



Kalani High School Academic Plan SY 2026-2027

4680 Kalanianaʻole Highway Honolulu, HI 96821
808-305-0500

<https://www.kalanihighschool.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 Mitchell Otani

Mitchell Otani

Mitchell Otani (Apr 9, 2026 13:16:42 HST)

04/09/2026

Approved by [FKK] Complex Area Superintendent: Rochelle Mahoe, Ph.D.

Rochelle Mahoe

Rochelle Mahoe (Apr 9, 2026 15:40:01 HST)

☞ Date
04/09/2026

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

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SCHOOL VISION AND MISSION

Vision Statement	Vision: Character. Compassion. Community.
Mission Statement	We at Kalani High School create opportunities to discover our passions, purpose, and personal pursuits.

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
9	'21 StudySync ELA -	Select One -		
10	'21 StudySync ELA -	Select One -		
11	'21 StudySync ELA -	Select One -		
12	'21 StudySync ELA -	Select One -		
Geometry	Select One -	enVision A/G/A -		
Algebra 1	Select One -	enVision A/G/A -		
Algebra 2	Select One -	enVision A/G/A -		

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	Achieve3000 or TeachTown	IXL		
English Learners	Achieve3000			

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
9	STAR Enterprise ▾	STAR Enterprise ▾
9-33 SPED	STAR Enterprise ▾	Select One ▾
	Select One ▾	Select One ▾

HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

The Department is committed to ensuring that every student receives the support necessary for success. This commitment includes providing personalized support to meet individual student needs, documenting student interventions and monitoring progress.

How does your school document **HMTSS student interventions**? Please select all that apply. If "Other" is selected, please explain.

☐ Panorama ☐ School-created template ☒ Other: Counselor & Freshman House logs; advisory site

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 https://docs.google.com/document/d/1AKbr5_K4cxGQ11MKdpK1EPYhUpQmV51GmpJktq1TYE/edit?usp=sharing
- ☐ Other current assessment/self-study report: [\[Insert text\]](#)
- ☐ Current Western Association of Schools and Colleges (WASC) report [\[Insert Link\]](#)

Year of Last Visit: 2023

Year of Next Action: 2026

Year of Next Self-Study:

Type of Last Visit: Full Self-Study -

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

2029

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> SPED students need support to close the ELA, Math, and Science achievement gap. <u>Root/Contributing Cause:</u> Lack of Specialized Training: Some teachers may lack professional development in differentiated instruction, leaving them ill-equipped to support SPED students in inclusive classrooms.
2	<u>Student Need:</u> EL students need support to make a year's worth of gains in ELA, as measured by GTT. <u>Root/Contributing Cause:</u> Students need more practice speaking, reading, writing, and listening to English.

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): SPED students need support to close the ELA, Math, and Science achievement gaps

2 **Targeted Subgroup:** EL students

Identified Student Need(s): EL students need support to make a year's worth of gains in ELA, as measured by GTT.



