



Kaimukī Middle School Academic Plan SY 2026-2027

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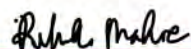
- ☐ Title I School
☒ Non-Title 1 School

Vision of a Hawai'i Public School Graduate

The Hawai'i State Department of Education, together with families and communities, envisions every graduate as a lifelong learner who is globally competitive and locally committed. Graduates will:

- *Apply academic knowledge and an innovative mindset to think critically, communicate effectively, and create impactful contributions in the pursuit of excellence.*
- *Be resilient and adaptable to an ever changing world, they take initiative in charting their next steps to advance their life journey—such as in postsecondary education, career, enterprise, service or exploration.*
- *Cultivate well-being and compassion, care for self and others, and build deep roots in Hawai'i to fulfill their kuleana and strengthen their community.*

Submitted by Principal Kevin Dias	
	Apr 6, 2026

Approved by [FKK] Complex Area Superintendent: Rochelle Mahoe, Ph.D.	
	Date 04/08/2026

Rochelle Mahoe (Apr 8, 2026 13:43:37 HST)

Directions for completing the Middle School Academic Plan template can be found in the [Academic Plan Template Guidance document](#) and [Middle Level School Profiles AcPlan Incorporation School Guide](#).

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SCHOOL VISION AND MISSION

Vision Statement	Kaīmuki Middle School, a place with heart that challenges and strengthens the mind, body and spirit
Mission Statement	To provide a positive learning environment that meets the unique needs of adolescents and their supporters

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
6	'19 Amplify ELA -	HMH Into Math -	Amplify Science	
7	'19 Amplify ELA -	HMH Into Math -	Amplify Science	
8	'19 Amplify ELA -	HMH Into Math -	Amplify Science	

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
Special Education	Language Live, i-Ready	IXL, i-Ready		
English Learners	Language Live			

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
6	I-Ready ▾	I-Ready ▾
7	I-Ready ▾	I-Ready ▾
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:

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 [[KMS CNA for SY 2026-27](#)]
- ☐ Other current assessment/self-study report: [Insert text]
- ☒ Current Western Association of Schools and Colleges (WASC) report [[WASC 2025 Self-Study.pdf](#)]

Year of Last Visit: 2025

Type of Last Visit: Full Self-Study -

Year of Next Action: 2028

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

Year of Next Self-Study:

2031

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

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

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

1	<u>Student Need:</u> Students need differentiated instruction that respond to individual learning needs. <u>Root/Contributing Cause:</u> 1A) Lack of support with implementing differentiated and scaffolded practices 1B) Capacity in designing and implementing differentiated instructional strategies 1C) Inconsistent development of student metacognitive skills for developing a growth mindset
2	<u>Student Need:</u> Students need targeted supports aligned to identify skill gaps that are consistently adjusted based on formative data. <u>Root/Contributing Cause:</u> 2A) Instructional teams do not have protected, structured time to analyze formative data and plan instructional adjustments 2B) Additional support is needed when analyzing formative data and translating it into actionable instructional changes
3	<u>Student Need:</u> Students in high-need sub-groups (EL & SpEd) need targeted support to address proficiency in ELA and Math.

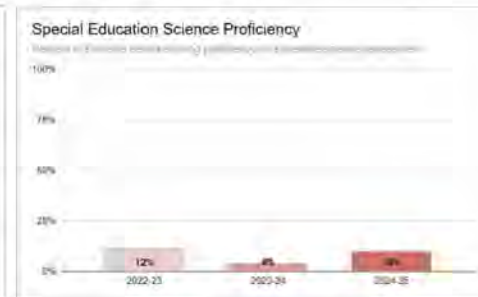
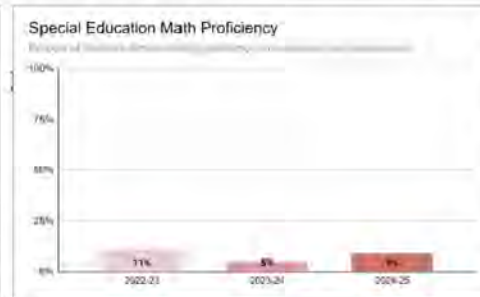
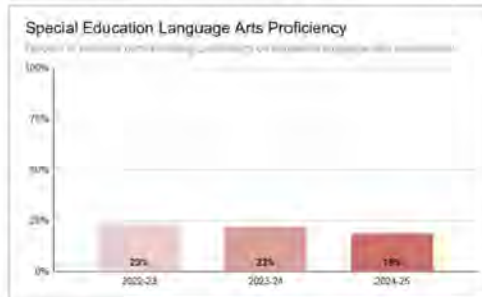
	<u>Root/Contributing Cause:</u> 3A) Implementation of evidence-based strategies need to be more consistent to support EL and SpEd instruction 3B) Progress monitoring systems are not consistently adjusted to instruction and interventions for EL and SpEd students 3C) Professional learning has not sufficiently built teacher capacity in differentiation.
4	<u>Student Need:</u> Students need supportive environments that fosters respect, connection and positive behaviors. <u>Root/Contributing Cause:</u> 4A) Schoolwide expectations and behavior systems are not implemented consistently across classrooms 4B) Classroom management practices vary widely across staff, resulting in inconsistent behavioral expectations and responses 4C) Behavioral data (e.g., referrals, attendance, surveys) are not consistently documented and analyzed to inform proactive support

