



Henry J. Kaiser High School Academic Plan SY 2026-2027

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- ☐ Title I School
☒ Non-Title 1 School

Vision of a Hawai'i Public School Graduate

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

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

Submitted by Principal Justin S.N. Mew	
	Mar 12, 2026

Approved by [FKK] Complex Area Superintendent: Rochelle Mahoe, Ph.D.	
 Rochelle Mahoe (Jun 18, 2026 11:45:58 HST)	Date 06/18/2026

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	Global Citizens and Lifelong Learners
Mission Statement	Provide a holistic education that enables students to strive for excellence, communicate effectively, and be caring and open-minded members of our local and global communities.

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
Gr 9 and 10	Other: - IB MYP Years 4 and 5	enVision A/G/A -		
Gr 11 and 12 (exclude IB and AP)	California Expository Reading and ... -	Teacher Created -		
AP Courses	Other: - AP Curriculum	Other: - AP Curriculum		
IB Courses	Other: - IB DP Curriculum	Other: - IB DP Curriculum		

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				
English Learners	Reading 180 Flashlight 360	Reading 180 Flashlight 360	Reading 180 Flashlight 360	Reading 180 Flashlight 360

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
Grades 9 and 10	STAR Enterprise ▾	STAR Enterprise ▾
Grade 11	Other: ▾ SBA Interim	Other: ▾ SBA Interim
	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:

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: International Baccalaureate Middle Years, Diploma, and Career-related Programmes report, EL report, AVID certification self-study, ROTC, and CTE Compliance.
- ☒ Current Western Association of Schools and Colleges (WASC) report [Link](#)[WASC Letter](#)

Year of Last Visit: [2026]

Year of Next Action: [2028]

Year of Next Self-Study:

Type of Last Visit: Progress Report & Visit -

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

[2031]

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

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

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

1	Student Need: SBA Language Arts proficiency percentages have remained flat for the past three years (2022-2025) ranging from 63.0% to 67.8% to 65.1%. It is of note that at the current level of improvement, the school will not meet the state assigned goal of 72.3% by 2029. Root/Contributing Cause: 3A.3 - Using data to respond to student needs The inconsistent use of student data and instructional evidence to guide fluid instructional grouping has slowed progress toward meeting achievement targets.
2	Student Need: SBA Math proficiency percentages have grown from 40.5% to 44.7% over the course of three years (2022-2025). Strengthening and standardizing school-wide metacognitive strategies within the Tier 1 curriculum is essential to meet the state assigned goal of 48.82% by 2029. Root/Contributing Cause: 3B.8 - Building Metacognitive Skills The lack of standardized, school-wide metacognitive strategies—specifically in goal setting, strategy application, and progress tracking— prevents students from consistently meeting learning targets.
3	Student Need: The goal of the school is to maintain the daily attendance rate for the past three years (2022-2025) ranged from 92.4% to 92.8%. The state's daily attendance rate for the same time period ranged from 73% to 76%. While the school's daily attendance rate exceeds the state, student learning is linked to students attending school. Increasing the days students are in school will improve other

measures in the school such as on-time promotion and standardized test scores. In addition, the suspension rate for the same period ranged from 4.3% students suspended to 4.7% to 4.6%. The first two years saw a majority of Class A and B suspensions; the third year saw a majority of Class C suspensions (66.2%).

Root/Contributing Cause: Domain 1A.2 - Provide Clear Communication Inconsistent communication of schoolwide expectations and a lack of predictable consequences have resulted in decreased student positivity regarding academics, behavior, and social-emotional well-being.

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):

	Language Arts			Math		
	22-24	23-24	24-25	22-24	23-24	24-25
Non-High Needs	69%	76%	70%	44%	45%	48%
High Needs	32%	33%	36%	24%	18%	21%
Gap	37%	43%	34%	20%	27%	27%

The gap between non-high needs and high needs students is not decreasing. Although the gap for Language Arts is the lowest in the past three years at 34%, it is still too high. The gap for math has remained at 27% for the past two years. To decrease the SBA ELA and math gap, students placed in general education settings will allow them to be prepared for the level of work expected by the SBA ELA and math. Placement in their least restricted environment may include inclusion.

