Kalakaua Middle School
FKK Middle School Academic Plan
SY 2025-2026

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NĀ HOPENA A'O

PRIORITY 3
Effective Efficient Operations

PRIORITY 2
Staff Success

PRIORITY 1
Student Success

Directions for completing the MIDDLE SCHOOL Academic Plan template can be found in the Academic Plan Template Guidance document.

Submitted by Principal William Grindell]		Approved by FKK Complex Area Superintendent: Rochelle Mahoe, Ph.D.	
(signature)	3/25/25	*(signature)* Rochelle Mahoe (Mar 25, 2025 16:36 HST)	03/25/2025

VIABLE QUALITY CURRICULUM

This section highlights the school's comprehensive instructional programs used by each core subject area. *For SY 2024-2025, identifying Science and Social Studies instructional programs in the Academic Plan is optional.*

Please identify the <u>comprehensive instructional program(s)</u> used by each core subject area. Schools may indicate specific demographic subgroup(s) as appropriate.

To add additional information, please insert a new row as needed.

Grade Level / Course Name	English Language Arts	Mathematics	Science	Social Studies
6	Amplify	Ready Math	STEMSCOPES	
7	Amplify	Ready Math	STEMSCOPES	
8	Amplify	Ready Math	STEMSCOPES	
Algebra I	n/a	State Alg. 1 Curriculum		

SCREENING ASSESSMENTS

This section highlights school-administered universal screeners designed to quickly identify the needs of students in **Kindergarten through Grade 9** who may require additional academic support.

Please utilize the dropdown list to identify the <u>universal screener(s)</u> used for English Language Arts and Mathematics and specify the grade level or course name. If "Other" is selected, please manually identify the universal screener.

To add additional information, please insert a new row and/or duplicate the dropdown list as needed.

Grade Level / Course Name	English Language Arts	Mathematics
6-8	iReady ⌄	iReady ⌄

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

- ☑ Current Comprehensive Needs Assessment (CNA)
- ☑ Current Western Association of Schools and Colleges (WASC) Schoolwide Growth Areas for Continuous Improvement
  Last Full Self-Study: 2021, Next Full Self-Study: 2027
- ☐ Other current accreditation self-study

Please identify <u>critical student learning needs</u> and the <u>root/contributing cause(s)</u> 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?"

To identify additional critical student needs, please insert a new row and duplicate the "Student Need" and "Root/Contributing cause(s)" text as needed. Please number the student need and root/contributing cause(s) for ease of cross-referencing.

