



Academic Plan SY 2026-2027



1460 Hoolaulea Street
808-307-5000
www.highlands.k12.hi.us

- ☐ Title I School
☒ Non-Title 1 School

Submitted by Principal Lance Tanouye	
	Date

Approved by Complex Area Superintendent Richard Fajardo	
	Date 4/15/26

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

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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
7th / 8th Grade English	'21 StudySync ELA ▾			
7th / 8th Grade Math		Kendall Hunt's Illustrative Mathemat... ▾		
7th / 8th Grade Science			Homegrown	
7th / 8th Grade Soc Studies				Homegrown

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
ELA / Math	iReady	iReady		

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
7th ELA Math	STAR Enterprise ▾	STAR Enterprise ▾
8th ELA Math	STAR Enterprise ▾	STAR Enterprise ▾
Sped	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
- ☐ Other current assessment/self-study report: [Insert text]
- ☒ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: 2024

Year of Next Action: 2027

Year of Next Self-Study:

Type of Last Visit: Full Self-Study ▾

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

2030

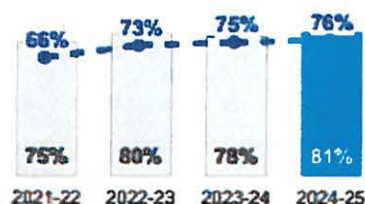
Please identify **critical student learning needs** and the **root/contributing cause** why these needs have been prioritized.
"What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?"

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

1 **Student Need:** Regular Attendance

Regular Attendance

Percent of students attending 90% of instructional days.



Root/Contributing Cause:

22/23 - 22% / 94

23/24 - 23% / 93

24/25 - 22% / 93

25/26 - 18% so far / 94

2

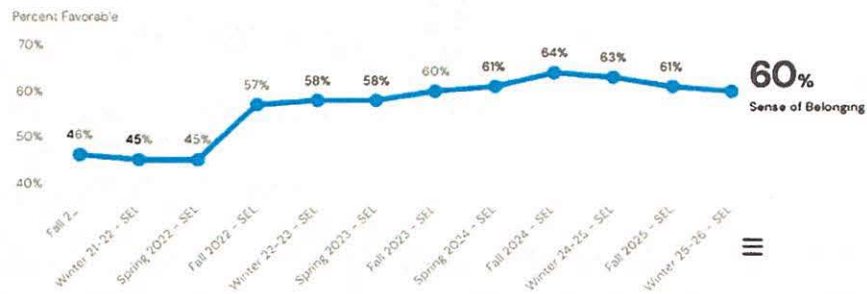
Student Need: Belonging and Connection

Sense of Belonging

Based on **747** responses

How much students feel that they are valued members of the school community

How have results changed over time?



Fall 25- 61%

Winter 25-26- 60%

Drop since last school year but similar to 23-24

Root/Contributing Cause:

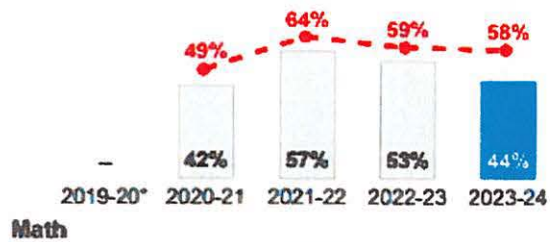
3

Student Need: Continuing to close learning gaps

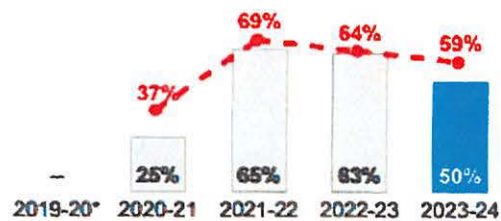
Academic Growth

Percent of students making "typical" or better student growth from prior year (based on pre-pandemic growth on the Smarter Balanced Assessment).