2 **Targeted Subgroup:** [Insert text]

Identified Student Need(s): [Insert text and/or image]

3 **Targeted Subgroup:** [Insert text]

Identified Student Need(s): [Insert text and/or image]



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 ninth grade, and those who do not read proficiently <u>receive necessary and timely support</u> to become proficient. To increase the Grade 11 SBA reading proficiency from 65% to 69.25%. WASC Critical Area for Follow-up (CAF) #1: SBA data indicate the proficiency gap between high needs and non-high needs students in ELA and mathematics is increasing.	3A.3 - Using data to respond to student needs The inconsistent use of student data and instructional evidence to guide fluid instructional grouping has slowed progress toward meeting achievement targets.	By the end of August, English, Social Studies, and Science teachers will examine student STAR results from the previous year and identify trends in data and Tier 2 supports. [Test Coordinator] 100% of teachers documented their STAR data trends in the shared drive by September 1st. [Test Coordinator] By the end of the second week of September, English, Social Studies, and Science teachers will identify students requiring Tier 2 support based on STAR results. [Test Coordinator] 100% of teachers documented their STAR data trends in the shared drive by September 30th. [Test Coordinator] By the end of the second week of January, English, Social Studies, and Science teachers will identify students requiring Tier 2 support based on STAR results. [Test Coordinator] 100% of teachers documented their STAR data trends in the shared drive by January 31st. [Test Coordinator] Counselors will be notified of students requiring after school tutoring in order to monitor attendance at tutoring and communicate with parents. [Teachers] 100% of ELA, Social Studies, and Science teachers implement Tier 1 supports that include literacy strategies Doug Fisher and AVID strategies. Strategies used include: • Annotation	Q1: 72% are proficient STAR reading for 9th and 10th Q2: 75% Interim SBA ELA for 11th grade Q2: 80% meet their growth goal on STAR reading for 9th and 10th Q4: 69.25% SBA 11th grade Q4: 90% meet their growth goal on Star Reading for 9th and 10th grade Q2: 65% of students demonstrate ATL skills/Learner Profile proficiency as measured by teacher developed assessments. Q3: 70% of students demonstrate ATL skills/Learner Profile proficiency as measured by teacher developed assessments.	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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WASC CAF #2: The number of students completing the requirements for the IB Programme is decreasing. There is a low number of students who complete the IB MYP; there is a decreasing number of students entering the IB DP. There is an increase of students in the IB CP and individual course candidates. WASC CAF #3: Subject areas still need to collaborate to produce an interdisciplinary unit to strengthen students' critical thinking, problem solving, and creative thinking skills. WASC CAF #4: Teachers must consistently use rubrics to improve student understanding of expectations and performance.		• Small/Whole Class discussions (socratic seminars, think-pair-share, etc.) • Teacher modeling • Feedback (from peers and teacher) • Reflections • Graphic Organizers • Vocabulary Instruction (quizzes, bellwork, etc.) Strategies will be documented in unit plans. [WASC Coordinator] Teachers will use the HMTSS process to identify and monitor progress of students. Teachers will provide and require identified students to attend after-school tutoring. Tutoring time occurs on Mondays, Tuesdays, Thursdays, and Fridays from 2:12 to 3:00 pm. Teachers will follow-through with parents for students' non-attendance. [Administration] Curriculum Coordinator develops an incentivized program for tutorial attendance that encourages students to seek help prior to the end of the first quarter. [Curriculum Coordinator] English teachers will provide an instructional unit with a summative assessment of a research writing assignment for 100% of grade 9 students. [ELA teachers grade 9] 100% of English Department teachers will share student work samples by May 30 that demonstrate vertical alignment. [English DH] English teachers will provide an instructional unit for IB MYP Personal Project for 100% of grade 10 students. [ELA teachers grade 10]	Q4: 75% of students demonstrate ATL skills/Learner Profile proficiency as measured by teacher developed assessments. Q3: 80% of students will be proficient on teacher/school developed assessments (end-of-quarter grades).	
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WASC CAF #5: PBL can improve student outcomes in areas such as critical thinking, problem-solving, and collaboration. Given these benefits, teachers should prioritize the development and implementation of additional PBL units. WASC CAF #6: Fostering a school culture that prioritizes student voice, choice, and collaboration fosters positive student agency.		IB MYP Coordinator will monitor the 10th grade ELA teacher unit and provide push in support to complete the IB MYP Personal Project. [IB MYP Coordinator] ELA teachers incorporate the following strategies to decrease the gap between high and non-high needs students. • Student choice assignments (students choose the topic/book they want to write about or do projects on) • Lit Circles • Assignments with visual/audio/kinetic aspects to help different types of learners • Think-Pair-Share • Socratic Seminars • One-Pagers • Reading annotations • Free writes/other short writing assignments other than full essays • Writing conferences (peer feedback as well as teacher feedback) • Collaborative group project [ELA DH] For the eight IB MYP subject areas, all grades 9 and 10 teachers will submit student work samples with IB MYP Scoring rubrics and unit plan. [IB MYP Coordinator] IB MYP Coordinator assesses how teachers assessed their students and adjusted their curriculum to meet IB MYP standards. [IB MYP Coordinator]		
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WASC CAF #8: Teachers are working on implementing a standards-based grading system that balances formative and summative assessments, ensuring all students have access to a challenging curriculum, while teachers collaborate to create common assessments for each course. WASC CAF #9: Under the direction and supervision of the Principal and DCT, Kaiser High School will ensure all students have access to a rigorous curriculum for all students including non tracked students, SPED, low SES, and EL students who are not achieving at the same level as others.		100% of SPED teachers meet monthly with their general education subject area to align curriculum, instruction and assessment. [Administration] Teachers submit one revised lesson with reflection by the end of Quarter 1 that includes the Tier 1 supports utilized during instruction. [ELA, Social Studies, and Science DHs] On their department's curriculum map, teachers indicate the interdisciplinary units (IDUs), the Project Based Learning units (PBL), and when student voice, choice, and collaboration is utilized for specific units. In addition, common formative and summative assessments with rubrics and student sample work will be attached to each unit. [WASC Coordinator]		