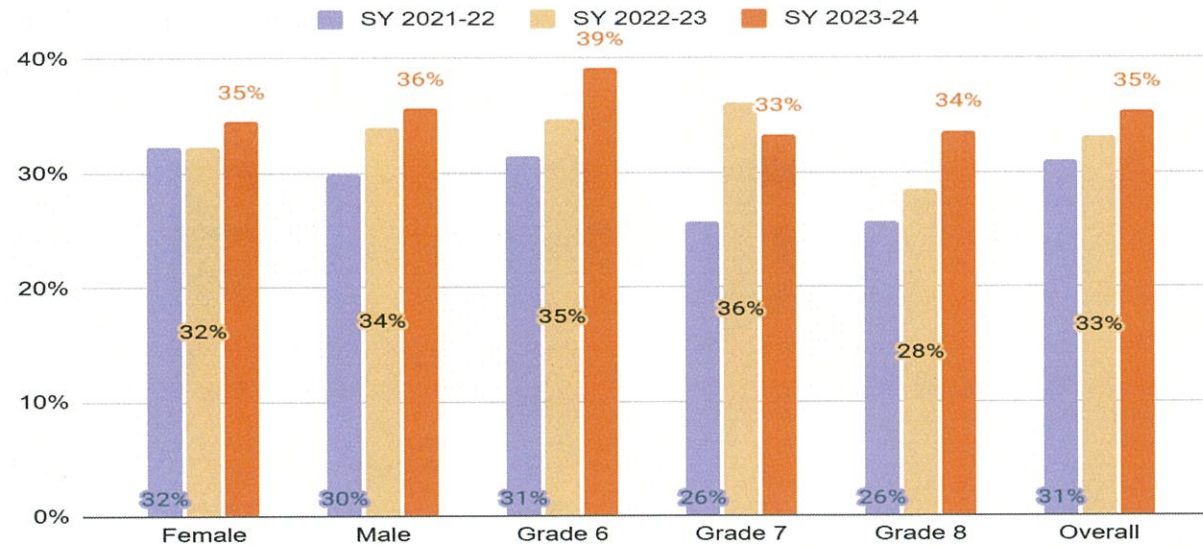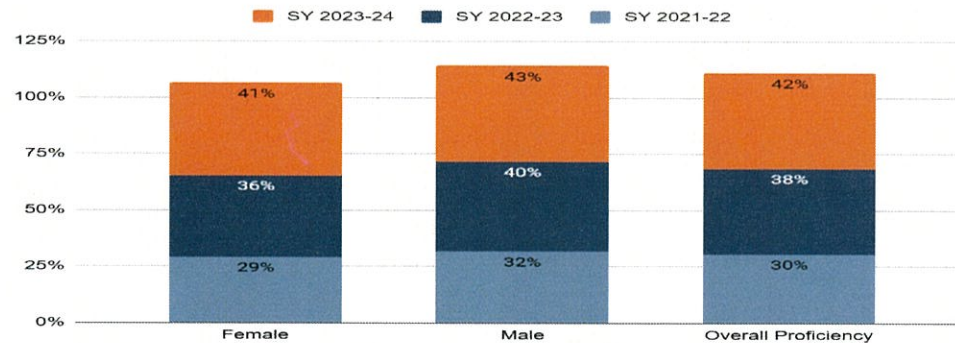|	
1	**<u>Student Need:</u> To increase academic achievement of KMS students in ELA, Math and Science this includes the increase of proficiency level of the high-needs students: low SES, IDEA and ELL students.** (from CNA and WASC). **SBA ELA Data**
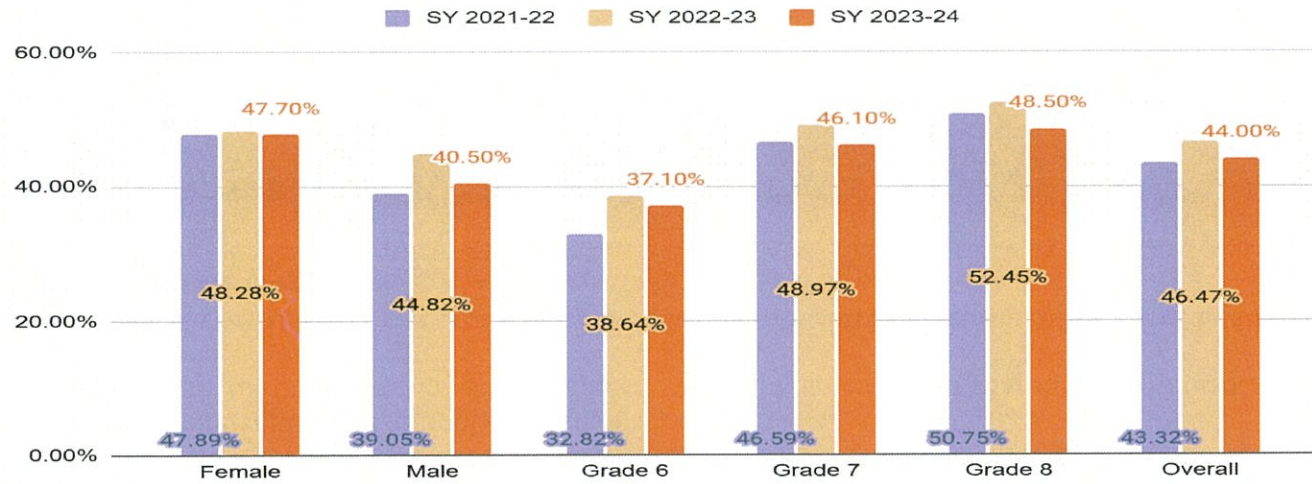
SBA Math Data

HSA Science (NGSS) Data

Root/Contributing cause(s):

1.a. Varying levels of knowledge and implementation of ELA/Math/Science standards-based curriculum, instruction, assessment, and grading practices

1.b. Varying knowledge of and degrees of implementation of how to examine data regularly and accurately to inform next steps of instruction and intervention for struggling learners

1.c. High teachers' turn-over yield in relatively high number of teachers hired not meeting SIQ or HQT

| 2 | **Student Need:** To provide MTSS that increase positive relationship, perception of safety of KMS Students and that address social and emotional learning of students (from CNA and WASC) |