Language Arts



Math



Root/Contributing Cause: A consistent effective RTI support system

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:** Special Education

Identified Student Need(s): Various IEP Needs, Tiered instruction

2 **Targeted Subgroup:** English Language Learners

Identified Student Need(s): Various, Newcomers, fully mainstreamed

3 **Targeted Subgroup:** All Students

Identified Student Need(s): Belonging and Connection



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>
Mathematics Proficiency 1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient. <i>Required for PWCA Inter Academic Plan</i>	Starting with the universal screener supports our students in identifying their needs.	<i>What is the school's universal screener process, including Tier 1, 2, and 3 instructional processes and intervention support (Academic MTSS Process) for math?</i> Math 1.1.3 efforts are included in 1.1.4 below [Reference name of accountable lead(s) here]	Math Prof in 8th Grade (SBA/ Univ. Screener)	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

1.1.3 Eighth Grade Mathematics Proficiency Students demonstrate mathematical proficiency supported by clear articulation of learning targets and next-step decision making.	Mathematics instruction does not consistently require students to explain reasoning or monitor strategy effectiveness.	Implement ownership routines in mathematics: (a) Students articulate the mathematical goal and reasoning criteria. (b) Students identify and justify a next step when problem solving stalls. Align PLC analysis to student work samples. Accountable Lead(s): Principal, Math Department Chair, PLC Leads.	<i>Initial</i> Percent of students who can describe the mathematical objective. <i>Intermediate</i> Increased accuracy on first attempts and visible strategy revision. <i>Monitoring</i> Monthly math benchmark growth.	WSF, Title I, Title II. Estimate: To be determined.
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>	identifying students' level of support in all areas. Tiered instruction can occur with the identified needs	<i>What is the school's universal screener process, including Tier 1, 2, and 3 instructional processes and intervention support (Academic MTSS Process)?</i> • Renaissance Star Assessment / iReady • Increase student achievement in the three tested content areas and in our Special Education, EL, and Disadvantaged subgroups through the DDIC process (Data Teams) • Increase emphasis on Social Emotional Learning and Tier 1-3 Interventions under HMTSS ○ 1 - Core instruction - All Teachers ○ 2- Team Safety Net Protocols ○ 3 - SMC • Implement K-12 focus on intermediate pre-academies • Implement PBL across the content areas • Implement Complex Area initiative: Learner Pathways K-12	<u>Key Checkpoints</u> ELA Prof in 8th Grade (SBA/ Univ. Screener)	☒ WSF, \$ ☐ Title I, \$ ☒ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school. <i>Required for all schools.</i>	Students need to feel comfortable in all aspects. Social, emotional, and academic preparedness will help students be successful when moving campuses.	<i>What does your school do to support transitions from upper elementary programs to 7th grade, 7th to 8th and again to the high school (9th grade)?</i> Middle level - Review best practices in the middle school philosophy - Initiate middle level overview with a focus on "This we believe" - Inservice new staff members on the middle level profile Transitions - Students will be able to participate in hands-on events that incorporate real world experiences which include the use of personally consumable items across all content areas. - Students will have the initial year of "Learner Pathways" which will empower our complex area students with tools from K to 12 Transition to 7th grade - Monitor progress on the implementation of NCAC's National Standards of Practice 1-10 for middle school - Coordinate 6th to 7th grade orientation - Coordinate 5th, and 6th grade parent / community "Colts Expo" 7th graders first day with no 8th grade students 8th graders last day with no 7th graders to prepare students for 9th grade transition - Parent Orientation Night - Refine the 7th grade and 8th grade academy courses in alignment with PCHS	% of students engaging in transition activities %promoted to each grade]	☒ WSF, \$ ☐ Title I, \$ ☒ Title II, \$ ☐ Title III, \$ ☒ Title IV-A, \$ ☒ Title IV-B, \$ ☐ IDEA, \$ ☒ SPPA, \$ ☒ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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		• Coordinate transition meetings between levels (Elem to Inter, Inter to Inter) about current practices, ongoing needs, and alignment Continuum of experiences Graduate Profile SEL Academy registration Transition to 8th grade • Academies 7th to 8th grade class visits • School wide student led activities Transition to 9th grade • Coordinate 8th grade to 9th grade orientation with PCHS (Field trip) • Parent orientation with the HS • 9th grade presentations on HIS campus • Academy Alignment and Academy choices • Coordinate transition meetings between levels (Inter to HS) about current practices, ongoing needs, and alignment Continuum of experiences Graduate Profile SEL Academy registration • Personal Transition Plans for students (4 year plan)		
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Implement evidence-based instructional practices in **project**-based learning (PBL) in multiple subject areas allowing students to experience 2 high quality PBL projects.