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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 increase 11th grade SBA math proficiency from 45% to 48.82% WASC CAF: #1, #2, #3, #4, #5, #6, #8, #9	3B.8 - Building Metacognitive Skills The lack of standardized, school-wide metacognitive strategies—specifically in goal setting, strategy application, and progress tracking—prevents students from consistently meeting learning targets.	KHS and NVMS registrars and math DHs work together to correctly place all 9th grade students who were not proficient on the 8th grade SBA Math test in the Math Workshop course. [Math DH, Registrar] Math teachers will incorporate PRIME and Building Thinking Classrooms strategies as Tier 1 supports. Math teachers differentiate lessons using manipulatives, Desmos activities, "low floor, high ceiling" tasks, and other strategies. [Math DH] 100% of math teachers will be observed quarterly through classroom observations to share best practices. [Math DH] Teachers will use the HMTSS process to identify and monitor progress of students. Teachers will provide and require identified students to attend after-school tutoring. Tutoring time occurs on Mondays, Tuesdays, Thursdays, and Fridays from 2:12 to 3:00 pm. Teachers will follow-through with parents for students' non-attendance. [Administration] By the end of August, math teachers will examine student STAR results from the previous year and identify trends in data and Tier 2 supports. [Test Coordinator] 100% of teachers documented their STAR data trends in the shared drive by September 1st. [Test Coordinator] 100% of teachers documented their STAR data trends in the shared drive by September 30th. [Test Coordinator]	Q1: 35% STAR math for 9th and 10th Q2: 70% meet their growth goal on of STAR math for 9th and 10th Q3/Q4: 50% Interim SBA math for 11th grade Q4: 48.82% SBA math 11th grade Q4: 80% meet their growth goal on Star math for 9th and 10th grade Q2: 65% of students demonstrate ATL skills/Learner Profile proficiency as measured by teacher developed assessments. Q3: 70% of students demonstrate ATL skills/Learner Profile proficiency as measured by teacher developed assessments.	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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		By the end of the second week of September, math teachers will identify students requiring Tier 2 support based on STAR results. [Test Coordinator] By the end of the second week of January, math teachers will identify students requiring Tier 2 support based on STAR results. [Test Coordinator] 100% of teachers documented their STAR data trends in the shared drive by January 31st. [Test Coordinator] Counselors will be notified of students requiring after school tutoring in order to monitor attendance at tutoring and communicate with parents. [Teachers] For the eight IB MYP subject areas, all grades 9 and 10 teachers will submit student work samples with IB MYP Scoring rubrics and unit plan. [IB MYP Coordinator] IB MYP Coordinator assesses how teachers assessed their students and adjusted their curriculum to meet IB MYP standards. [IB MYP Coordinator] 100% of SPED teachers meet monthly with their general education subject area to align curriculum, instruction and assessment. [Administration]	Q4: 75% of students demonstrate ATL skills/Learner Profile proficiency as measured by teacher developed assessments. Q3: 80% of students will be proficient on teacher/school developed assessments (end-of-quarter grades).	
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		Teachers submit one revised lesson with reflection by the end of Quarter 1 that includes the Tier 1 supports utilized during instruction. [Math DH] On their department's curriculum map, teachers indicate the interdisciplinary units (IDUs), the Project Based Learning units (PBL), and when student voice, choice, and collaboration is utilized for specific units. In addition, common formative and summative assessments with rubrics and student sample work will be attached to each unit. [WASC Coordinator]		
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Science Proficiency All students are proficient in sciences by the end of their 12th grade year. To increase Biology EOC proficiency from 61% to 65.54% WASC CAF: #1, #2, #3, #4, #5, #6, #8, #9		100% of science teachers attend NGSS professional development organized by the school. [Administration] KHS and NVMS registrars and science DHs work together to correctly place all 9th grade students who were not proficient on the 8th grade HSA Science test in the Physical Science course. [Science DH, Registrar] All science teachers will provide practice ACT and other standardized test questions to prepare students for how to read, comprehend, and respond to these types of questions. In addition, all science teachers provide opportunities to engage with and receive feedback on interpreting graphical data. [Science DH] Teachers will use the HMTSS process to identify and monitor progress of students. Teachers will provide and require identified students to attend after-school tutoring. Tutoring time occurs on Mondays, Tuesdays, Thursdays, and Fridays from 2:12 to 3:00 pm. Teachers will follow-through with parents for students' non-attendance. [Administration] Teachers will provide an instructional unit for all science students to complete an Inquiry Project of which 10 projects are proficient for submission to the Honolulu District Science and Engineering Fair (HonSEF). [Science DH] For the eight IB MYP subject areas, all grades 9 and 10 teachers will submit student work samples with IB MYP Scoring rubrics and unit plan.	The Spring 2027 Biology EOC proficiency will meet or exceed 65%. All biology students will take the Interim Biology EOC with 60% be proficient All student progress will be monitored through coursework and end of quarter grades. By the end of their senior year, 100% of students earn three science credits. Q3: 80% of students will be proficient on teacher/school developed assessments (end-of-quarter grades).	
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		[IB MYP Coordinator] IB MYP Coordinator assesses how teachers assessed their students and adjusted their curriculum to meet IB MYP standards. [IB MYP Coordinator] 100% of SPED teachers meet monthly with their general education subject area to align curriculum, instruction and assessment. [Administration] On their department's curriculum map, teachers indicate the interdisciplinary units (IDUs), the Project Based Learning units (PBL), and when student voice, choice, and collaboration is utilized for specific units. In addition, common formative and summative assessments with rubrics and student sample work will be attached to each unit. [WASC Coordinator]		