Classroom Survey Categories	2021-22	2022-23	2023-24	Complex Area
Classroom Climate	79%	78%	-	-
Pedagogical Effectiveness	79%	80%	77%	+5
Clasroom Rigorous Expectations	76%	77%	-	-
Classroom Teacher-Student	71%	71%	67%	+3

Relationship				
Classroom Engagement	53%	55%	49%	+3
School Survey Categories	**2021-22**	**2022-23**	**2023-24**	**Complex Area**
SQS Safety Dimension	61%	66%	61%	0
Valuing of School	69%	67%	67%	+7
School Safety	49%	51%	45%	-6
School Belonging	51%	55%	-	-

Panorama SEL Screener, Percent Favorable Responses

SEL Topics	Fall 2024	Winter 2024	+/- vs. FKK Winter 2024'
Supportive Relationships	87%	84%	+5
Self-Management	47%	67%	-1
Sense of Belonging	61%	58%	+4
Social Awareness	60%	59%	-2
Perseverance	57%	57%	0
Growth Mindset	55%	58%	+5
Emotion Regulation	47%	48%	-4
Self-Efficacy	45%	45%	-1

Root/Contributing cause(s):
2.a. Varying knowledge and understanding of growth mindsets
2.b. Varying knowledge of classroom management and of how to build meaningful and effective teachers-students relationships
2.c. Inconsistency in the implementation of monitoring schoolwide safety and behavior procedures.

3   <u>Student Need:</u> **Programs and/or courses for students to explore and develop College and Career readiness of KMS students and to support the Academies at FHS** (from CNA)

<u>Root/Contributing cause(s):</u>
3.a. Minimum exposures and experiences for students in regards to variety and choices in career pathways.
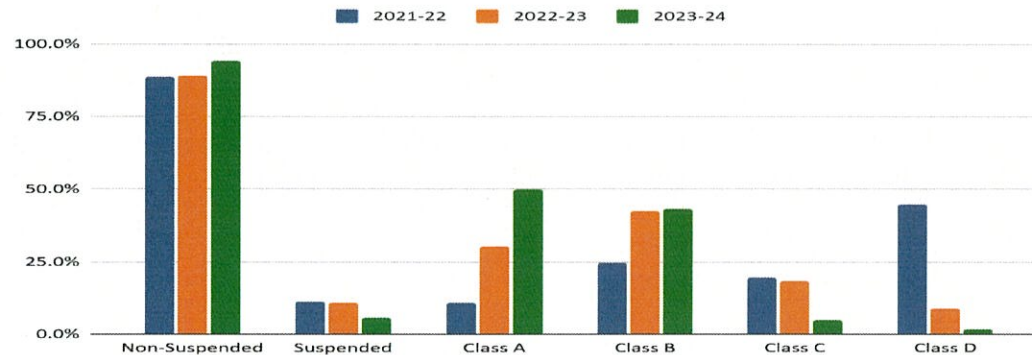
4   <u>Student Need:</u> **To create a system and structure that address and monitor students' behavior and chronic attendance** (from CNA)

Regular Attendance Rate - 17 or fewer absent
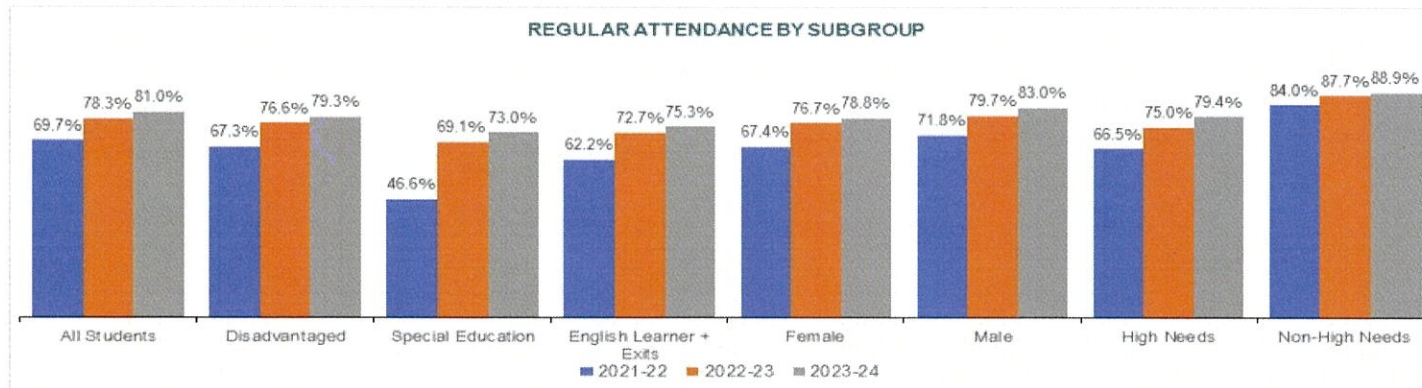
(From Lei Kulia)