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 ninth grade, and those who do not read proficiently <u>receive necessary and timely support</u> to become proficient.	To ensure that students are successful in their high school years and college and career ready upon completion of high school.	EA1.1.2(1) 9th grade Houses will implement literacy strategies (e.g. text rendering, word wall, sentence frames, success criteria, ...) EA1.1.2(3) ELA teachers will utilize Achieve3000 within their curriculum to monitor Lexile growth. Jan Omura - House Coordinator	STAR ELA and/or Achieve scores will be used to monitor student reading proficiency at least each semester.	☒ WSF, \$25,000 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
Mathematics Proficiency 1.1.3. All students are proficient in mathematics by the end of ninth grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient.	To ensure that students are successful in their high school years and college and career ready upon completion of high school.	EA1.1.3(1) Math teachers will implement Essential Math Teaching Practices (EMTP)—in particular, using multiple representations, promoting productive struggle, and facilitating discourse—through Building Thinking Classrooms. Accountable lead: Michael Ida - Math DH	Interim STAR math test scores	☒ WSF, \$5,000 ☐ Title I, \$ ☐ 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. <i>Required for all schools.</i>	Lack of Specialized Training: Some teachers may lack professional development in differentiated instruction, leaving them ill-equipped to support SPED students in inclusive classrooms. Students need more practice speaking, reading, writing, and listening to English.	EA1.1.4(1) All teachers work to improve their Tier 1 instruction through Learning Teams. EA1.1.4(2) SPED resource ELA teachers and ESOL 1 and ESOL 2 teachers will utilize Achieve3000 within their curriculum to monitor Lexile growth. EA1.1.4(3) Certain J classes will be provided for EL students to provide language support. Accountable lead: Tyler Mizota - SPED DH, Shino Izumi-Hee - EL Coordinator, Leslie Hamasaki - Curriculum Coordinator	STAR (ELA & math) and/or Achieve scores (ELA) will be used to monitor academic growth at least each semester. ACCESS scores will be used to monitor language growth for ELs annually. LT workbooks will be used to document progress in improving instruction.	☒ WSF, \$140,000 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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1.1.5. All students transition successfully at critical points, from middle to high school; from high school to post-secondary; and non-natural transitions during the school year. <i>Required for all schools.</i>	Successful transitions give students a better sense of belonging and set students up for success in high school and beyond.	EA1.1.5(1) KHS will offer a summer bridge program for incoming 9th graders. EA1.1.5(2) KHS counselors will present to and meet with incoming 9th graders from KMS and Niu Valley regarding registration, graduation requirements, and other important information. EA1.1.5(3) KHS counselors will meet with KMS and Niu Valley counselors to help ensure a smooth transition for incoming 9th graders. EA1.1.5(4) SSCs will meet with incoming middle school SSCs and/or SPED department heads to plan for IEPs and 504s. EA1.1.5(5) KHS will host a 9th grade transition night for incoming 9th graders. EA1.1.5(6) 9th grade houses will prioritize transitioning from middle to high school, by placing students in teams with dedicated teachers, horizontally aligning our curriculum, holding weekly student-focused meetings with counselors and administration, implementing consistent late-work and grading policies for the House classes, incorporating house spirit competitions and activities, and running a freshmen support program. EA1.1.5(7) College and Career Counselors meet with upper classmen to help them transition successfully from high school to post-secondary life. EA1.1.5(8) KHS will offer vocational classes for non-diploma special education students to help them transition to post-secondary opportunities. Accountable lead: Scott Iwanaga - Summer Bridge Coordinator, Kacy Sumikawa - Counselor DH, Tyler Mizota/Kristie Araki - SPED DH/SPED Transition Coordinator, Jan Omura - House Coordinator	Attendance at programs/events	☒ WSF, \$20,000 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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★ **GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.**

Desired Outcome <i>"What do we plan to accomplish?"</i>	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>	To improve student attendance.	EA1.2.1(1) KHS will promote student activities such as homecoming, clubs, and athletics to help students enjoy school. EA1.2.1(2) KHS will offer a variety of courses, especially electives, to spark student interest. EA1.2.1(3) Counselors will meet with students with attendance issues to address concerns. Accountable lead: Rei Akasaki - Student Activities coordinator, Administration, Kacy Sumikawa - Counselor DH	Student attendance is monitored for students with 5 or more absences in a quarter.	☒ WSF, \$25,000 ☐ 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. <i>Required for all schools.</i>	To decrease the number of behavioral incidents.	EA1.2.2(1) Teachers will implement classroom management strategies such as creating classroom agreements. EA1.2.2(2) KHS will have awards that recognize positive student behavior, such as House awards and Kalani Values Awards. EA1.2.2(3) There will be interventions and consequences such as Kalani Cares for students who do not exhibit positive behaviors. Accountable lead: Administration	Disciplinary data is monitored at least quarterly.	☒ WSF, \$75,000 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
1.2.3. All students experience a Nā Hopena A'o environment for learning. <i>Required for all schools.</i>	To increase awareness of HĀ on campus.	EA1.2.3(1) 9th grade ELA House teachers will include HĀ into their daily learning targets. Accountable leads: Jan Omura - House Coordinator, Leslie Hamasaki - Curriculum Coordinator	Slides and/or lesson documents	☒ WSF, \$5,000 ☐ 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 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>	To help students to become positive contributors to society.	EA1.3.1(1) KHS will provide various career exploration opportunities such as clubs, CTE pathways, freshman PBL projects, SPED vocational education training, Coast Guard ROTC program, STEM programs, and career guidance/guest speakers. EA1.3.1(2) KHS will have community engagement and civic opportunities such as HPD sign waving, freshman PBL projects, Malama mentors, HOSA and robotics outreach events, clubs, and community service-based field trips. Accountable leads: Lisa Potterton - CTE DH, Kacy Sumikawa - Counselor DH	List of career, community, and civic opportunities provided for students	☒ WSF, \$150,000 ☐ Title I, \$ ☐ 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.	So that students have a better chance of graduating high school.	EA1.3.2(1) There will be ongoing articulation between KHS and KMS core departments (as KMS is willing/available to participate). EA1.3.2(2) Kalani HS counselors will meet with feeder school counselors regarding at-risk students. Accountable lead: Admin, Kacy Sumikawa - Counselor DH, Topher Erickson - Social Studies DH, Kenneth Okawa - Science DH, Michael Ida - Math DH, Christopher Martin - ELA DH	STAR ELA and math baseline assessment scores	☒ WSF, \$25,000 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
1.3.3. All students graduate high school with a personal transition plan (PTP) for their future.	To help students to become positive contributors to society.	EA1.3.3(1) All KHS students will be required to complete a Personal Transition Plan before graduation to assist with their post-high school planning. Accountable lead: Kacy Sumikawa - Counselor DH, Tyler Mizota/Kristie Araki - SPED DH/SPED Transition Coordinator	PTP Tracking sheet through Google Classroom is monitored monthly from junior year	☒ WSF, \$100,000 ☐ 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