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 (for all schools): SPECIAL EDUCATION (required)

Identified Student Need(s):

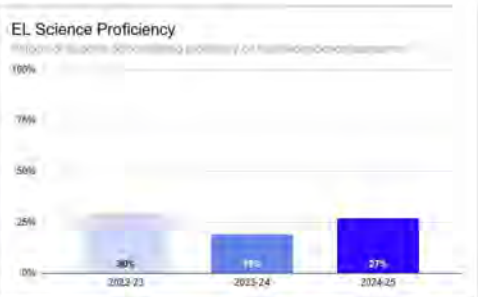
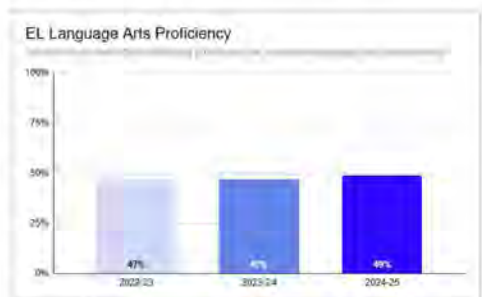
- ELA: Scores remain under 25% each year and decreased further in SY 2024-25 (23%, 22%, 19%)
- Math: Scores have fluctuated each year, but increased in SY 2024-25 (11%, 5%, and 9%)
- Science: Scores have fluctuated over three years, but increased to in SY 2024-25 (12%, 4%, 10%)



2 Targeted Subgroup: EL

Identified Student Need(s):

- ELA: Scores have been consistent in previous school years, but saw a slight increase in 2024-25 (47%, 47%, 49%)
- Math: Scores have been similar in previous school years, but saw a slight increase in 2024-25 (43%, 44%, 48%)
- Science: Scores have fluctuated over the past three years, but saw an increase in 2024-25 (30%, 19%, 27%)





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>
Reading Proficiency 1.1.2. All students read proficiently by the end of sixth grade, and those who do not read proficiently <u>receive necessary and timely support</u> to become proficient. Annual Target: Increase reading proficiency for all students from 79% → 82% by June 2027, with a focus on providing targeted support to sub-groups like EL & SpEd.	1A 1B 1C 2A 2B 3A 3B 3C	1.1.2a - Academic screening and data analysis Utilize the i-Ready screener to: - Identify students who are below grade level in reading - Continue to communicate growth data with students and parents - Conference with students about their data to promote growth mindset [Department Chair; Data Coord., Literacy Coach] 1.1.2b - Instructional planning/curriculum mapping Horizontally align Tier 1 instruction to curriculum maps (formative, summative assessments, CFAs, rubrics) for equity in instruction across grade levels, embedding school identified strategies with consistency: - Tier 1 - Provide learning opportunities that support and challenge all students, to include: - Differentiated instruction that responds to individual learning needs - Strategies to include word study, grammar, comprehension	1.1.2a - Data wall 1.1.2b - Curriculum maps, rubrics, formative & summative assessments, RTI explicit instruction, sub-group instructional strategies, historical data (RTI Strategic), department meeting minutes, Panorama groupings 1.1.2c - PD agendas, learning walks, survey data	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☒ Grant: CLSD, \$ ☐ Other:__, \$