(from LDS)

Root/Contributing cause(s): Various contributing causes were identified. The following are the ones that pertain to school.

4.a. For attendance issues: There may be lack of engaging teaching methods in some classrooms, students feeling unsafe at school, and a need for transportation to school for some students.
4.b. For behavior issues: inconsistent application of discipline policies throughout the school.

5   **Student Need:** Students-centered approach that will lend itself in supporting middle school principles, Advisory program, IDU and PBL (from CNA)

Root/Contributing cause(s):
5.a. Middle school research-based philosophy and values in a form of teaming have not been implemented in the school for about 10 years.
5.b. Limited venue for students to work on IDU and PBL projects that can provide interdisciplinary connections with real-life applications.

In order to address student equity, please list the <u>targeted subgroup(s)</u> and their <u>identified needs</u>. Enabling activities should address identified subgroup(s) and their needs.

To add additional subgroups, please insert a new row and duplicate "Targeted Subgroup" and "Identified Student Need(s)" text as needed.

1	**<u>Targeted Subgroup:</u>** EL students **<u>Identified Student Need(s):</u>** a. Supports for first-year to Hawaii / newcomer students in core courses and basic skills to be successful at school b. Continued supports for 2nd and 3rd year students to Hawaii who still performing below level 4 in WIDA assessment
2	**<u>Targeted Subgroup:</u>** IDEA students **<u>Identified Student Need(s):</u>** a. Supports in inclusion core classes b. Elective classes that help IDEA students in improving not only practical academic skills but also social and interpersonal skills

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 Outcomes *"What do we plan to accomplish?"*	Root/ Contributing Cause *"Why are we doing this?"*	Enabling Activities *"How will we achieve the desired outcome?"* and Position of Accountable Lead(s) *"Who is responsible to oversee and monitor implementation and progress?"*	Monitoring of Progress (Initial & Intermediate Student Outcomes) *"How will we know progress is being made?"*	Anticipated Source of Funds *"What funding source(s) should be utilized?"* Please estimate the additional amount needed to execute the enabling activity.

Reading Proficiency 1.1.2. All students read proficiently by <u>the end of eighth grade</u>. All students who do not read proficiently receive necessary and timely support to become proficient.	1A	Strengthen Tier 1 instruction in all ELA classrooms by following and using the approved viable curriculum and department's agreed-upon instructional practices which include RACER and RAFT. Strengthen Tier 2 instruction in all RW classrooms by following and using the approved viable curriculum and department's agreed-upon instructional practices. Working with all students including Target Students in small groups and individually using i-Ready tools. Conducting reteach groups based on data from grade level assessments. Strengthen Tier 3 instruction in SMP, Newcomer classes, and Tier 3 Reading classes by following and using the approved viable curriculum (REWARDS)and department's agreed-upon instructional practices which may include hands-on projects, GLAD strategies. Conducting reteach groups based on data from grade level assessments. Inservice will be provided by curriculum consultants on how to effectively use the pacing guides and curriculum including components for special sub groups. EL strategies, RACER, RAFT, and other research based literacy strategies, will be implemented in all classrooms. Encourage and provide support for teachers to attend local and national conferences (ELA, Math, Science, AVID, STEM, SEL). *(Ivy Hsu - EL Coordinator and Literacy Coach)*	iReady diagnostic, three times a year Common grade-level assessment to include essays with common rubrics Coach and Admin Walkthrough WIDA testing	• WSF, $ 100,000 • Title I, $75,000 (Universal screener and curriculum) • Title 1, $40,000 (classroom supplies) • Title 1, $25,750 (PTT to support departments) • Title 1, $16,056 (Subs and Stipend) • Title 1, $15,000 (travel for conferences) • Title II, $ • Title III, $15,000 • Title IV-A, $ • Title IV-B, $ • IDEA, $ • SPPA, $ • Homeless, $ • Grant:__, $ • Other:__, $

