d Student monitoring</b> (SLN 3)</p> <p>Check in with students and teachers during transition periods to identify and address any academic or social-emotional challenges</p> <ul style="list-style-type: none"> <li>• New students</li> <li>• Sped and EL students moving to/from gen. ed. classes</li> </ul> <p><i>[Counseling Department Chair; EL Coord.]</i></p>		
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		<p><i>[Counseling Chair; Parent Communication Coord.]</i></p> <p><b>1.2.1c Extracurricular activities</b> (SLN 3)</p> <ul style="list-style-type: none"> <li>Provide a variety of extracurricular activities (i.e., sports, clubs, service groups, etc.) to support students' diverse needs and interests</li> </ul> <p><i>[Vice Principal; Growing Minds Coord.]</i></p>	<p>Website posts</p> <p>Extracurricular enrollment data</p>	
<p><b>Behavior</b></p> <p>1.2.2. All students demonstrate positive behaviors at school.</p>	<p><a href="#">3A</a> <a href="#">3B</a> <a href="#">3C</a></p>	<p><b>1.2.2b</b> Regularly convey and enforce expectations to students and staff to ensure consistency, school-wide equity, and safety (SLN 3) <i>[Administration]</i></p> <p><b>1.2.2b</b> Proactively manage behavior through a tiered system of support (SLN 1, 3)</p> <ul style="list-style-type: none"> <li>MTSS proactive classroom management (PCM) strategies (including ongoing faculty PD as needed)</li> <li>PBIS voucher program/merit recognition program</li> <li>Advisory lessons</li> <li>Class/team relationship-building activities</li> </ul> <p><i>[Counseling Chair; Team Leader; Advisory and SAC Coord.]</i></p> <p><b>1.2.2c</b> Develop and implement strategies to increase student connectedness to adults at school (i.e. clubs, sports, advisory activities, leadership opportunities) (SLN 3)</p> <p><i>[Club/Athletic Advisors; Growing Minds Coord.; Advisory Coord.]</i></p> <p><b>1.2.2d</b> Integrate SEL and the school's "4Rs" into classroom instruction and Advisory lessons, to promote positive relationships, respect, resiliency and responsibility (SLN 3)</p> <p><i>[Team Leader; Advisory Coord.]</i></p> <p><b>1.2.2e</b> Utilize the student concerns process to intervene and support students at the Tier I, II and III level (SLN 2, 3, FG 3)</p> <p><i>[Administration, Counseling Chair; Team Leader]</i></p>	<p>Student survey Faculty survey PBIS data</p> <p>Intervention data</p> <p>Advisory curriculum map</p> <p>Panorama data</p>	<p><input checked="" type="checkbox"/> <b>WSF</b> </p> <p>\$</p>
<p><b>Belonging/Community</b></p> <p>1.2.3. All students experience a <a href="#">Nā Hopena A'o</a> environment for learning.</p>	<p><a href="#">1B</a> <a href="#">3A</a> <a href="#">3C</a></p>	<p><b>1.2.3a</b> Incorporate opportunities for students to positively contribute to their school and local community (SLN 3, FG 1)</p> <ul style="list-style-type: none"> <li>Interdisciplinary learning experiences</li> <li>Various classroom and club activities</li> <li>Ad Hoc student committees</li> </ul> <p><i>[Administration, Counseling Chair, Advisory Coord.]</i></p>	<p>Panorama data linked to HA components - <i>BREATH</i></p> <p>Student surveys</p>	<p><input checked="" type="checkbox"/> <b>WSF</b> </p> <p>\$</p>

		<p><b>1.2.3b</b> Develop and implement strategies to increase student connectedness to adults at school (i.e. adult advocate for every student) (SLN 3)  <i>[Counseling Chair; Team Leader]</i></p> <p><b>1.2.3c</b> Integrate SEL into classrooms, in addition to school wide Advisory and Guidance lessons (SLN 3)  <i>[Team Leader]</i></p>		
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Enabling activities have been aligned with Critical Student Learning Needs (SLN 1-3), WASC Focus Group categories (WASC A-E) and recommendations (WASC 1-3)

★ 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 Position of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How to know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> Estimate additional amount needed.
<p><b>Career Pathways</b></p> <p>1.3.1. All students, throughout their middle school experience, engage in a variety of career, community, and civic opportunities.</p>	<p><a href="#">3B</a> <a href="#">3C</a></p>	<p><b>1.3.1a</b> Continue to expose students in all grades to career-related educational opportunities integrated into the curriculum and/or off campus learning experiences (FG B)  <i>[Counseling Chair]</i></p> <p><b>1.3.1b</b> Continue community-based instruction (CBI) experiences for special education students (FG B)  <i>[Special Education Chair]</i></p> <p><b>1.3.1c</b> Encourage student participation in leadership opportunities within the school community (SLN 3)  <i>[Team Leader]</i></p>	<p>Grade level and counselor curriculum maps</p> <p>Student committee rosters</p>	<p><input checked="" type="checkbox"/> <a href="#">WSF</a> </p> <p>\$</p>
<p><b>K-12 Alignment</b></p> <p>1.3.2. All middle school students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level</p>	<p><a href="#">2A</a></p>	<p><b>1.3.2a</b> Integrate a vertically aligned college and career readiness pathway for grades 6-8, with age-appropriate lessons implemented through selected elective classes; (FG E; WASC 1) Sample topics to include:</p> <ul style="list-style-type: none"> <li>• Study skills</li> <li>• Time management and balance</li> <li>• Investigation of college fields of study / career clusters</li> <li>• Community service opportunities</li> <li>• Written and oral communication</li> </ul>	<p>Counselor curriculum map</p>	<p><input checked="" type="checkbox"/> <a href="#">WSF</a> </p> <p>\$</p>