		• Tier 2 - Within the STAR block, provide interventions based on data for students performing below grade level: ◦ Core teachers to lead RTI support, including comprehension and skill building ◦ Strategic interventionists to lead RTI support, including explicit instruction in phonological awareness, phonics, fluency, and comprehension • Sub-groups - Provide targeted supports based on proficiency gaps: ◦ EL & SpEd classes include explicit, consistent instruction and strategies, which include phonological awareness, phonics, fluency, and comprehension ◦ EL and SpEd teachers will lead STAR time sessions, providing targeted small-group instruction and interventions to support students with identified learning needs • Reflect quarterly, noting refinement of curriculum implementation and plans for future instruction [Department Chair; Team Leaders, Data Coord.; Literacy Coach; Administration] 1.1.2c - Professional development and faculty support • Continue PD efforts (school-wide and department focused) on effective instructional practices, to include: ◦ Environment and management ◦ Instructional delivery, differentiation and engagement ◦ Literacy development ◦ Assessment and grading ◦ Inclusive practices and subgroup focused intervention	Student Interim Measurable Outcomes: 1.1.2a - i-Ready diagnostic data, student reflections 1.1.2b - CFA data, summative assessment data, Phonics for Reading, Language Live, Panorama data 1.1.2c - Student surveys, assessment data	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☒ Grant: CLSD, \$ ☐ Other: __, \$
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		• Literacy coaching to support teachers in ensuring all students receive high-quality Tier I instruction • Continue assessing the impact of PD on teacher practice and student achievement via learning walks and teacher/student surveys [Literacy Coach, Data Coord., Administration]		
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. Annual Target: Increase mathematics proficiency for all students from 70% → 75% by June 2027, with a focus on providing targeted support sub-groups like EL & SpEd.	1A 1B 1C 2A 2B 3A 3B 3C	1.1.3a - Academic screening and data analysis Utilize the i-Ready screener to: • Identify students who are below grade level in math • Continue to communicate growth data with students and parents • Conference with students about their data to promote growth mindset [Department Chair; Data Coord., Literacy Coach] 1.1.3b - Instructional planning/curriculum mapping Horizontally align Tier 1 instruction to curriculum maps (formative, summative assessments, CFAs, rubrics) for equity in instruction across grade levels, embedding school identified strategies with consistency: • Tier 1 - Provide learning opportunities that support and challenge all students, to include: ◦ Differentiated instruction that responds to individual learning needs ◦ Strategies to support numbers and operations, algebraic thinking, geometry, and measurement and data • Tier 2 - Within the STAR block, provide interventions based on data for students performing below grade level: ◦ Core teachers to lead RTI support, including comprehension and skill building	Implementation Evidence: 1.1.2a - Data wall 1.1.2b - Curriculum maps, rubrics, formative & summative assessments, RTI explicit instruction, sub-group instructional strategies, historical data (RTI Strategic), department meeting minutes, Panorama groupings 1.1.2c - PD agendas, learning walks, survey data Student Interim Measurable Outcomes: 1.1.2a - i-Ready diagnostic data, student reflections	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