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1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. <i>Required for all schools.</i> To decrease the proficiency gap on 11th grade SBA ELA and math for high-need students by 5%. To increase by 5% the 9th and 10th grade Reading and Math Star who demonstrate grade level proficiency. WASC CAF: #1, #2, #3, #4, #5, #6, #8, #9		All teachers use Admin Directed time to monitor their students with failures and adjust/modify their instruction. Also, teachers use Admin Directed time to develop interventions and strategies to support struggling students (Tier 1 & 2). Department Chairs will organize and compile a list of students. Strategies include instructional practices from professional development (i.e. Doug Fisher/ATL/visible learning/PBL). [Department Chairs, Test Coordinator] 100% of selected teachers will attend CABS (Classroom and Behavioral Support) training. All teachers attend professional development training on PBL. [Curriculum Coordinator] 100% of core teachers will attend PC and data-driven instructional practices training #1 in August. [Curriculum coordinator] 50% of core teachers will engage in data analysis protocols using a HMTSS tracker by September. [HMTSS cadre] 75% of core teachers will engage in data analysis protocols using a HMTSS tracker by November. [HMTSS cadre] Alternative Learning Opportunity Program (ALO) to meet HIDEOE ALPSS standards and processes. This program is designed for students who do not respond to Tier 1 CIA. Activities in ALPSS include "Tier Thursday" and create a flowchart for faculty and staff to understand the process. [Administration] Implement a viable EL curriculum. - Flashlight 360 - Reading 180	Q1: 72% STAR reading and 35% math for 9th and 10th Q1: 58% Panorama SEL Survey for Sense of Belonging Q2: 75% Interim SBA ELA for 11th grade Q2: 80% of students meet their growth goal on STAR reading and 70% of students meet their growth goal on Star math for 9th and 10th Q2: 61% on Panorama SEL for Sense of Belonging Q3/Q4: 50% Interim for SBA math for 11th grade Q4: 69.25% SBA ELA and 48.82% math 11th grade	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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		All designated EL students enrolled in the designated pull-out ELD class. [EL Coordinator] Teachers will use the HMTSS process to identify and monitor progress of students. Teachers will provide and require identified students to attend after-school tutoring. Tutoring time occurs on Mondays, Tuesdays, Thursdays, and Fridays from 2:12 to 3:00 pm. Teachers will follow-through with parents for students' non-attendance. [Administration] On their department's curriculum map, teachers indicate the interdisciplinary units (IDUs), the Project Based Learning units (PBL), and when student voice, choice, and collaboration is utilized for specific units. In addition, common formative and summative assessments with rubrics and student sample work will be attached to each unit. [WASC Coordinator]	Q4: 90% of students meet their growth goal on STAR Reading and 80% of students meet their growth goal on Star math for 9th and 10th grade Q2: 65% of students demonstrate ATL skills/Learner Profile proficiency as measured by teacher developed assessments. Q3: 70% of students demonstrate ATL skills/Learner Profile proficiency as measured by teacher developed assessments. Q4: 75% of students demonstrate ATL skills/Learner Profile proficiency as measured by teacher developed assessments.	
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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> To reach 95% of 9th grade students promoted to 10th grade on time. 95% of graduating students have a transition plan for post-high school. 95% of students transferring into KHS during the school year receive on-boarding of school culture and a guided tour of campus.		<u>Transition to High School</u> To support 9th grade students transition to high school, the school will offer Summer Bridge with English and/or math workshops to any student. [Administration] All incoming 9th grade students are enrolled in the Transition to High School course which targets skills students need to be successful in high school. [Registrar] Teachers support incoming students during new student orientation on August 6th. [Registrar, SAC] <u>Transition to Graduation and post-graduation</u> Teachers support the first day welcome back to school for all students on August 6th. Activities include setting up celebrations for the beginning of the school year, introducing service requirements, instilling school pride, and disseminating information at an assembly to explicitly explain behavior expectations. [SAC, Curriculum Coordinator] CCRC and PTP will provide lessons on financial literacy, completing college applications, conduct mock interviews, and hold a career fair. [CCRC, PTP Teacher] <u>Non-traditional transitions</u> The registrar welcomes new students throughout the school year. Prior to enrollment, new families and students are provided the following: • Information about Kaiser programs • Connects to key contacts on campus (i.e. program coordinators, special services, etc.) • Family tour, if requested Once enrollment paperwork is complete, students are provided an orientation that includes:	97% Student promotion rate 100% of students of the Class of 2027 complete an exit survey about post-high school plans. 100% of students of the Class of 2028 complete mock job interview reflections. 100% of grade 11 students will submit the FAFSA, complete an essay for college admissions, develop post-high school plans, and participate in mock job interviews.	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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		• With student input, the Registrar finalizes a personally tailored schedule. • An explanation of a student's schedule of classes, and how it works with Kaiser's bell schedule and A/B rotation. • Student access to their Kaiser email • Student and parent access to Infinite Campus (student information system) • Student identification badge • Lunch account process • Introduction to student's counselor [Registrar]		
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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 increase the daily attendance rate to 95% and increase regular attendance (17 or fewer days absent) to 85% WASC CAF: #7 Presently, there are school policies (eg: Attendance, Dress Code, Cell Phone...) in place, but they are not strictly enforced. Although student expectations may be stated, they are not backed up, leading to mixed messages	1A.2 - Provide Clear Communication Inconsistent communication of schoolwide expectations and a lack of predictable consequences have resulted in decreased student positivity regarding academics, behavior, and social-emotional well-being.	Administration revisits the Attendance procedures. Upon developing this procedure, it is shared with faculty, students, and families via the school's webpage and with letters taken home by students. Administration logs the distribution of updated attendance procedures to 100% of families via eNotes and physical mail by end of September. [Administration] Counselors provide individual counseling and reach out to parents of students that have poor attendance, review the attendance policy and find out why student's attendance is poor; submit referrals for students whose attendance (tardies or unexcused absences) continues to increase. [Counselors] Counselors organize lunch time intramurals in an effort to build students' sense of belonging to the school. [Counselors] Counselors facilitate and coordinate social skills lunch time groups in Q2, Q3, Q4 to help identified students navigate relationships with others. [Counselors] Counselors host informational sessions at New Student Orientation to share the purpose of counseling, how to schedule meetings with the counselors, how to get involved	95% Attendance rate for all sub-groups.	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