coursework aligned to career pathways (e.g., Career Academies, International Baccalaureate, CTE).		<p><i>[Counseling Chair]</i></p> <p><b>1.3.2b</b> Provide multiple opportunities for academic support beyond core classroom instruction, to increase academic readiness for high school (SLN 1)</p> <ul style="list-style-type: none"> <li>• Out-of-school tutoring (i.e. Tutor.com)</li> <li>• RTI support program</li> <li>• Extracurricular activities</li> <li>• Summer school program</li> </ul> <p><i>[Team Leader; Club/Athletic Advisors; Data Coord.; Summer School Coord.]</i></p> <p><b>EA 1.3.2c</b> Implement interdisciplinary units (IDUs) based around universal concepts to help students make connections across content areas (FG 1)</p> <p><i>[Team Leader]</i></p>	<p>RTI support Enrollment data</p> <p>Team IDU sharing</p>	
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## Priority 2 High-Quality Educator Workforce In All Schools

Enabling activities have been aligned with Critical Student Learning Needs (SLN 1-3), WASC Focus Group categories (WASC A-E) and recommendations (WASC 1-3)

- ★ 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? Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> <b>and Position of Accountable Lead(s)</b> <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?" Estimate the additional amount needed.</i>
<b>Qualified teachers / SIQ</b> 2.1.1. All teacher positions are filled with qualified hires that include SIQ hours and/or TESOL certification by SY 26-27.	<a href="#">1A</a> <a href="#">1B</a>	<p><b>2.1.1a</b> Follow state guidelines to recruit, interview, and hire qualified faculty and staff for all vacancies</p> <p><b>2.1.1b</b> Provide faculty with EL professional development opportunities that will help teachers gain skills and strategies while earning credit hours toward TESOL SIQ certification (FG 3)</p> <p><i>[Principal]</i></p>	<p>School list</p> <p>TESOL/SIQ list</p>	<input checked="" type="checkbox"/> <b>WSF</b> \$





## Priority 3 Effective and Efficient Operations At All Levels

Enabling activities have been aligned with Critical Student Learning Needs (SLN 1-3), WASC Focus Group categories (WASC A-E) and recommendations (WASC 1-3)

★ 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> Reference the Identified School Needs section.	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Position 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> Estimate the additional amount needed.
<b>SCC</b> 3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.	<a href="#">1A</a> <a href="#">1B</a>	<b>3.3.1a</b> The SCC will hold regular meetings with the membership to engage in planning and decision-making affecting students, following BOE Policy 24112 to: <ul style="list-style-type: none"> <li>Review bylaws</li> <li>Post agendas and meeting minutes</li> <li>Review Academic and Financial Plan</li> <li>Submit waiver requests to the CAS/BOE</li> <li>Complete SCC Principal Survey annually</li> </ul> <i>[Principal]</i>	SCC minutes	<input checked="" type="checkbox"/> <b>WSF</b> \$

Enabling activities have been aligned with Critical Student Learning Needs (SLN 1-3), WASC Focus Group categories (WASC A-E) and recommendations (WASC 1-3).

★ 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> Reference the Identified School Needs section.	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Position 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>
<b>Family and Community Engagement</b> 3.3.2 Families and staff have access to relevant	<a href="#">1A</a> <a href="#">1B</a>	<b>3.2.2a</b> Provide timely faculty and staff communication (i.e., school procedures, schedules, events, etc.)	Calendars Event Alerts	<input checked="" type="checkbox"/> <b>WSF</b> \$



information in a user-friendly manner through a variety of resources, including online sources and school-based liaisons.		<p><b>3.3.2b</b> Communicate regularly with families and stakeholders to share relevant and timely school information and promote family and community engagement</p> <p><b>3.3.2c</b> Provide quarterly opportunities for families to engage in their child's learning experiences (SLN 3)  <i>[Principal, Parent Communication Coord., Counselors, Team Leaders]</i></p> <p>3.3.2d Communicate with parents/guardians of students performing below grade level</p> <ul style="list-style-type: none"> <li>• Stage one of Student Concerns Meeting protocol</li> <li>• Tiered intervention students</li> </ul>	<p>Website news Weekly Update email</p> <p>Event Alerts School and team agendas</p>	
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## APPENDIX A: SCHOOL BELL SCHEDULE

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

This section showcases Kaimukī Middle School's current bell schedule(s) and total student instructional hours per year. To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided <a href="#">bell schedule tool</a> .	
<b>Total student instructional hours per year</b> <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>	1365
<b>Did your school submit a SCC Waiver Request Form? Please explain.</b>	No (N/A)
<b>Bell Schedule:</b> <a href="#">Link to SY 2024-25 Bell Schedule</a>	