		○ Strategic interventionists to lead RTI support, including explicit instruction in basic operations and fractions and decimals ● Sub-groups - Provide targeted supports based on proficiency gaps: ○ EL & SpEd classes include explicit instructions and strategies, which include numbers and operations and algebraic thinking ○ EL and SpEd teachers will lead STAR time sessions, providing targeted small-group instruction and interventions to support students with identified learning needs ● Reflect quarterly, noting refinement of curriculum implementation and plans for future instruction [Department Chair; Team Leaders, Data Coord.; Literacy Coach; Administration] 1.1.3c - Professional development and faculty support ● Continue PD efforts (school-wide and department focused) on effective instructional practices, to include: ○ Environment and management ○ Instructional delivery, differentiation and engagement ○ Effective Mathematical Teaching Practices ○ Assessment and grading ○ Inclusive practices and subgroup focused intervention ● Continue assessing the impact of PD on teacher practice and student achievement via learning walks and teacher/student surveys [Literacy Coach, Data Coord., Administration]	1.1.2b - CFA data, summative assessment data, data, Panorama data 1.1.2c - Student surveys	
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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> Annual Target: Increase the Panorama category "Growth Mindset" from 50% → 53% by June 2027. Reduce the Achievement Gap: ELA from 32% → 28% Math from 27% → 22%	1A 1B 1C 2A 2B 3A 3B 3C 4A 4B 4C	1.1.4a - Collaborative planning time Allocate time for curriculum, instruction, and assessment planning - Departments: - Horizontally and vertically align standards-based curriculum with school initiatives and student needs - Conduct at least one data team cycle per semester, implementing interventions and strategies based on data - Teams: - Create interdisciplinary units (IDUs) around universal concepts to help students make cross-content connections [Principal] 1.1.4b - Tier I instruction for all students - Continued use of MTSS Proactive Classroom Management (PCM) strategies, including but not limited to: - Positive greeting at the door 5-to-1 ratio of positive to negative interactions - Teacher proximity and mobility - Visual schedule of classroom activities - Providing multiple opportunities to respond - Continue providing support to create student SMART goals [Principal] 1.1.4c - Ongoing instructional decisions based on data Refine data utilization to provide appropriate Tier II support: - Department data teams:	Implementation Evidence: 1.1.4a - Curriculum maps, data team template, IDU planning template 1.1.4b - Panorama data, surveys 1.1.4c - Data team template, Panorama data, intervention data, transition process Student Interim Measurable Outcomes: 1.1.4a - CFAs, summative assessments, IDUs culminating project 1.1.4b - Panorama data, student reflection 1.1.4c - CFAs, Panorama data, Panorama action plans, transition process	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☒ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$spot
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		○ Adjust instruction based on the regular collaborative review of CFA data, with intentional focus on students in high-needs subgroups ● Teams: ○ Utilize the student concerns process to intervene and support students at the Tier I, II and III level ○ Input Tier II and III interventions into Panorama ● STAR time interventions: ○ Provide targeted support based on student data ○ Include SpEd and EL students within current STAR schedule ○ Track student progress using a structured system (intervention logs, progress monitoring charts) ● EL and SpEd Departments: ○ Monitor intervention data to evaluate progress toward closing the achievement gap [Department Chair; Team Leader; Data Coord.; EL Coord.; Administration] 1.1.4d - Extended learning opportunities for sub-groups. ● EL - Utilize Part-Time Teacher (PTT) to provide targeted after-school and summer intersession learning opportunities to support EL content and language development ● SpEd - To provide a supplemental learning lab after school for students with IEPs to provide structured time and environmental supports for course work completion [EL Coord., SSC, Vice Principal]		
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1.1.5. All students transition successfully at critical points, from elementary to middle school; from middle to high school; and non-natural transitions during the school year. <i>Required for all schools.</i> Annual Target: As students transition from elementary to middle school, their sense of belonging will go from 62% → 65% by June 2027. As students transition from middle school to high school, their sense of belonging will go from 58% → 61% by June 2027.	1A 2A 3A 3B 3C 4A	1.1.5a - Elementary to Middle School Transition - 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. parent night, 6th gr. orientation day, open house, team-based activities) - Provide opportunities for 6th grade teachers and coordinators to visit feeder elementary classrooms for learning walks and articulation [Principal; Coord.; Team Leaders] 1.1.5b - Middle to High School Transition Communicate with Kalani High School to: - Plan opportunities for 8th grade teachers to participate in Kalani High School learning walks and articulation - Provide opportunities for 8th grade students to learn how to successfully navigate the transition to high school and develop a vertically aligned (6-8th) college and career readiness pathway to ensure students are prepared for advanced-level high school coursework [Counseling Department Chair; Coord.; Principal] 1.1.5c - New Students/Mid-Year Transition Evaluate and refine current system of supporting new students who enter KMS during the school year - Pair new students with peer mentors to foster a sense of connection and provide ongoing support - Ensure all new students complete academic screening (i-Ready reading and math) within two weeks of their start date so teachers may utilize the diagnostic data	Implementation Evidence: 1.1.5a - Event agendas, summer school course description; feeder school visitations 1.1.5b - Event agendas, student leadership training 1.1.5c - i-Ready diagnostic, Panorama entry 1.1.5d - Panorama entry, transition process map for EL & SpEd Student Interim Measurable Outcomes: 1.1.5a - Panorama data, summer school enrollment 1.1.5b - Panorama data, student reflections 1.1.5c - i-Ready data, Panorama data 1.1.5d - Panorama data, transition	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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		• Ensure targeted support is provided for new students as needed, particularly those in high-needs subgroups [Counseling Department Chair; Math and ELA Department Chair] 1.1.5d - Support for subgroup population during placement transitions. Monitor students and provide teacher support during transition periods to identify and address any academic or social-emotional challenges • EL students moving to/from gen. ed. Class to follow transition process map • Care Coordinators to monitor progress of students with IEPs during transition [Counseling Department Chair; EL Coord.; SCC; Administration]	meetings with evidence and student data for EL & SpEd	
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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. <i>Required for all schools.</i> Annual Target: Student attendance will increase from 89% → 91% by June 2027.	4A 4B 4C	1.2.1a - Attendance policy - Refine school attendance policy to proactively identify students need additional support - Use data-informed interventions and provide personalized support to address root causes for students with attendance issues [Counseling Chair, Vice Principal] 1.2.1b - Tiered support and student connectedness - Implement consistent tiered supports to foster a welcoming and inclusive school environment where students feel connected - MTSS strategies and PBIS - Student Activities/Advisory/SEL program - Academic and SEL interventions - Parent meetings and home visits - Consistently input and review Panorama and other student data to inform further support - Strengthen the use of student reflection data to drive real-time instructional changes and create a more responsive learning environment - Develop and implement strategies to increase student connectedness to adults at school (i.e. adult advocate for every student)	Implementation Evidence: 1.2.1a - Attendance policy, weekly update (student concerns) 1.2.1b - Panorama entry, 5Star utilization, EMR 1.2.1c - Weekly parent email, website updates/posts 1.2.1d - Extracurricular sign-ups Student Interim Measurable Outcomes: 1.2.1a - Attendance data	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☒ Other: REACH, \$

