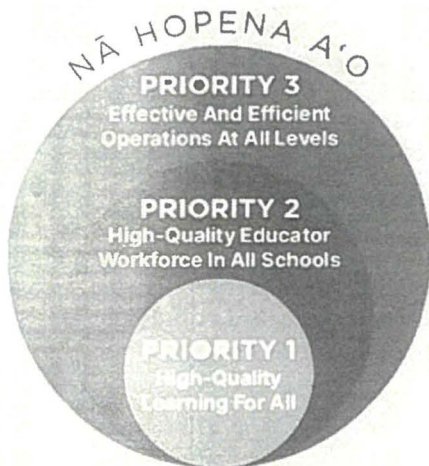




Kalaheo High School Academic Plan SY 2026-2027

730 Iliaina St.
808-305-0200

<https://www.kalaheohigh.org/>

- ☐ Title I School
☒ Non-Title 1 School

Submitted by Principal Kenneth Agcaoili

A handwritten signature in blue ink, appearing to be "K.", is written over a horizontal line.

☐ Date

4/6/26

Approved by Complex Area Superintendent Lanelle Hibbs

A handwritten signature in blue ink, appearing to be "Lanelle Hibbs", is written over a horizontal line.

04/13/2026

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
9-12	'22 MyPerspectives ▾	HMH Into Math ▾		

UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

This section highlights school-administered **screening, and/or other progress monitoring assessments** designed to quickly identify the needs of students in **Kindergarten through Grade 9** who may require additional support.

Please utilize the dropdown list to identify the **screening and/or progress monitoring assessments** used, and specify the grade level(s) or course name. If “Other” is selected, please manually identify the assessment. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics
9-12	STAR Enterprise ▾	STAR Enterprise ▾

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:
- ☒ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: 2024-2025

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

Year of Next Action: 2027-2028

Type of Next Action: Full Self-Study -

Year of Next Self-Study:

2027-2028

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

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

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

1	<u>Student Need:</u> Increase math achievement by 3 percent in both high needs and non-high needs categories. <u>Root/Contributing Cause:</u> A. Tier I instructional practices are inconsistently implemented across classrooms, resulting in uneven rigor and student engagement. B. Instructional decisions are not consistently driven by common assessment data, limiting the school's ability to respond systematically to student needs. C. Opportunities for student questioning, discourse, and higher-order thinking are not fully embedded across content areas. D. Alignment between Tier I instruction and Tier II supports is not consistently articulated, reducing the overall coherence of instructional systems.
2	<u>Student Need:</u> Increase ELA achievement by 3 percent in both high needs and non-high needs categories. <u>Root/Contributing Cause:</u> A. Tier I instructional practices are inconsistently implemented across classrooms, resulting in uneven rigor and student engagement.

	B. Instructional decisions are not consistently driven by common assessment data, limiting the school's ability to respond systematically to student needs. C. Opportunities for student questioning, discourse, and higher-order thinking are not fully embedded across content areas. D. Alignment between Tier I instruction and Tier II supports is not consistently articulated, reducing the overall coherence of instructional systems.
3	<u>Student Need:</u> Lower D/F rate by 10%. <u>Root/Contributing Cause:</u> A. Tier I instructional practices are inconsistently implemented across classrooms, resulting in uneven rigor and student engagement. B. Instructional decisions are not consistently driven by common assessment data, limiting the school's ability to respond systematically to student needs. C. Opportunities for student questioning, discourse, and higher-order thinking are not fully embedded across content areas. D. Alignment between Tier I instruction and Tier II supports is not consistently articulated, reducing the overall coherence of instructional systems.
4	<u>Student Need:</u> Increase math achievement by 3% each year. <u>Root/Contributing Cause:</u> A. Tier I instructional practices are inconsistently implemented across classrooms, resulting in uneven rigor and student engagement. B. Instructional decisions are not consistently driven by common assessment data, limiting the school's ability to respond systematically to student needs. C. Opportunities for student questioning, discourse, and higher-order thinking are not fully embedded across content areas. D. Alignment between Tier I instruction and Tier II supports is not consistently articulated, reducing the overall coherence of instructional systems.
5	<u>Student Need:</u> Increase opportunities for real-world application of academic skills: Pocket Academy, Project-Based Learning (PBL), Work-Based Learning (WBL) <u>Root/Contributing Cause:</u> E. Project-Based Learning (PBL) is not consistently embedded across courses, resulting in uneven access to applied learning experiences for students F. Work-Based Learning (WBL) opportunities are not systematically coordinated or aligned to academic standards, limiting their instructional impact. G. Pocket Academy and similar applied learning platforms are not fully integrated into core coursework, reducing their effectiveness as a bridge between academic learning and real-world application.