Mathematics Proficiency 1.1.3. All students are proficient in mathematics by <u>the end of eighth grade</u>. All students who are not proficient receive necessary and timely support to become proficient.	1A	Strengthen Tier 1 instruction in all Math classrooms by following and using the approved viable curriculum and department's agreed-upon instructional practices i.e. Building Thinking Classrooms instructional practices. Strengthen Tier 2 instruction in all RTI classrooms by actively monitoring and providing individualized instruction based on students' needs in Math concepts and skills. Working with Target Students. Conducting reteach groups with target students based on data from grade level assessments. Strengthen Tier 3 instruction in Math Tier3 class by actively monitoring and providing individualized instruction based on students' needs in Math concepts and skills. Inservice will be provided by curriculum consultants on how to effectively use the pacing guides and curriculum including components for special sub groups. Encourage and provide supports for teachers to attend district-level Math PDs (BTC) and national-level MathPD(s) (NCTM) Math BTC frameworks - VNPS, grouping, note taking and questioning will be implemented in all Math Classrooms. *(Karin Rombang-Matsushita - Math Coach)*	iReady diagnostic, three times a year Common grade-level assessment; Quarterly SBA practice Monthly students' performance review for T3 students. Coach and Admin Walkthrough Math PLN pre and post survey for students Share-out and apply effective and research-based instructional strategies learned from PD	• WSF, $100,000 • Title 1, see 1.1.2 above • Title II, $ • Title III, $ • Title IV-A, $ • Title IV-B, $ • IDEA, $ • SPPA, $ • Homeless, $ • Grant:__, $ • Other:__, $

| 1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. | 1A | Strengthen instruction in SMP, Newcomer and EL classes. Provide hands-on activities for students, collaborative learning opportunities, quality interactions.

(Ivy Hsu - EL Coordinator)

Strengthen instruction in grade-level resource SPED classes allowing for teachers to collaborate with their general education peers.
(Jamie Crowe - SSC)

Provide support with PD and time to collaborate for SPED and regular ed. Teachers for effective instructional practices in inclusion classes.
(Jamie Crowe - SSC) | WIDA Assessment

Common grade-level assessment

SSC walkthrough | • WSF, $170,000
• Title I, $ 10,000
• Title II, $
• Title III, $16,000
• Title IV-A, $
• Title IV-B, $
• IDEA, $
• SPPA, $
• Homeless, $
• Grant:__, $
• Other:__, $ |

| 1.1.5. All students transition successfully at critical points, from elementary to middle school, **AND** from middle to high school, **AND** during non-traditional times (e.g., new students mid quarter). | 3A | Provide elective classes that correlate with courses at FHS Academies.
(William Grindell - Principal)

Work together with FHS to administer Math screening tests to 8th graders to ensure appropriate placement in Math classes at FHS.
(Karin Rombang-Matsushita - Math Coach)

Provide campus tour at KMS for incoming 6th graders to Kalakaua Middle School
(Sky Akau - SAC)

Work together with FHS to provide campus and academies visit at Farrington for KMS 8th graders.
(Sky Akau - SAC)

Transition meeting held by KMS SSC and feeder school SSCs.
(Jamie Crowe - SSC)

The Kalakaua Ambassador program helps students who enroll throughout the school year transition and acclimate to our school. This program is inclusive of our English Language (EL) students, who may need additional support during their transition.
(Ivy Hsu - EL Coordinator) | Survey from students and teachers in regards to the effectiveness of the program

Planning and Collaboration with FHS academies | • WSF, $80,000
• Title I, 50,000$
• Title II, $
• Title III, $
• Title IV-A, $
• Title IV-B, $
• IDEA, $
• SPPA, $
• Homeless, $
• Grant:__, $
• Other:__, $ |

★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment

Desired Outcomes "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?"	Enabling Activities "How will we achieve the desired outcome?" and Position of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress (Initial & Intermediate Student Outcomes) "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Please estimate the additional amount needed to execute the enabling activity.
1.2.1. All students desire to and attend school regularly.	4A	Re-visit, update as needed and reinforce KMS attendance policy (William Grindell- Principal) Provide new teacher orientation and PD for new teachers and teachers who are not HQT. (Coaches)	Attendance weekly report (Lei-Kulia) Registrar's Data Panorama data: Improvement of Sense of Belonging	• 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. | 4B | Re-visit, update as needed and reinforce KMS Behavior and Safety Rules and Procedures,

 (Jorie Patalinghog - VP)

 Re-visit, update and reinforce Second Step lessons implementation in the classroom, Advisory program and SEL program

 (MTSS Team).