		[Counseling Chair; Team Leader; Advisory Coord.; Data Coord.] 1.2.1c - Parent involvement • Continue open lines of parent communication through regular newsletters, meetings, email, and conferences • Continue to increase parent involvement opportunities through events and parent educational opportunities to strengthen the home-school connection [Counseling Chair; Team Leaders, Parent Communication Coord.] 1.2.1d - Extracurricular activities • Provide a variety of extracurricular activities (i.e., sports, clubs, service groups, Growing Minds Program, etc.) to support students' diverse needs and interests [Vice Principal; Growing Minds Coord.]	1.2.1b - Panorama data, student survey, faculty survey, 5Star data 1.2.1c - Parent surveys 1.2.1d - Extracurricular enrollment data	
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1.2.2. All students demonstrate positive behaviors at school. <i>Required for all schools.</i> Annual Target: Due to a 4% decrease in 2025-2026, students will show growth in the Panorama category "Self-management" from 76% → 80% by June 2027.	4A 4B 4C	1.2.2a - Regularly convey and enforce expectations to students and staff to ensure consistency, school-wide equity, and safety [Administration] 1.2.2b - Proactively manage behavior through a tiered system of support with strategies and reflections to increase student connectedness • Refine and plan a process map for RTI B • Integrate SEL and school's 4Rs to promote positive relationships, respect, resiliency and responsibility [Counseling Chair; Team Leader; Advisory and SAC Coord.] 1.2.2c - Consistently utilize the student concerns process (ie: Input data into Panorama) to intervene and support students at the Tier I, II and III level [Administration, Counseling Chair; Team Leader, RTI Interventionists]	Implementation Evidence: 1.2.2a - Faculty meetings, morning broadcasts, weekly email updates 1.2.2b - Team days, 5Star entry, advisory/guidance lessons, EMR data 1.2.2c - Panorama entry, weekly updates (student concerns) Student Interim Measurable Outcomes: 1.2.2a - 5Star data, Panorama data, team meeting minutes 1.2.2b - 5Star data, Panorama data 1.2.2c - Panorama data	☒ 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> Annual Target: Due to a 2% decrease in 2025-2026, students will show growth in the Panorama category "Sense of Belonging" from 60% → 65% by June 2027.	1B 4A	1.2.3a - Incorporate opportunities for students to positively contribute to their school and local community • Interdisciplinary learning experiences • Various classroom and club activities • Various student committees [Administration, Counseling Chair, Advisory Coord.]	Implementation Evidence: 1.2.3a - Team IDU templates, Panorama data linked to HA components - <i>BREATH</i>, Project Aloha Student Interim Measurable Outcomes: 1.2.3a - Student feedback and voice, IDUs projects	☒ 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>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. <i>Required for all schools.</i>	1B 1C	1.3.1a - Continue to expose students in all grades to career-related educational opportunities integrated into the curriculum and/or off campus learning experiences [Counseling Chair, Team Leaders, Coord.] 1.3.1b - Continue community-based instruction (CBI) experiences for special education students Hands-on learning opportunities of life skills [Special Education Chair] 1.3.1c - Encourage student participation in leadership and service opportunities within the school community [Team Leader, Coord.]	Implementation Evidence: 1.3.1a - College Fair, On-Campus Career Day, CTE Mock Interviews, Off-campus field trip (KCC), IDUs 1.3.1b - Off-campus field trips 1.3.1c - Leadership and service clubs; CTSOs Student Interim Measurable Outcomes: 1.3.1a - Mock interview rubric, student reflections, IDU projects 1.3.1b - Student reflections	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