To address student subgroup(s) achievement gaps, please list the **targeted subgroup(s)** and their **identified need(s)**. Enabling activities should address identified subgroup(s) and their needs.

1	<u>Targeted Subgroup:</u> Special Education (SPED) <u>Identified Student Need(s):</u> Decrease the student achievement gap in ELA and Math
2	<u>Targeted Subgroup:</u> Disadvantaged <u>Identified Student Need(s):</u> Decrease the student achievement gap in ELA and Math
3	<u>Targeted Subgroup:</u> High Needs <u>Identified Student Need(s):</u> Decrease the student achievement gap in ELA and Math



PRIORITY 1: High-Quality Learning For All

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

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
Reading Proficiency 1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently <u>receive necessary and timely support</u> to become proficient.	ABCD	1.1.2.1 All teachers implement course/department specific common assessments. 1.1.2.2 All teachers will complete score norming at least once per semester to evaluate efficacy of common summatives. 1.1.2.3 All teachers analyze student data to inform the design and refinement of Common Formative Assessments (CFA) and Common Summative Assessments (CSA). 1.1.2.4 All teachers implement Specially Designed Instruction (SDI) that is intentionally tailored to individual student needs. K. Sato - 1.1.2.2-4; Admin over ELA - 1.1.2.1	Increase ELA achievement by 3 percent in both high needs and non-high needs categories. Lower D/F rate by 10%.	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

Mathematics Proficiency 1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient.	ABCD	1.1.3.1 All math teachers will increase systematic instruction in their implementation of Building Thinking Classrooms (BTC). Systematic instruction is teaching concepts in a clear, logical, step-by-step sequence, building from simple to complex, using explicit modeling, and connecting ideas across lessons to foster deep understanding, not just rote memorization, often involving concrete models (manipulatives), representations, and rich student discourse for meaningful application. 1.1.3.2 All math teachers participate in BTC training with District to increase BTC practices. 1.1.3.3 All math teachers participate in Lesson Study to increase Systematic Instruction. 1.1.3.4 All teachers will participate in score norming PD and complete score norming once per quarter to evaluate efficacy of common summatives. R. Williams, Math Department Head (DH) - 1.1.3.1-4, K. Agcaoili - 1.1.3.6-9; Admin over Math - 1.1.3.5	Increase math achievement by 3 percent in both high needs and non-high needs categories. Lower D/F rate by 10%.	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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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>	ABCD	1.1.4.1 Student Group All: Review and refine Tier 1 instructional practices using student outcome data to determine whether gaps can be addressed through improved core instruction. When appropriate, develop a Professional Improvement Plan (PIP) focused on Tier 1 instructional strategies to ensure access to high-quality instruction for all learners. Establish clear expectations for evidence-based instructional strategies (e.g., learning targets, checks for understanding, differentiation). 1.1.4.2 Student Group High Needs: Team builds and maintains a coherent, schoolwide HMTSS framework that ensures alignment across Tier 1, Tier 2, and Tier 3 supports. 1.1.4.3 Evaluate Multi-Tiered Systems of Support (MTSS) protocol efficiency and implementation. 1.1.4.4 Develop a data monitoring sheet for high-needs students. 1.1.4.5 Develop criteria for effective: • inclusion • co-teaching • distribution of personnel • diploma/certificate programming • Apply criteria and evaluate programs 1.1.4.6 Develop a protocol for monitoring and supporting low Socio-Economic Status (SES) students and McKinney-Vento students without IDEA, 504, English Learner (EL) – the MTSS Process.	Increase math achievement by 3 percent in both high needs and non-high needs categories. Increase ELA achievement by 3 percent in both high needs and non-high needs categories. Lower D/F rate by 10%. Increase the number of students with consistent multiple D/Fs on an intervention plan.	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☒ IDEA, \$ ☒ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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		1.1.4.7 Enhance systems and structures (i.e., each school will have a team of educators that participates in EL Success Initiative ELLT and ELDT team) at the Complex and school level to support the teaching of language and content in tandem through professional learning opportunities to close the achievement gap for all of our EL students. Admin over SPED/Student Services Coordinator (SSC) - 1.1.4.1, S. Miyazono (SSC) - 1.1.4.2-6		
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>	EFG	1.1.5.1 All prospective middle school students participate in Fly Up Day in preparation for registration. 1.1.5.2 All ninth grade students participate in building their personal transition plan through Student Activity Period (SAP). 1.1.5.3 Offer optional math summer bridge program. Admin over Counselors	All ninth grade students will transition successfully to tenth grade.	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

