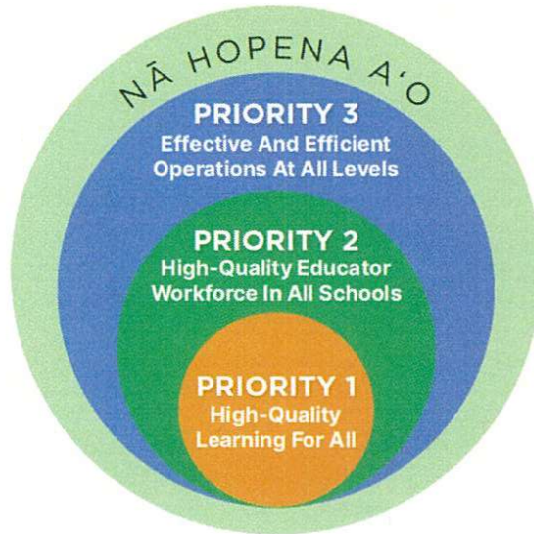




King David Kalākaua Middle School

Academic Plan

SY 2026-2027

821 Kalihi Street, Honolulu HI, 96819

(808)305-4500

<https://www.kalakauamiddle.org>

- ☒ 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 William Grindell	
	Apr 13, 2026

Approved by [FKK] Complex Area Superintendent: Rochelle Mahoe, Ph.D.	
	04/13/2026

Rochelle Mahoe (Apr 13, 2026 13:38:04 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	Commit to Achieve
Mission Statement	Kalakua Middle School empowers students to be college and career ready through rigorous instruction and positive relationships

VIALE QUALITY CURRICULUM

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

Please utilize the dropdown list to select the comprehensive instructional program(s) being used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the program. Schools may indicate specific demographic subgroup(s) as appropriate.				
Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
Grade 6	'19 Amplify ELA ▾	Ready ▾	STEMscopes	
Grade 7	'19 Amplify ELA ▾	Ready ▾	STEMscopes	
Grade 8	'19 Amplify ELA ▾	Ready ▾	STEMscopes	

Please list all supplementary instructional materials used to extend the comprehensive instructional programs identified above, and specify the grade level(s) or course name. Schools may indicate specific demographic subgroup(s) as appropriate.				
Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
Grade 6	iReady standards mastery, Rewards and Phonics for Reading	i-Ready, IXL, Zearn Math		
Grade 7	iReady standards mastery, Rewards and Phonics for Reading	i-Ready, IXL, Zearn Math		
Grade 8	iReady standards mastery, Rewards and Phonics for Reading	i-Ready, IXL, Zearn Math		

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: [Link](#)
- ☐ Other current assessment/self-study report: [
- ☐ Current Western Association of Schools and Colleges (WASC) Mid Cycle report [Link](#)

Year of Last Visit: 2024

Type of Last Visit: Mid-Cycle Report & Visit ▾

Year of Next Action: 2027

Type of Next Action: Full Self-Study ▾

Year of Next Self-Study:

2027

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

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

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

1	Student Need: Students need to master the Math foundational skills, i.e. basic number sense, multiplication/division fluency, fractions, decimals and ratios skill and integer operations. In addition to that, students need to learn how to break down multi-step problems, choose appropriate operations, and explain the steps in their solution process. Root/Contributing Cause: 1a. Varying Implementation of Standards: Varying levels of teacher knowledge and implementation of Math standards-based curriculum, instruction, and assessment. 1.b. Data Use Inconsistency: 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. Teacher Turnover: High teacher turnover yielding a relatively high number of teachers hired not meeting Statutory/Highly Qualified Teacher (SIQ/HQT) requirements. 1.d. Chronic absenteeism leads to significant loss of instructional time and a lack of consistency in learning, making it difficult for students, particularly high-needs subgroups, to achieve ELA, Math, and Science proficiency.
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2	<u>Student Need:</u> Students need to develop strong foundational reading skills, including phonics and decoding, and improve their ability to produce high-quality, evidence-based written responses and arguments <u>Root/Contributing Cause:</u> 2.a. Varying Implementation of Standards: Varying levels of teacher knowledge and implementation of ELA standards-based curriculum, instruction, and assessment. 2.b. Data Use Inconsistency: 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. 2.c. Teacher Turnover: High teacher turnover yielding a relatively high number of teachers hired not meeting Statutory/Highly Qualified Teacher (SIQ/HQT) requirements. 2.d. Chronic absenteeism leads to significant loss of instructional time and a lack of consistency in learning, making it difficult for students, particularly high-needs subgroups, to achieve ELA, Math, and Science proficiency.
3	<u>Student Need:</u> Students need to experience a multi-tiered system of support (MTSS) that fosters positive relationships, enhances their perception of school safety, and effectively addresses their social and emotional learning needs, i.e. Sense of Belonging, Growth Mindset and Emotion Regulation <u>Root/Contributing Cause:</u> 3.a. Inconsistent SEL Program Implementation: Inconsistent use of SEL programs, such as the Second Step curriculum, coupled with varying knowledge of effective classroom management and how to build meaningful teacher-student relationships. 3.b. Inconsistent Safety and Behavior Procedures: A need to strengthen consistency in the implementation and monitoring of school-wide safety and behavior procedures.