			1.3.1c - Student enrollment	
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K-12 Alignment 1.3.2. All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways, career academies, or International Baccalaureate (IB) programmes.	2A	1.3.2a - Integrate a vertically aligned college and career readiness pathway for grades 6-8, with age-appropriate lessons implemented through selected elective classes; • Study skills • Time management and balance • Investigation of college fields of study/career clusters • Community service opportunities • Mock job/career interviews [Counseling Chair] 1.3.2b - Provide multiple opportunities for academic support beyond core classroom instruction, to increase academic readiness for high school [Team Leader; Club/Athletic Advisors; Data Coord.; Summer School Coord.] EA 1.3.2c - Continue interdisciplinary units (IDUs) based around universal concepts to help students make connections across content areas [Team Leader]	Implementation Evidence: 1.3.2a - Counselor curriculum map 1.3.2b - Out-of-school tutoring (tutor.com), extracurricular activities, summer school program 1.3.2c -Team IDU template Student Interim Measurable Outcomes: 1.3.2a - Student reflections 1.3.2b - Online tutoring support data, summer school enrollment, extracurricular enrollment 1.3.2c - IDU projects	☒ 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>	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. Annual Target: To meet the HDOE TESOL SIQ requirement, the percentage of teachers that meet the requirement will go from 77% → 100%	13.86% of teachers in FKK are non-highly qualified. 10.2% are non-highly qualified at Kaimuki Middle School. 23% are not Sheltered Instruction Qualified at Kaimuki Middle School.	2.1.1a - School administrators will follow the principal timeline for Highly Qualified Teachers (HQT). 1. Ensure parent notice of Right to Request Teacher Qualifications is made available to all parents. 2. Notify NHQ Teachers of their NHQ Status and Parent Notification letter of the NHQ Status. 3. Send Parent Notice of NHQT letters to parents whose children are assigned classes taught by non- Highly Qualified teachers. 4. Upload all documentation to shared drive HQ folder Administrators will complete a highly qualified professional development plan for Non-Highly Qualified Teachers (NHQT) to assist teachers in becoming Highly Qualified. [Principal or HQ designee, FKK HQ EO] 2.1.1b - School administrators will adhere to the TESOL Sheltered Instruction Qualification requirement:	FKK HQ EO will monitor HQ documentation via shared drive #1 August 2026 #2 October 2026 #3 October 2026 & January 2027	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ Grant: __, \$ ☐ Other: __, \$