 Provide counseling and guidance for students who need behavior, emotional and psychological support.

 (Counselors) | Behavior and Class Offenses report from Lei-Kulia

 Counselors Data

 GLO assessment

 Second Step report

 Panorama students survey data (e.g. on safety) | • WSF, $
 • Title I, $20,000
 • Title II, $
 • Title III, $
 • Title IV-A, $
 • Title IV-B, $
 • IDEA, $
 • SPPA, $
 • Homeless, $
 • Grant:__, $
 • Other:__, $ |

| 1.2.3. All students experience a Nā Hopena Aʻo environment for learning. | 2C | Revisit and re-focus the Advisory program at KMS including ensuring every-student has an adult advocate at school to increase the sense of total well-being of students (Nā Hopena Aʻo *sense of belonging*)
(HMTSS/Advisory coordinator)

Individual conferencing and goal setting between Advisory teachers and students after each diagnostic.
(Advisory coordinator, Advisory teachers)

Grade level teaming to help strengthen the components of HA
William Grindell - Principal

Focus on building relationships between teachers-students and student-students in all classrooms to increase the sense of Aloha and sense of belonging of students
(HMTSS/Advisory Coordinator) | *Panorama Students Survey* (e.g., Sense of Belonging)

Second Step Data

GLO Assessment | • WSF, $
• Title I, $
• Title II, $
• Title III, $
• Title IV-A, $
• Title IV-B, $
• IDEA, $
• SPPA, $
• Homeless, $
• Grant:__, $
• Other:__, $ |
| All students learn in an environment that supports middle school philosophies and values.

(To add additional desired outcomes, duplicate this row, including source of funds checkboxes, as needed) | 3C | Provide support for and Implement the re-creation of teaming for each grade-level to implement research-based middle school philosophies and values

William Grindell - Principal | Teaming are implemented in SY 24-25

Regular team-meeting time to address students' concern | • WSF, $
• Title I, $
• Title II, $
• Title III, $
• Title IV-A, $
• Title IV-B, $
• IDEA, $
• SPPA, $
• Homeless, $
• Grant:__, $
• Other:__, $ |

★ GOAL 1.3 All students' graduate high school prepared for college and career success and community and civic engagement

Desired Outcomes "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?"	Enabling Activities "How will we achieve the desired outcome?" **and** Position of Accountable Lead(s) "Who is responsible to oversee and monitor implementation and progress?"	Monitoring of Progress (Initial & Intermediate Student Outcomes) "How will we know progress is being made?"	Anticipated Source of Funds "What funding source(s) should be utilized?" Please estimate the additional amount needed to execute the enabling activity.
1.3.1. All students, throughout their Grade 6-8 experience, engage in a variety of career, community, and civic opportunities.	3A	Offer various elective classes to students that enable students to experience and engage in a variety of career, community, and civic opportunities i.e. Agriculture Technology, CTE, AVID, HOSA Support opportunities for students to participate in students' workshop, tournament, professional development for various subjects and courses i.e. HOSA, History Days, MathCount, Spelling Bee, Robotics tournament, LEGO League, Leadership. (William Grindell - Principal) Hold annual college and career day for students (Nelson Lee - AVID counselor) Field trips that allow our students to experience and engage in a variety of career, community, and civic opportunities including but not limited to visits to UH and community colleges for students to get familiar with various courses and careers that align with them. (SAC, Grade-level counselors)	Elective Night that highlight students' work in elective classes Quarterly binder check in Advisory for organizational skill	- WSF, $ - Title 1 $15,000 (CTE, Elective classes) - Title I, $45,000 (students' travel, tournaments, conferences) - Title 1, $10,466 (field trip) - Title II, $ - Title III, $ - Title IV-A, $ - Title IV-B, $ - IDEA, $ - SPPA, $ - Homeless, $ - Grant:__, $ - Other:__, $

K-12 Alignment	3A	Provide supports for students that are align with Implementation Plan/BOE Minutes:	SAMPLE: Refer to *Implementation Plan*	• WSF, $ 40,000

K-12 Alignment

1.3.2 All middle school students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework.

3A

Provide supports for students that are align with Implementation Plan/BOE Minutes:

- Out-of-school time tutoring, programs, activities
- Extra- or co-curricular activities (e.g.HONSEF, Speech Festival, Spelling Bee)
- Summer Learning Opportunities
- Saturday School

(Vice Principals)

- Math Summer Academy

(Rombang-M - Math Coach)

Provide supports and opportunities for students with various elective and after school activities that promotes success in progressively challenging and advanced-level coursework i.e. Robotics, History Days, eSports, HOSA and Math Club.