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	<u>Targeted Subgroup:</u> SPECIAL EDUCATION <u>Identified Student Need(s):</u> OUR IDEA Students need to receive the Individualised supports needed core classes (Fully self contained, Resource, and Inclusion) and access to elective classes that help them improve both practical academic skills and essential social and interpersonal skills.
2	<u>Targeted Subgroup:</u> ENGLISH LANGUAGE LEARNER <u>Identified Student Need(s):</u> • Newcomer students need to receive sheltered instruction in core courses and basic skills to successfully transition into the school environment. • All EL students need to receive continued academic support to reach proficiency (level 4 or higher) on the WIDA assessment.
3	<u>Targeted Subgroup:</u> Pacific Islander Students <u>Identified Student Need(s):</u> Our Pacific Islander students need to increase their academic proficiency in core subjects (ELA, Math, and Science) and receive the necessary, targeted supports to close achievement gaps.



PRIORITY 1: High-Quality Learning For All

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

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
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Reading Proficiency 1.1.2. All students read proficiently by the end of sixth grade, and those who do not read proficiently <u>receive necessary and timely support</u> to become proficient.	2.a. 2.b 2.c	Strengthen Tier 1 Instruction: • In all ELA classrooms by following and using the approved viable curriculum. • By following the department's agreed-upon instructional practices, which include RACER and RAFT. Strengthen Tier 2 Instruction: • In all Reading Workshop classrooms by following and using the approved viable curriculum. Targeted Small Group and Individual Support: • Working with all students, including Target Students, in small groups and individually using the department agreed upon curriculum. • Conducting reteach groups based on data from universal screener and agreed-upon common assessments. Allocate dedicated professional learning time, team time, department time and resources including funding for relevant professional development and conference attendance focused on the specific instructional needs identified in the plan, such as: • Deepening content knowledge and implementation fidelity for core programs (Amplify ELA, Ready Math, STEMscopes). • Training on the effective use of school-wide practices (e.g., RACER/RAFT, i-Ready tools). • Induction and mentoring programs for new teachers. <i>(Ivy Hsu - EL Coordinator and Literacy Coach)</i>	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 I, \$40,000 (classroom supplies) Title 1, \$25,750 (PTT to support departments) ☒ Title 1, \$16,056 (Subs and Stipend) ☒ Title I, \$15,000 (travel for conferences) ☒ Title II, \$15,000 ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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		Engage in once a quarter data protocols to systematically review student profiles and 'targeted students' data to adjust instructional grouping and intervention strategies <i>Karin Rombang-Matsushita - Math Coach)</i>		
1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.	1.a., 2.a. 1.b., 2.b. 1.c., 2.c.	Strengthen instruction in SMP, Newcomer and EL classes. Provide hands-on activities for students, collaborative learning opportunities, quality interactions. <i>(Ivy Hsu - EL Coordinator)</i> Strengthen instruction in grade-level resource SPED classes allowing for teachers to collaborate with their general education peers. <i>(Jamie Crowe - SSC)</i> Provide support with PD and time to collaborate for SPED and regular ed. Teachers for effective instructional practices in inclusion classes. <i>(Jamie Crowe - SSC)</i>	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; from middle to high school; and non-natural transitions during the school year.	1.d, 2.d	Provide elective classes that correlate with courses at FHS Academies. <i>(William Grindell - Principal)</i> Work together with FHS to administer Math screening tests to 8th graders to ensure appropriate placement in Math classes at FHS. <i>(Karin Rombang-Matsushita - Math Coach)</i> Provide campus tour at KMS for incoming 6th graders to Kalakaua Middle School <i>(Sky Akau - SAC)</i> Work together with FHS to provide campus and academies visit at Farrington for KMS 8th graders. <i>(Sky Akau - SAC)</i> Transition meeting held by KMS SSC and feeder school SSCs. <i>(Jamie Crowe - SSC)</i> 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. <i>(Ivy Hsu - EL Coordinator)</i>	Survey from students and teachers in regards to the effectiveness of the program Planning and Collaboration with FHS academies notes and minutes	☒ WSF, \$80,000 ☒ Title I, \$50,000 ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
1.2.1. All students desire to and attend school regularly.	1.d, 2.d	Re-visit, update as needed and reinforce KMS attendance policy <i>(William Grindell- Principal and Counselors)</i> Provide new teacher orientation and PD for new teachers and teachers who are not HQT. <i>(Coaches)</i>	Attendance weekly report (Lei-Kulia) Registrar's Data Panorama data: Improvement of Sense of Belonging	☒ WSF, \$10,000 ☒ Title I, \$5,000 ☐ 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.	3.a 3.b	Re-visit, update as needed and reinforce KMS Behavior and Safety Rules and Procedures, <i>(William Grindell- Principal)</i> Re-visit, update and reinforce Second Step lessons implementation in the classroom, Advisory program and SEL program <i>(MTSS Team and Ivy Hsu)</i> Provide counseling and guidance for students who need behavior, emotional and psychological support. <i>(Counselors)</i>	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:__, \$
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1.2.3. All students experience a Nā Hopena A'o environment for learning.	3.a	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 (<i>Nā Hopena A'o sense of belonging</i>) (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, \$10,000 ☐ 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.	3.a 3.b	Provide support for and Implement of teaming for each grade-level to implement research-based middle school philosophies and values William Grindell- Principal	Regular team-meeting time to address students' concern	☒ WSF, \$50,000 ☒ Title I, \$10,000 ☐ 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 Outcome "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?"	Enabling Activities "How will we achieve the desired outcome?" and Name 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?" Estimate the additional amount needed for enabling activities.
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.	1.d, 2.d	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 (Counselors and Avid Teacher) 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, \$10,000 ☒ Title I, \$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 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.	1.a., 2.a. 1.b., 2.b. 1.c., 2.c.	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 <i>(Vice Principals)</i> Math Summer Academy <i>(Karin Rombang - Math Coach)</i> 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. <i>(William Grindell- Principal and VP in charge of Gearup and Uplink)</i> Complete rigorous curriculum design for each elective class that aligns with FHS academies and provides exposure for students with various career and civic opportunities. <i>(Karin Rombang - Elective coach)</i>	Eighth grade students accessing 24/7 online tutoring support. Progress in academic and quality coursework for students (who attend Saturday School, Summer programs and afterschool programs)	☒ WSF, \$40,000 ☐ 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.	13.86% of teachers in FKK are non-highly qualified. At Kalakaua Middle School 11% of teachers are non-highly qualified.	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	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