Required for PWCA Inter Academic Plan

Connecting students to realistic learning experiences will increase engagement and retention, improve soft skills, and provide an alternative way to access content.

Coordinate and facilitate professional development for PBL:

- Introductory to PBL for new staff (e.g. PBL 101)
- Teacher networking throughout the complex area.
- Individualized school support based on needs

PD feedback

PWCA Teacher Implementation Survey Results

- ☐ WSF, \$
- ☐ Title I, \$
- ☐ Title II, \$
- ☐ Title III, \$
- ☐ Title IV-A, \$
- ☐ Title IV-B, \$
- ☐ IDEA, \$
- ☐ Homeless, \$
- ☐ Grant: __, \$
- ☐ Other: __, \$

TOTAL = \$

1.1.5 Successful Transitions Students demonstrate transferable ownership behaviors that support academic adjustment and sustained growth during transition years.	Transitions often result in academic regression due to inconsistent student clarity, agency, and metacognitive awareness as students cross elementary to middle and middle to high school grade bands.	Establish scheduled vertical alignment pull-out sessions and structured monitoring checkpoints to calibrate ownership expectations and transition-year growth indicators. Track ownership indicators during transition grades. Accountable Lead(s): Principal, Feeder Pattern Leads, Complex Leadership.	<i>Initial</i> Consistent ownership language across feeder schools. <i>Intermediate</i> Reduced first-semester decline in transition years. Academic Monitoring Comparison of transition-year growth to prior cohorts.	WSF, Title II. Estimate: To be determined.
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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>	Student attendance has dropped since covid and now it is imperative to push students to attend and achieve. We have made growth but still have more to go	<i>How does your school build a sense of belonging, community?</i> School will use data as feedback to refine student engagement: • Behavior Domain and Academic Domain • SEL Domain and Trauma Informed Practices • Analyzing Panorama SEL Sense of belonging, community: • Student Activities • Student Clubs • Leadership classes • Academy courses • Global electives • Team Bonding	KPI % attending 90%+ days of instruction	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☒ IDEA, \$ ☒ SPPA, \$ ☒ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

1.2.2. All students demonstrate positive behaviors at school. <i>Required for all schools.</i>	Student positive behavior is linked to student success in the classroom.	What is your PBIS, MTSS- B process? • Panorama SEL Survey • Team Safety Net Protocols • Weekly team meetings to identify students who are showing signs of behavioral intervention support • Counselor check-in with the team • Leader in me: philosophy embedded in our daily teacher language • Responsibility Centered Discipline will create an expectation of P.R.I.D.E. on our campus. Staff and students will know they are following the guidelines of Support, Expectation, Breakdown, Benefit, and Closure.	KPI- % of parents agreeing school supports positive behaviors	☒ WSF, \$ ☐ 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>	Students need to participate in a positive environment to do well. Having students core values connect with their learning is imperative to their success.	How is your school reinforcing student belonging through the lens of the HA framework? (Can be similar or repeat 1.2.1, may include other initiatives) School will use data as feedback to refine student engagement: • Behavior Domain and Academic Domain • SEL Domain and Trauma Informed Practices • Analyzing Panorama SEL / Teacher Well-Being Survey Sense of belonging, community: • Teaming; team activities/bonding • Student Activities • Student Clubs • Leadership classes • Academy courses • Global Electives	Panorama Survey KPI	☒ 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>	Moving to academies this supports our students in a variety of ways	<i>How is your school building community and civic responsibility through CCE and PBL?</i> • PBL through different disciplines • Ambassador program • Continuum of experiences • Externships • Field trips Students will be able to participate in hands-on events that incorporate real world experiments which include the use of personally consumable items across all content areas. Begin to think about how to develop interdisciplinary PBL • Be able to reference academy pathways PWCA PBL/ CCE Initiative	All students will be able to participate in a PBL project All students will be participate in at least two pre-academy courses	☒ WSF, \$ ☐ 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.	Students have the ability to explore a variety of pathways. Students are grounded in foundational skills	How is your school addressing the Explore component for PWCA CCE and PBL Initiatives? PWCA PBL/ CCE Initiative • Pre-Academy Model • 7th grade electives / pathway courses • 8th grade pathway course selections • Global Electives [Reference name of accountable lead(s) here]	All students will be able to participate in a PBL project 1 career connection/PBL	☒ WSF, \$ ☐ Title I, \$ ☒ Title II, \$ ☐ Title III, \$ ☒ Title IV-A, \$ ☒ Title IV-B, \$ ☒ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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PRIORITY 2: High-Quality Educator Workforce In All Schools