and a lack of accountability.		as Kaiser students, essential skills for succeeding in high school, and basic attendance policies. [Counselors] School organizes student events that encourage positive behavior, school pride and hosts activities that encourage student participation. • Clubs • Homecoming • Athletics [SAC, Class Advisors, Athletic Director] Teachers implement PBL with lessons to engage students. [Department Chairs]		
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1.2.2. All students demonstrate positive behaviors at school. <i>Required for all schools.</i> Decrease the suspension rate to 4.0%.	1A.2	Provide PD training for teachers on CABS (Classroom and Behavioral Support) training and PBL. [Curriculum Coordinator] Implement Positive Behavior Expectation systems (PBIP) [HMTSS cadre] Develop a behavior matrix to identify teacher managed, counselor managed, and admin managed behaviors. [HMTSS cadre] Teachers teach SEL lessons during KAP address growth mindset, self-efficacy and sense of belonging. [Counselors] Counselors create and post the Principal's List of students who earn a 4.0 each quarter on the Front Office bulletin board and in the PCNC eNotes emails. [Counselors] The Counseling Department hosts the Kaiser Recognition Night at the end of the school year which honors and recognizes students academic and personal achievements - each department is encouraged to submit student names to be recognized for academic achievement, character or most improved/growth. [Counselors] Counselors create lessons and facilitate social skills group counseling for identified students in Q2, Q3, Q4 at lunch. [Counselors]	95% of students have no disciplinary instances as indicated in Panorama	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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		Counselors offer students tools such as Check-In/Check-Out to help them with organizational and time management skills with their schoolwork and help them to be accountable and develop skills so students gain ownership over their academics and behaviors [Counselors] Counselors create Behavior Support Plans for students with noted behavioral concerns to support positive behaviors in the classroom. Plans are individualized to the students' needs and include classroom interventions and strategies to help support teachers and students. [Counselors]		
1.2.3. All students experience a Nā Hopena A'o environment for learning. <i>Required for all schools.</i>		Organize and participate in the Aina Aloha grades 7-12 activity to give back to the environment and community. [SAC] Teachers will work with students to expand the Kuleana project across the school campus. [SAC, Curriculum Coordinator] Teachers teach SEL lessons during KAP address growth mindset, self-efficacy and sense of belonging. [Counselors] After Nā Hopena A'o training, teachers will incorporate the outcomes in their unit plans and teaching. [Department Chairs] Through individual counseling sessions with students, counselors speak with students on life skills that are needed beyond high school and will serve them in life. [Counselors] Counselors organize lunchtime intramurals in an effort to build students' sense of belonging to the school. [Counselors]	85% Panorama SEL Survey for Supportive Relationships	☐ 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 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> WASC CAF: #3, #5, and #6		Freshmen and sophomores will undertake service as part of the IB MYP curriculum. Teachers will document service in their units and compile in their curriculum maps. [IB MYP Coordinator, IB MYP Teachers] Juniors and seniors will complete their resumes, college applications, and graduation requirements. [Grade level counselor, CCRC, and PTP Teacher] Continue to support the Pharm Tech program, CTE internships, and Industry Recognized Certificates. Look to partner with companies to increase opportunities for students and teachers internships. [IB CP Coordinator, CTE Coordinator] To provide real-world experiences, the school organizes Mock Interviews for all Grade 11 students. [CCRC and PTP Teacher] Through individual counseling with students, counselors encourage students to get involved in community service, internships, and job opportunities to gain experience and build their resumes toward college/career. [Counselors]	97% Student promotion rate 100% of the Class of 2027 complete exit survey about post-high school plans.	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