2.1.2. All teachers are effective or receive the necessary support to become effective.	1.c., 2.c.	Provide, coach and assist PLT time (department meeting time) for teachers to collaborate on effective instructional and assessment strategies. <i>Rombang and Hsu - Academic Coaches</i> Provide opportunities and funding for teachers to attend Professional Development and conferences that support effective instructional and assessment strategies <i>William Grindell Principal</i> Provide necessary classroom technology equipment and tools for teachers that support high quality and effective instructions. <i>Joseph Pray - Tech Coordinator</i>	Admin and Coaches walkthrough Data on consistent schoolwide implementation on agreed-upon instructional strategies and/or formative/summative 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, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
2.1.3All schools' support staff are effective or receive the necessary support to become effective.	1.c., 2.c.	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. <i>(William Grindell - Principal)</i>	Sign-in sheet and agendas for various training sessions.	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ 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 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.		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. <u>Nadine Yamamura - SCC Leader</u>	The 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 Outcome "What do we plan to accomplish?"	Root/ Contributing Cause "Why are we doing this?"	Enabling Activities "How will we achieve the desired outcome?" and Name 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?" Estimate the additional amount needed for enabling activities.
3.3 Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.	2.d	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 - 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)	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 III, \$1,000 ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

APPENDIX A: SCHOOL COMMUNITY COUNCIL ASSURANCES FORM

One of a School Community Council's (SCC) main functions is to review the school's Academic Plan and Financial Plan for the upcoming school year and either recommend revisions of the plans to the principal or recommend the plans for approval by completing the SCC Assurances Form.

The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name and signature of the SCC chairperson must be included on both pages of the form, regardless of revisions or comments added to the second page.

Hawaii State Department of Education School Academic Plan and Financial Plan Annual Assurances and Recommendation for Approval

The **King David Kalākaua 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 12, 2025** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Feb 20, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☒ Other (list): School Leadership Team, School Safety Committee
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: **Feb 20, 2026**

Attested:

King David Kalākaua Middle School Principal	Signature	Date
William Grindell		Apr 8, 2026
SCC Chairperson	Signature	Date
Nadine Shin-Yamamura		Apr 8, 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	N/A	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
Nadine Shin-Yamamura		Apr 8, 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 (Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)	1800
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement

King David Kalākaua Middle School Bell Schedule:

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

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