(Principal)

Complete rigorous curriculum design for each elective class that aligns with FHS academies and provides exposure for students with various career and civic opportunities.

(Karin Rombang-Matsushita - Elective coach)

SAMPLE: Refer to *Implementation Plan*

- Eighth grade students accessing 24/7 online tutoring support.
- Percent of first-time ninth graders promoted to 10th grade on time.\
- Progress in academic and quality coursework for students (who attend Saturday School, Summer Academy, specific elective classes

- WSF, $ 40,000
- 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

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

Desired Outcomes *"What do we plan to accomplish?"*	Root/ Contributing Cause *"Why are we doing this?"*	Enabling Activities *"How will we achieve the desired outcome?"* and Position of Accountable Lead(s) *"Who is responsible to oversee and monitor implementation and progress?"*	Monitoring of Progress *"How will we know progress is being made?"*	Anticipated Source of Funds *"What funding source(s) should be utilized?"* *Please estimate the additional amount needed to execute the enabling activity.*
2.1.1 All **teacher** positions are filled with qualified hires that include SIQ hours and/or TESOL certification by 26-27 SY.	1C	Continue to offer PD for teachers to earn SIQ hours and/or TESOL certification Provide in-house PD for teachers to earn 4-6 SIQ hours *(Ivy Hsu - ELL Coordinator)*	Data showing increase in teachers who are SIQ or TESOL qualified - Goal is 100%	• WSF, $ • Title I, $ • Title II, $ • Title III, $ • Title IV-A, $ • Title IV-B, $ • IDEA, $ • SPPA, $ • Homeless, $ • Grant:___, $ • Other:___, $

2.1.2 All **teachers** are effective or receive the necessary support to become effective.	1A 1B	Continue to provide, coach and assist PLT time (department meeting time) for teachers to collaborate on effective instructional and assessment strategies. *Rombang and Hsu - Academic Coaches* Provide opportunities and funding for teachers to attend Professional Development and conferences that support effective instructional and assessment strategies *Principal* Provide necessary classroom technology equipment and tools for teachers that support high quality and effective instructions. *Joseph Pray - Tech Coordinator*	Admin and Coaches walkthrough Data on consistent schoolwide implementation on agreed-upon instructional strategies and/or formative/summat ive assessment	☐ WSF, $ ☑ Title I, $175,,000 ☐ Title 1, $30,000 (PD, Subscriptions and contracts) ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $
2.2.2 All schools' **support staff** are effective or receive the necessary support to become effective.	n/a	Provide opportunities for support staff to participate in training that are relevant to their duties. Examples include EA's participating in faculty meetings and training, QBS training, SASA courses, Custodian training. *(William Grindell - Principal)*	Sign-in sheet and agendas for various training sessions.	☐ WSF, $ 5,000 ☐ Title I, $ ☐ Title II, $ ☐ Title III, $ ☐ Title IV-A, $ ☐ Title IV-B, $ ☐ IDEA, $ ☐ Homeless, $ ☐ Grant:___, $ ☐ Other:___, $

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 Outcomes *"What do we plan to accomplish?"*	Root/ Contributing Cause *"Why are we doing this?"*	Enabling Activities *"How will we achieve the desired outcome?"* and Position of Accountable Lead(s) *"Who is responsible to oversee and monitor implementation and progress?"*	Monitoring of Progress *"How will we know progress is being made?"*	Anticipated Source of Funds *"What funding source(s) should be utilized?"* *Please estimate the additional amount needed to execute the enabling activity.*
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.	n/a	Quarterly meeting between Principal and School Community Council. School Community Council will hold two community meetings per year and all SCC minutes and agendas will be posted online. *Nadine Yamamura - SCC Leader*	• School has all required stakeholders represented on SCC. • Percent of meetings with all required stakeholders represented. • Overall rating on SCC self-assessment survey	• WSF, $5,000 • 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 Outcomes *"What do we plan to accomplish?"*	Root/ Contributing Cause *"Why are we doing this?"*	Enabling Activities *"How will we achieve the desired outcome?"* *and* Position of Accountable Lead(s) *"Who is responsible to oversee and monitor implementation and progress?"*	Monitoring of Progress *"How will we know progress is being made?"*	Anticipated Source of Funds *"What funding source(s) should be utilized?"* *Please estimate the additional amount needed to execute the enabling activity.*

Family and Community Engagement
 	
School hosts regular activities that involve family and community.
 	