		CCRC hosts both college, career and military fairs for students to explore various pathways. [CCRC] Teachers for specific units on their department's curriculum map will begin to indicate the interdisciplinary units (IDUs), the Project Based Learning units (PBL), and when student voice, choice, and collaboration is included. [WASC Coordinator]		
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K-12 Alignment 1.3.2. All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways, career academies, or International Baccalaureate (IB) programmes. WASC CAF #2		Teachers will use the HMTSS process to identify and monitor progress of students. Teachers will provide and require identified students to attend after-school tutoring. Tutoring time occurs on Mondays, Tuesdays, Thursdays, and Fridays from 2:12 to 3:00 pm. Teachers will follow-through with parents for students' non-attendance. [Administration] Students, identified as less proficient on the 8th grade SBA math are enrolled in Math workshop class. [Registrar, Math DH] Students, identified as less proficient on the 8th grade Science HSA are enrolled in Physical Science class. [Registrar, Science DH] Quarterly meetings of the faculties of Kaiser High School and Niu Valley Middle school include discussions on vertical articulation. [IB MYP Coordinator] IB coordinators will regularly attend quarterly complex meetings to facilitate K-12 IB alignment. [IB MYP Coordinator, IB DP Coordinator, IB CP Coordinator] Use data from the CCRC Entrance Survey to develop and support programs based on the career interests from the survey. [College and Career Counselor] Through individual counseling sessions with students, counselors provide guidance on the various courses students can take to gain insight to possible careers/majors. [Counselors]	All student progress will be monitored through coursework and end of quarter grades. All students will be exposed to IB Approaches to Learning skills and Learner Profile attributes aligned to Hā. 90% of grade 11 English, Math and Science ACT scores will indicate career and college readiness.	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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		CCRC counselors in collaboration with grade-level counselors do class visits to provide guidance to students on post HS plans (college, career pathways, military), credits and graduation requirements, courses to take to help in a career or major of interest, for college admissions or for a program at Kaiser (e.g. AVID, IBDP, IBCP, AP). [Counselors, CCRC]		
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1.3.3. All students graduate high school with a personal transition plan (PTP) for their future.		100% of grade 11 students who will submit the FAFSA, complete an essay for college admissions, develop post-high school plans, and participate in mock job interviews. [CCRC and PTP/AVID KAP/IB KAP teacher] Grade 11 students taking the PTP class will complete the PTP Checklist of tasks to explore college or career choices after high school. The tasks will be given in the areas of self-discovery & career exploration; college & career readiness tools, professional documents, post-high school preparations, and interview experience. [PTP teacher] The PTP teacher and CCRC counselors will identify and monitor progress of students through SOCIR, surveys, professional documents, essays, and participation in a Mock Interview. 90% of students taking PTP will complete a resume, cover letter and college personal statement. Students taking the PTP will also receive a professional workshop certificate and participate in a mock interview and career fair. [CCRC/PTP Teacher] CCRC counselors work in collaboration with the CLP/PTP teacher on the lessons/units that should be taught in the course. [CCRC]	100% of students of the Class of 2027 complete an exit survey about post-high school plans.	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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PRIORITY 2: High-Quality Educator Workforce In All Schools