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

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
Promote effective teaching practices so all teachers have the necessary classroom strategies and tools. <i>(To add additional desired outcomes, duplicate this row)</i>	New standards and curriculum. Always being on top of our educational skills	What type of professional development opportunities are available to your teachers and support staff? • EES • 21 hours • HQT • School PD • Induction and Mentoring • Special Education • Academies • Curriculum • Teaming What type of professional development opportunities are available to your support staff? • PAS • School PD ◦ RCD / DDIC • Training from complex / state level leads	KPI #/% of first and second year teachers participating in state I&M programs # of pd opportunities for support staff	☒ WSF, \$ ☐ 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

2.1.2 Support for Teachers Teachers consistently implement the student ownership routines with fidelity, clarity, and responsiveness to student evidence.	Inconsistent conditions for learning and student ownership routines across classrooms limits the ability to evaluate instructional impact and academic growth. Teachers require structured monitoring and feedback cycles to strengthen effectiveness.	Provide system-aligned professional learning delivered through a combination of complex-wide leadership sessions, pull-out calibration days, school-based push-in support, and structured virtual monitoring reviews. Use PLCs to analyze student evidence and calibrate expectations. Conduct monthly walkthrough reviews tied directly to ownership indicators and academic growth data. Accountable Lead(s): Principal, Curriculum Coordinator, Instructional Coaches, Grade Level Chairs.	Initial: Teachers can accurately describe and model ownership routines. <i>Intermediate</i> Reduced variability in routine implementation across classrooms. <i>Monitoring</i> Increased alignment between student explanations, student work, achievement, and growth trends in Math and ELA.	Title II, WSF. Estimate: To be determined.
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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>	Always pushing to get more community involvement. We want our students to be great community members and leaders of tomorrow.	What is the school process to recruit and maintain a SCC? • School has a PTSA • Parents are suggested to join • Some of those parents would like a bigger role in the school and work with the SCC • Student leaders join our meetings and give valuable feedback to school leaders • As we grow into the academy model, having community partners engage more with the scc and school	Minutes and evaluations	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

Highlands Intermediate School

Schoolwide Priorities & Academic Plan Enabling Activities/Initiatives

For SY 2025-26

Highlands Intermediate School **PRIORITIES**

HIS Vision

All Highlands Intermediate School graduates will be responsible and productive citizens that can adapt to a constantly changing world.

HIS Mission All Highlands Staff will...	provide rigorous instruction and relevant learning opportunities	develop self-awareness through college and career exploration	promote a sense of community and personal growth
Middle Level Profile	Rigorous Academics	Career Exploration	Teaming
Initiatives	• Data Driven Instructional Cycles (DDIC) • Learning Intentions and Success Criteria (LISC)	Pre-Academies  • Exploratory CTE courses • Academy Seminar	• Leader in Me • Responsibility Centered Discipline (RCD)
Student Support	• Safety Net Protocol • Progress Updates • Student Advocacy • Colts Credit Program		
Action Hui	• Schoolwide Grading • Safety Net		• Behavior / SEL • Advocacy • Inclusivity • Parents & Community
All Highlands Graduates will ...	Be Prepared: High School Ready	Be College and Career Ready	Be Productive and Purposeful Be a Positive Contributor

WASC Accreditation Critical Areas for Follow-up	Action Hui / Teacher Group
1. Highlands Intermediate needs to develop relevant and rigorous instruction, interventions, and remediation based on a system of examining student assessment data in order to increase student achievement in the core areas, EL, SpEd and disadvantaged groups.	Core Departments (DDIC)
2. Highlands Intermediate needs to ensure that all students have safe, positive, and effective learning environments that have consistent classroom expectations with educators that have been provided a support system and tools.	Teacher Capacity Action Hui Inclusivity Action Hui
3. Highlands Intermediate School will continue to monitor and refine its Multi-tiered System of Support to ensure that the school identifies students' academic, behavioral, and social/emotional needs, implements appropriate interventions, and monitors progress.	Safety Net Action Hui Behavior/SEL Action Hui
4. Highlands Intermediate teachers need more training in basic reading instruction and English language acquisition for all struggling readers (especially ELL and SpEd students).	SpEd Dept ELL Program Leads
5. The site leadership and staff need to collaborate to develop and implement ways and means to assess the impact and effectiveness of various school-wide initiatives and educational strategies on student learning and achievement. As a part of this process, it will be important to include strategies to assess student progress towards accomplishment of General Learner Outcomes.	HIS Leadership Team
6. Site leadership and department chairs need to collaborate to examine and	Schoolwide Grading