PRIORITY 2: High-Quality Educator Workforce In All Schools

		- Non-SIQ teachers will make a plan with administration to complete the TESOL SIQ requirement - The school will continue to provide non-SIQ teachers with EL professional development opportunities [Principal, Vice Principals, EL Coordinator]		
2.1.2. All teachers are effective or receive the necessary support to become effective.	1A 1B 2A 2B 3A 3B 3C 4A 4B 4C	2.1.2a - Provide school-based professional development opportunities aligned to state, complex, AMLE, and school goals, including sessions that target: - Literacy development via the CLSD grant for ELA, EL, and SpEd teachers - Effective Mathematical Teaching Practices for Math teachers - Inclusive practices for general education and Special Education teachers - Data teams and Common Formative Assessment - Leadership disposition development [Administration; Department Heads] 2.1.2b - Offer faculty and staff opportunities to participate in state/district offered professional opportunities and local and/or national conferences [Administration] 2.1.2c - Provide protected planning and collaboration time for faculty to engage in articulation, collegial sharing, and to conduct learning walks. [Administration]	2.1.2a - PD agendas, faculty meetings, 21 hour PD record 2.1.2b - AMLE conferences 2.1.2c - Department and faculty meetings 2.1.2d - Literacy look-fors, coaching 2.1.2e - EES, learning walks 2.1.2f - Danielson Observation Framework 2.1.2g - New Teacher Survey	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☒ Grant: CLSD, \$ ☐ Other: __, \$



PRIORITY 2: High-Quality Educator Workforce In All Schools

		2.1.2d - Enhance literacy instruction with the support of literacy coach [Vice Principal; Literacy Coach] 2.1.2e - Conduct administrative classroom visits to provide feedback, support, and/or coaching to teachers on observed instructional practices. [Administration; Coord.] 2.1.2f - Utilize the Danielson Observation Framework to assist and support teachers in improving classroom instruction to support student learning. [Administration; Coord.] 2.1.2g - Provide new teacher onboarding and mentoring to support new faculty members with team, department, and school-wide practices as they transition into their new role. [Administration; Coordinator]		
2.1.3. - All school support staff are effective or receive the necessary support to become effective.		2.1.3a - Provide ongoing feedback and coaching through the use of the Performance Appraisal System (PAS) 2.1.3b - Establish an onboarding system for new staff, with periodic follow up as needed. [Administration; Working Supervisors]	OSYP confirmation NEOED onboarding tracking PAS documentation	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$



PRIORITY 2: High-Quality Educator Workforce In All Schools

				☐ 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>	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>	4A	3.3.1a - The SCC will hold regular meetings with the membership to engage in planning and decision-making affecting students, which follow the BOE Policy 24112: • Review bylaws • Review Academic and Financial Plan • Submit waiver requests to the CAS/BOE • Complete SCC Principal Survey annually [Principal]	3.3.1a - Agenda meeting minutes, SCC Principal Survey, Approved Academic and Financial Plan	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

★ 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 Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance. <i>(required for Title I/III; IDEA)</i>		3.3.2a - Provide timely faculty and staff communication (i.e., school procedures, schedules, events, etc.) via home-to-school methods, such as School Messenger and the school website 3.3.2b - Classroom teachers will maintain Google Classroom pages with ongoing communication regarding curriculum, instruction, and assessment. 3.3.2c - Grade level teams will provide families opportunities to engage in team IDUs and/or student work showcases. [Team Leaders; Coord.] 3.3.2d - Collaborate with the Kaimuki Middle School PTO to create events that foster a sense of belonging for faculty, staff, students, and community members [Principal] 3.3.2e - Communicate with parents/guardians of students in need of academic or behavioral supports: • Notification of student concerns via student concerns protocol	3.3.2a - School website; School Messenger broadcast report 3.3.2b - Google Classroom listing 3.3.2c - Team IDUs template; parent invitations, parent surveys, EL Family Engagement activities 3.3.2d - PTO event family surveys 3.3.2e - Student support referrals; RTI rosters	☐ WSF, \$ ☐ Title I, \$ ☐ Title III, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

		Request for approval of academic or behavior intervention [Vice Principals, Team Leaders]		
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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 **Kaimukī 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 **Dec 9, 2025** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Mar 24, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☒ Other (list): Faculty Meeting on **Mar 25, 2026**
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: **Mar 24, 2026**

Attested:

Kaimukī Middle School Principal	Signature	Date
Kevin Dias		Apr 6, 2026
SCC Chairperson	Signature	Date
Brett Uchima	<u>Brett Uchima</u> Brett Uchima (Apr 6, 2026 11:58:53 HST)	Apr 6, 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:
N/A		

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

N/A

Attested:

SCC Chairperson	Signature	Date
Brett Uchima	 Brett Uchima (Apr 8, 2026 11:58:53 116T)	Apr 6, 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>	1365
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement
Kaimukī Middle School Bell Schedule: KMS Bell Schedule	