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

Desired Outcome "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.
2.1.1. All teacher positions are filled with qualified hires.	13.86% of teachers in FKK are non-highly qualified. School data?	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, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ Grant: __, \$ ☐ Other: __, \$
2.1.2. All teachers are effective or receive the		New teachers (Year 1-2) receive support from the district in the form of mentors.	On the SSIR for 2026-2027, the	☐ WSF, \$ ☐ Title I, \$



PRIORITY 2: High-Quality Educator Workforce In All Schools

necessary support to become effective.		[District mentors] School level mentor provides additional teacher support for teachers in Year 3. [School level mentor] New and experienced teachers in their first year Kaiser have monthly meetings. [IB MYP and DP Coordinators] Not effective teachers per principal direction are placed on principal directed PDP and will work with their administrator to show improvement. [Administration] First year special education teachers to Honolulu district are provided multi-day professional development days to review Chapter 60 compliance and navigate the ECSSS system. [Honolulu District SpEd RTs] Digital resources to provide important information and support questions/needs surrounding general situations are provided to all Special Education teachers at Kaiser High School. These digital resources are products of the Honolulu District Office, as well as the Kaiser High School SpEd Department. [Honolulu District RTs and KHS SpEd DH] Monthly staffings are arranged with district personnel to include the school's SpEd RT, Clinical Psychologist, School Psychologist, and the District School Psychology Coordinator. The purpose of these monthly meetings is	Teachers' Average Years of Experience will increase to offset the decreasing trend of the past two years. EES ratings Teacher retention Admin mentor meetings Indicator 13 compliance checks by the State MAC office Chapter 60 compliance via ECSSS December Child Count	☐ 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