address the need for schoolwide uniformity of grading standards in the evaluation of student work in order to effectively measure student learning and achievement.	Action Hui
7. The leadership team and staff need to develop and implement strategies to reach and involve a greater breadth of parents in support of their child's learning.	Parent & Community Action Hui

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.

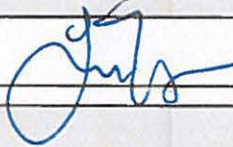
The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name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

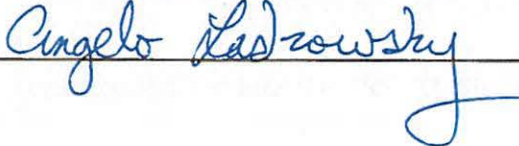
Hawaii State Department of Education School Academic Plan and Financial Plan Annual Assurances and Recommendation for Approval

The **Draft Highlands Intermediate** 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 4, 2025** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Mar 31, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☒ Other (list): School leadership meeting, School faculty meeting, Academies advisory board.
 - ☐ 3/10/26, 2/17/26, and 1/27/26
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 31, 2026**

Attested:

Draft Highlands Intermediate Principal	Signature	Date
Lance Tanouye		Mar 31, 2026

SCC Chairperson	Signature	Date
Angelo Laskowsky		Mar 31, 2026

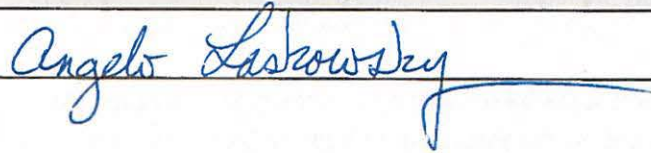
SCC Recommendations to the Academic Plan and Financial Plan:

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:
None at this time	Understand and agree	
None at this time	Understand and agree	
None at this time	Understand and agree	

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

Attested:

SCC Chairperson	Signature	Date
Angelo Laskowsky		Mar 31, 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>)	1,086 Hours
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement
Draft Highlands Intermediate Bell Schedule:	

HIGHLANDS INTERMEDIATE SCHOOL

2026-27 BELL SCHEDULE

MONDAY	TUESDAY		WEDNESDAY	THURSDAY		FRIDAY
Period 1 8-8:50	Period 7 8-8:50		Period 5 8-8:50	Period 4 8-8:50		Period 2 8-8:50
Period 2 8:54-9:44	Period 1 8:54-9:44		Period 6 8:54-9:44	Period 5 8:54-9:44		Period 3 8:54-9:44
RECESS 9:44 - 9:59	RECESS 9:44 - 9:59		RECESS 9:44 - 9:59	RECESS 9:44 - 9:59		RECESS 9:44 - 9:59
Period 3 10:03-10:53	Period 2 10:03-10:53		Period 7 10:03-10:53	Period 6 10:03-10:53		Period 4 10:03-10:53
Period 4 10:57-11:47			Period 1 10:57-11:47			Period 5 10:57-11:47
LUNCH 11:47-12:17	LUNCH 10:53 - 11:23	Period 8 10:57 - 11:27	LUNCH 11:47-12:17	LUNCH 10:53 - 11:23	Period 8 10:57 - 11:27	LUNCH 11:47-12:17
	Period 8 11:27 - 11:57	LUNCH 11:27 - 11:57		Period 8 11:27 - 11:57	LUNCH 11:27 - 11:57	
Period 5 12:21-1:11	Period 3 12:01-12:51		Period 2 12:21-1:11	Period 7 12:01-12:51		Period 6 12:21-1:11
Period 6 1:15-2:05	Period 4 12:55-1:45		Period 3 1:15-2:05	Period 1 12:55-1:45		Period 7 1:15-2:05