- ★ 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. 8.48% of teachers at Kalani are non-highly qualified for 2025-26.	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. Lead: 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, \$5,000 ☐ 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.	So students receive the highest quality instruction possible.	EA2.1.2(1) Principal will personally meet with any teachers who are rated overall unsatisfactory through EES. EA2.1.2(2) Full-release mentor teachers will provide support for new teachers and tenured teachers who need support. EA2.1.2(3) Professional development opportunities will be provided for all teachers (e.g. Math PLN, ...) Accountable lead: Administration	EES documentation ☒ WSF, \$66,000 ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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PRIORITY 3: Effective and Efficient Operations At All Levels

★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.

Desired Outcome <i>"What do we plan to accomplish?"</i>	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>	To keep all stakeholders informed of current and upcoming school activities and projects.	EA3.3.1 KHS will have an SCC that meets regularly, including representatives from all stakeholder groups (parents, students, faculty, community, classified). Accountable lead: Administration	Minutes will be taken and posted on the school website for all SCC meetings.	☐ 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 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>	To encourage family and community engagement with KHS in order to build relationships within the school community in order to increase student success.	EA 3.3(1) KHS will host events such as freshman house student-led portfolio conferences, Open House, FAFSA workshops, and performing arts performances. EA 3.3(2) Partnerships with businesses, government organizations, and community organizations will be fostered and pursued. EA 3.3(3) Our activities will be communicated to parents (e.g. through the Parent Bulletin that the principal sends out weekly and our calendar of events on the KHS website). Accountable lead: Administration	SQS parent survey results for question: The school provides parent activities (webinars, chats, social media accounts, volunteer opportunities) for parent involvement	☒ WSF, \$10,000 ☐ Title I, \$ ☐ Title III, \$ ☐ 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.

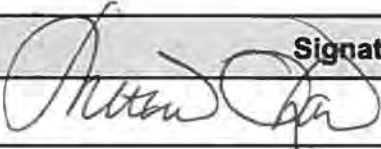
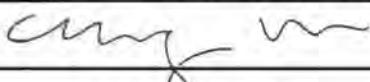
The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name 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 **Kalani High School** School Community Council (SCC) recommends the school plans to the Complex Area Superintendent for approval and assures the following:

1. The SCC is correctly constituted and was formed in accordance with the Board of Education policy, Department of Education procedures and state law.
2. The SCC reviewed its responsibilities under the Board of Education policy, Department of Education procedures and state law, including those related to the review of the Academic Plan and Financial Plan.
3. The SCC sought and considered all recommendations from the school community or committees before recommending the plans for approval. (Check all that apply)
 - ☒ A School Community Council Meeting was conducted on **Sep 16, 2025** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Jan 27, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☐ Other (list): **[Insert text. Examples: School Leadership Team, Curriculum Committee, 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: **Jan 27, 2026**

Attested:

Kalani High School Principal	Signature	Date
Mitchell Otani		Mar 6, 2026
SCC Chairperson	Signature	Date
Abby Nii		Mar 9, 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
Abby Nii		Mar 9, 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>	1162 hours/yr
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement

Kalani High School Bell Schedule:

Kalani Bell Schedule

1/2	8:00-9:17
Recess	9:17-9:27
Passing	9:27-9:32
3/4	9:32-10:47
Passing	10:47-10:52
5/Advisory	10:52-12:07
Lunch	12:07-12:37
Passing	12:37-12:42
7/6	12:42-1:57
Student Assistance	1:57-2:35 on designated days

*Wednesday 1:57 – 3:00 Faculty Meetings