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

Desired 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>	ABCD	1.2.1.1 Administration will sponsor and supervise detention protocols (lunch, Saturday school) for students to discourage tardiness and absenteeism. Admin over discipline	List of students who need to attend detention will decrease from the beginning to the end of the school year.	☒ 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>	EFG	1.2.2.1 All students will receive grade-level specific SEL lessons via SAP classes. 1.2.2.2 Kalaheo will hold monthly Student and Staff of the Month awards to increase sense of belonging. [Admin over Character Strong]	Panorama sense of belonging will increase by 3 percent.	☒ 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>	EFG	1.2.3.1 All students will receive grade-level HA lessons via SAP classes designed by Ho'okama'aina (HKH) Service Task members. 1.2.3.2 The senior class will participate in a community service grant work day in the community to give back and learn about Hawaiian agricultural practices. 1.2.3.3 The junior and senior classes will participate in community-building field trips to build class unity through the Aina Aloha Grants. [Admin over HKH]	Panorama sense of belonging will increase by 3 percent.	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☒ Grant:__, \$ ☐ Other:__, \$
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★ **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>	EFG	1.3.1.1 All students have the opportunity to take courses in any one of six programs of study related to careers. 1.3.1.2 Kalaheo will organize a career day every other year for students to explore different careers and post-high school opportunities. 1.3.1.3 All students have the opportunity to serve as a SAP class representative in the student senate run by the Associate Students of Kalaheo. L. Nishimura - 1.3.1.1, Admin over Career Day - 1.3.1.2, R. Lau - 1.3.1.3	The percentage of students who complete a program of study will be at least 65% each year. Career day will include at least 30 professions. Student senate will meet once per month.	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☒ Other: Perkins, \$

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.	EFG	1.3.2.1 Implement Pocket Academy. National Standards Of Practice (NSOP) 6: Student Assessment - Improvements in student performance are central to an academy's mission. It is important to gather data that reflect whether students are showing improvement and to report these accurately and fairly to maintain the academy's integrity. 1.3.2.2 Career Technical Education (CTE) courses will implement performance-based assessments (PBA) for all students. L. Nishimura	All PBL cohort teachers will implement their units. All categories on the NSOP rubric will score at least a 3 when reviewed by the national board.	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☒ Other: __, \$
1.3.3. All students graduate high school with a personal plan for their future.	EFG	1.3.3.1 All students will participate annually in 1:1 registration with their counselor to ensure they are on track for post-high school planning. 1.3.3.2 All students will develop a personal transition plan in SAP classes. Admin over counselors	All seniors will receive their Personal Transition Plan (PTP) .5 credit at the end of fall semester.	☒ 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

- ★ 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>
Goal 2.1 All students are taught by effective teachers.	ABCD	2.1.1 All teachers participate in professional development via the Instructional Leadership Team (ILT) process with the PIP and cycle of professional learning. K. Koopman/K. Sato	ILT will lead 3 cycles of professional learning each year. All PBL cohort teachers will implement their units.	☒ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:____, \$ ☐ Other:____, \$



PRIORITY 3: Effective and Efficient Operations At All Levels

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

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. <i>Required for all schools.</i>	EFG	3.3.1.1 School will hold community meetings twice each year to solicit feedback from and deliver information to key stakeholders. Admin over SCC	Community meeting attendance will include members from all stakeholder groups each semester.	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:____, \$ ☒ Other: SAF, \$

APPENDIX A: SCHOOL COMMUNITY COUNCIL ASSURANCES FORM

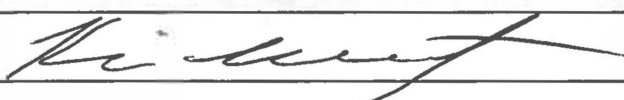
One of a School Community Council's (SCC) main functions is to review the school's Academic Plan and Financial Plan for the upcoming school year and either recommend revisions of the plans to the principal or recommend the plans for approval by completing the SCC Assurances Form.

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.

The **Kalaheo 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 **Oct 28, 2025** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Jan 27, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☒ Other (list): Faculty Meetings and Leadership Meetings,
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: **4/6/2026**

Attested:

Kalaheo High School Principal	Signature	Date
Kenneth Agcaoili		Apr 6, 2026
SCC Chairperson	Signature	Date
Kevin Meinert		Apr 6, 2026

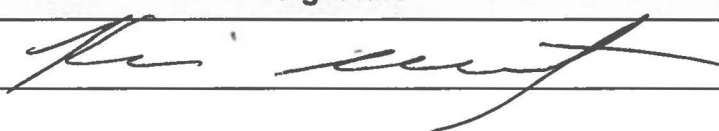
SCC Recommendations to the Academic Plan and Financial Plan:

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:
Change to Panorama for MTSS (page 4)		Leadership will be looking to make the shift for school year 27-28.
Student Focus Team (SFT) Concept for all students that KIS is trying		Leadership will research this practice.
Character Strong - Are we keeping it?	Some faculty members don't feel it is effective.	Faculty gave input with more teachers saying to keep it rather than going to something else.
Articulate attendance protocols.		Administration will share attendance protocols with stakeholders.