(To add additional desired outcomes, duplicate this row, including source of funds checkboxes, as needed)
		Continue to provide the following (not limited to) events that involve family and local community :
		• Open House
		  (Principal and Admin)
		• STEAM or Pi Night
		  (Karin Rombang-Matsushita - Coach)
		• Elective Night
		  (Karin Rombang-Matsushita - Coach)
		• ELL Night
		  (Ivy Hsu - Coach)
		• Literacy Night - Reading and Writing
		  (Ivy Hsu - Coach)
		• School Spelling Bee
		  (Ivy Hsu - Coach)
		• NJHS Induction Night
		  (Sky Akau - SAC)
		• College and Career Day; AVID Parent night
			Sign In Sheets for each parent event.
			
			Feedback surveys completed by participants at each event.
				• WSF, $ 10,000
				• Title I, Program ID 18935, $5.547
				• Title II, $
				• Title III, $
				• Title IV-A, $
				• Title IV-B, $
				• IDEA, $
				• SPPA, $
				• Homeless, $
				• Grant:___, $
				• Other:___, $

(Nelson Lee - AVID Coordinator/Counselor)

APPENDIX: SCHOOL BELL SCHEDULE

Pursuant to Hawaii Revised Statutes Section 302A-251, as well as the current Hawaii State Teachers Association (HSTA) 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 Kalakaua Middle School current bell schedule(s) and total student instructional hours per year. To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided bell schedule tool.

Total student instructional hours per year *(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)*	1080
Did your school submit a SCC Waiver Request Form? Please explain.	Kalakaua Middle School is requesting two (2) waiver days to facilitate professional development, aligned and tied to the changes in curriculum. To maximize effectiveness, it is crucial to provide in-depth PD followed by critical planning time immediately following the training.
Bell Schedule: See below	

KMS Bell Schedule

Monday		Tuesday		Wednesday		Thursday		Friday	
Advisory	8:00 – 9:16	Period 4	8:00 – 9:16	Advisory	8:00 – 8:33	Period 7	8:00 – 9:16	Period 1	8:00 – 8:43
Recess 9:16-9:35				Period 3	8:37 – 9:52	Recess 9:16-9:35		Period 2	8:47 – 9:30
Period 1	9:42 – 10:58	Period 5	9:42 – 10:58	Recess 9:52-10:07		Period 6	9:42 – 10:58	Recess 9:30-9:45	
Period 2	11:05 – 12:21	Period 6	11:05 – 12:21	Period 2	10:11 – 11:26	Period 5	11:05 – 12:21	Period 3	9:49 – 10:32
Lunch 12:21-12:52				Lunch 11:26-11:56		Lunch 12:21-12:52		Period 4	10:36 – 11:19
Period 3	12:59 – 2:15	Period 7	12:59 – 2:15	Period 1	12:00 – 1:15	Period 4	12:59 – 2:15	Period 5	11:23 – 12:06
								Lunch 12:06 – 12:36	
								Period 6	12:40 – 1:23
								Period 7	1:27 – 2:10

4 Day Week

Day 1		Day 2		Day 3		Day 4	
AA	8:00 – 9:16	Period 4	8:00 – 9:16	AA	8:00 – 9:16	Period 7	8:00 – 9:16
Recess 9:16-9:35							
Period 1	9:42 – 10:58	Period 5	9:42 – 10:58	Period 3	9:42 – 10:58	Period 6	9:42 – 10:58
Period 2	11:05 – 12:21	Period 6	11:05 – 12:21	Period 2	11:05 – 12:21	Period 5	11:05 – 12:21
Lunch 12:21-12:52							
Period 3	12:59 – 2:15	Period 7	12:59 – 2:15	Period 1	12:59 – 2:15	Period 4	12:59 – 2:15

EST 1928
KALĀKAUA
MIDDLE SCHOOL