		to provide access to DOE (district) experts within their respective roles to consult with regarding challenging cases/situations. Teachers are encouraged to attend these staffings. [SSC] School-level systems have been established within the Kaiser High School SpEd Department to assist teachers in monitoring for Chapter 60 Compliance. [SpEd DH - Related system creation and management]		
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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>		Adhere to Hawaii DOE School Community Council Checklist and Timeline. [Principal]	100% of SCC minutes of meetings are posted	☐ 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>		Continue to fund the PCNC position to facilitate communication with families and community. [Administration] All complex-wide service day. [Complex principals] Continue to support feeder schools with student volunteers. PCNC monitors the attendance of school advertised events. [PCNC] Kaiser also holds its own fairs such Earth Day, Family Night, etc. [P. Balazs] Black box theater and athletic programs. These activities are supported by parents and communities. [Administration] Student groups such as Band, AFJROTC, cheerleaders, and athletes participate in parades such as Hawaii Kai and Waikiki. Band and Orchestra plays in the community and Lunalilo Home. [Respective teachers]	50% Number of parent and community members attending events advertised by the PCNC through website, eNotes, etc. 65% from Parents on the SQS Survey for Involvement/Engagement component.	☐ WSF, \$ ☐ Title I, \$ ☐ Title III, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

★ Other Systems of Support				
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>

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 **Henry J. Kaiser 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 ☐ **Date** to share the school data and gather input on student priorities.
 - ☐ A School Community Meeting was conducted on ☐ **Date** 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: ☐ **Date**

Attested:

Henry J. Kaiser High School Principal	Signature	Date
Justin S.N. Mew		☐ Date

SCC Chairperson	Signature	Date
[Insert name of SCC chairperson]		☐ Date

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:

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

Attested:

SCC Chairperson	Signature	Date
Insert name of SCC chairperson		☐ Date

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>)	1215]
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement
Henry J. Kaiser High School Bell Schedule: Link	

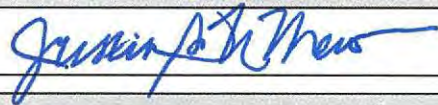


Hawaii State Department of Education School Academic Plan and Financial Plan Annual Assurances and Recommendation for Approval

The **Henry J. Kaiser High** 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 **Nov 13, 2025** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Feb 19, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☒ Other (list): **Kaiser Universal School Improvement Process (USIP) Team, Academic Review Team, Department Chair Team, Full Faculty Meetings, Friends of Kaiser PTSA meeting, WASC**
4. The SCC reviewed the Academic Plan and Financial Plan and found that they are based upon a thorough analysis of student performance data, and use evidence-based interventions.
5. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The principal has provided a clear explanation to the SCC about the status of each of the recommendations made by the SCC regarding the Academic Plan and Financial Plan.
7. This school plan was adopted through consensus or by vote by the School Community Council on: **Mar 12, 2026**

Attested:

Henry J. Kaiser High Principal	Signature	Date
Justin S. N. Mew		Apr 6, 2026
SCC Chairperson	Signature	Date
Aine Reinakai Des Pres		Apr 6, 2026

SCC Recommendations to the Academic Plan and Financial Plan:

The School Community Council, in review of the Academic and Financial Plans, has provided the principal with the following recommendations for consideration. These recommendations are included as a means to share these issues with the Complex Area Superintendent and to identify the action taken by the principal on the SCC recommendations. If no recommendations were made, please write "N/A." **SCC Chairperson signature is required on both pages.**

SCC Recommendation:	Rationale for the SCC Recommendation:	Principal's Response to SCC Recommendation:
N/A		

SCC Comments: Statement of Problem or Concerns regarding the Academic Plan and Financial Plan review process.
This year, WestEd's Universal School Improvement Process was implemented in developing the Comprehensive Needs Assessment (Sept. 29-30, 2025), and the Academic Plan (March 5, 2026). The SCC recognizes the Tri-level nature of the HIDEOE, and as such, additions can be required.

Attested:

SCC Chairperson	Signature	Date
Aine Reinakai Des Pres		Apr 6, 2026