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

Attested:

SCC Chairperson	Signature	Date
Kevin Meinert		Apr 6, 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>	1,116
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement
	Our school submitted a waiver for the final exam schedule to allow for grades to post before winter break.
Kalaheo High School Bell Schedule:	

KALAEHO BELL SCHEDULE

2022-2023 Semester 1

(revised 6.16.22 subject to change)

A Monday		B Tuesday		A Wednesday		B Thursday		C Friday	
8:10-8:15 a.m. Opening									
8:15-9:30 (75 min)	P1	8:15-9:30 (75 min)	P4	8:15-9:30 (75 min)	P1	8:15-9:30 (75 min)	P4	8:15-9:00	P1
9:30-9:45 (15 min)	RECESS	9:30-9:45 (15 min)	RECESS	9:30-9:45 (15 min)	RECESS	9:30-9:45 (15 min)	RECESS	9:05-9:50	P2
9:50-11:10 (80 min)	News P2	9:50-11:10 (80 min)	News P5	9:50-11:10 (80 min)	News P2	9:50-11:10 (80 min)	News P5	9:50-10:05 (15 min)	RECESS
11:10-11:40 (30 min)	LUNCH	11:10-11:40 (30 min)	LUNCH	11:10-11:40 (30 min)	LUNCH	11:10-11:40 (30 min)	LUNCH	10:10-10:55	P3
11:45-12:40 (55 min)	*SAP	11:45-1:00 (75 min)	P6	11:45-12:40 (55 min)	*Study Hall	11:45-1:00 (75 min)	P6	11:00-11:45	P4
12:45-2:00 (75 min)	P3	1:05-2:20 (75 min)	P7	12:45-2:00 (75 min)	P3	1:05-2:20 (75 min)	P7	11:45-12:15 (30 min)	LUNCH
2:10-3:10 (60 min)	Committees Conferences	2:20-3:05 (45 min)	**Student Assistance	2:10-3:10 (60 min)	Faculty Meeting	2:20-3:05 (45 min)	**Student Assistance	12:20-1:05	P5
**SAP and Study Hall may switch based on school needs **Student Assistance on Tues. and Thurs. is optional. All teachers are available to students for help.								1:10-1:55	P6
Schedule Exceptions for Semester 1 Tues. Aug. 2-New Student Orientation (8:15-2:15 p.m.) Wedn. Aug 3-All students report (A Day) No School Aug. 19 - Statehood Day No School Sept. 5 - Labor Day Fri. Sept. 9--A Day No School Oct. 3-7 - Fall Break Mon. Nov. 7--C Day No school Tues. Nov. 8 - Election Day, No School Friday Nov. 11 (Veteran's Day) Wedn. Nov. 23--C Day No school Nov. 24-25 (Thanksgiving) Mon. 12/12-Fri. 12/16 - Special Schedule for Finals Week								2:00-2:45	P7
								2:45-3:05 (20 min)	**Student Assistance

Semester 1 Final Assessment Schedule

Staffulty Version

Updated 10.11.23

	Fri. Dec. 15	Mon. Dec. 18	Tues. Dec. 19	Wed. Dec. 20	Thurs. Dec. 21
8:15-9:45 a.m.	1	3	4	6	Make Up Assessments by Appointment
9:45-10:05 a.m.	RECESS	RECESS	RECESS	RECESS	
10:10-11:40 a.m.	2	Student Dismissal 10:05 a.m.	5	7	
11:40-12:10 p.m.	LUNCH		LUNCH	LUNCH	
	Student Dismissal 12:10 p.m.	Mandatory PTP for seniors that are not complete	Student Dismissal 12:10 p.m.		

Please note:

1. All Quarter 2 work must be submitted by Thursday December 14, 2023.
2. All courses must have a summative assessment during the scheduled time. No final assessments will be administered before Dec. 15.
3. If a student misses an assessment, they must make an appointment with their teachers to take the assessment. Make-up can be done after lunch on Dec. 15 - Dec. 20 or on the make-up day Friday, December 21.
4. Teacher dismissal is at 3:10 p.m. every day. No meetings will be scheduled during finals week.
5. Teachers will submit grades by 11:59 p.m. on Dec. 21.
6. Students will be given a 0 if they do not take the final assessment. The grade will be entered with the 0 factored in. When/If student makes up the summative assessment after winter break there will be a grade change procedure to change the grade.