



Governor S.W. King Intermediate Academic Plan SY 2026-2027

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<https://www.king.k12.hi.us/>



- ☒ Title I School
☐ Non-Title 1 School

Submitted by Principal Ryan Micale	
	Apr 6, 2026

Approved by Complex Area Superintendent Sam Izumi	
	Apr 15, 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
Grades 7-8	'19 Amplify ELA ▾	i-Ready Classroom Mathematics ▾		
Grade 8 Honors	'20 Into Literature ▾	i-Ready Algebra 1 ▾		

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
English Lab 7-8	Lexia Power Up			
ELA/Math 7-8	i-Ready	i-Ready		
ELD	Vista Learning: Bridges			

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
ELA Lab 7-8	Lexia Power Up ▾	
ELA/Math 7-8	I-Ready ▾	I-Ready ▾
ELD	Vista Learning: Bridges	

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: Team meeting data analysis and RTI/behavior plan

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: 2025

Type of Last Visit: Full Self-Study ▾

Year of Next Action: 2028

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

Year of Next Self-Study:

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: Improvement in Data Analysis and Instructional Practices to increase student learning and achievement- Continue to build a sustainable and collaborative data team and data wall structure to drive continuous improvement through standards-aligned curriculum development, insightful data analysis, effective RTI implementation, and effective and consistent instructional practices. Vision/Mission Component Connection: (Confidence), (Clarity), (Mindfulness) Root/Contributing Cause: • Early/Initial structure to organize and analyze student data, leading to better informed instructional strategies. • Only initial clarity and consistency in expectations on how to collect and analyze data • Beginning data analysis to effectively guide professional development leading to strengthened instructional strategies • Lack of faculty-wide understanding and buy-in of data teams goals and process will lead to new guidelines and future goals. • Lack of consistency in expectations and grading and understanding of what proficiency looks like WASC and CNA Findings: • Although improvement is evident, there is difficulty in understanding what contributed to the increases • Strengthen the involvement of all stakeholders in the decision-making school improvement process
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- Professional development and collaboration impact not measurable or inconsistently analyzed
- Implement targeted strategies, based on identified needs and establish a system for progress evaluation to ensure desired outcomes
- Identify structure to support Data Teams

Proficiency Data:

- iReady Math proficiency increased from 30% to 36%
- iReady Reading proficiency Mid/Above remained 25% - All other levels improved
- SBA Reading proficiency increased 3% (55 to 58%)
- SBA Math proficiency increased 3% (32 to 35%)
- SBA scores are still lagging behind state
- Increase of Math students who are well-below (6%)

(SW1)

2

Student Need: **Teacher Collaboration and Vertical Alignment to Improve Academic Systems** - Recalibrate the Academic Review Team (ART) and process for frequent, evaluative progress monitoring to ensure consistent and effective implementation, to ensure courses and expectations are aligned to content standards, departments are utilizing effective and updated curriculum, and collaborating on pacing guides and instructional practices.

Vision/Mission Component Connection: (Clarity)

Root/Contributing Cause:

- Onboarding of new ELA/ EL academic coach
- Course alignment to standards is inconsistent and the analysis process needs revision.
- Course curriculum mapping and pacing guides are inconsistent and need a standard format or organization platform
- Instructional practices vary within departments, amongst teacher PLCs and between similar courses
- Student instructional experience varies based on teacher within similar courses and content
- Grading method and weighting is inconsistent across departments.
- RTI support informed by data needs a guiding metric/expectations driven by ART and teacher team feedback
- Lack of structure to successfully and consistently facilitate the ART process
- Lack of clarity and consistency in expectations
- Need for improved systems of monitoring goals and initiatives

CNA findings:

- Implementation of explicit learning strategies in the classroom will need a lead and monitoring process
- Implementation of mathematical discourse strategy in the classroom will need a lead and monitoring process
- Revision of the coaching approach will need alignment to strategies and analyzed data.
- Tier 1 instruction will need a stable process from benchmark testing, to data, to targeted interventions, and monitoring

3	Student Need: Tier 1-3 Instructional Strategies in Math to increase student learning and narrow achievement gap - School-wide approach to improving student achievement and low scores on math i-Ready and SBA Vision/Mission Component Connection: (Clarity), (Confidence) Root/Contributing Cause: • Math workshop course was previously eliminated • Strong math instructional strategies may be inconsistent • Explicit instruction in math is lacking or being implemented inconsistently • Preteaching and reteaching math aligned to content standards and assignments may be happening infrequently. (SW1)
4	Student Need: Alignment of Professional Learning and Collaboration - Through the school-identified growth areas, King needs to narrow their scope of professional development opportunities with a focus on student engagement strategies that are implemented school-wide. Vision/Mission Component Connection: (Clarity), (Purpose) Root/Contributing Cause: • There are many focus areas requiring attention and professional training. • Current timeframe and schedule allow for less than optimal time to learn, revise and grow professionally to support the instructional system • The faculty is behind in pace of deeper learning of identified need areas. • Certain areas of need identified in WASC were delayed based on the changeover in administration and other driving PD needs • Lack of consistency in expectations and grading and understanding of what proficiency looks like • Need to align instruction with standards, GLOs, and best practices
5	Student Need: K-12 Curriculum and Focus Alignment to provide deeper student exploration, experiential learning, and College and Career focus opportunities - Establish academy pathway courses designed to provide students with a deeper exploration of high skill, high wage, and high demand jobs. Vision/Mission Component Connection: (Confidence), (Mindfulness), (Purpose) Root/Contributing Cause: • Pathway courses were not implemented in the previous school year • Alignment of complex pipeline from feeder schools to high school is not complete, leaving gaps in opportunity and continuity • Students need deeper college and career exploratory and experiential learning. • 8th to 9th targeted alignment remains incomplete • 6th to 7th targeted alignment needs revision • Strive HI data shows student attendance is currently 74% attending 90% of school days. There is a need to increase student attendance, and decrease negative behaviors.

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): • Achievement gap in ELA is 25% • Achievement gap in Math is 24% • RTI Tier 2 and 3 needs to connect to data analysis and findings to support enhanced support and instructional strategies
2	Targeted Subgroup: Native Hawaiian Identified Student Need(s): • Strategies to teach and support Native Hawaiian students and their academic and behavioral needs • Community connections to high skill, high wage, and high demand careers that support student learning and growth in CTE and core content • School-wide focus on embedding the Na Hopena A'o framework into curriculum to facilitate development of skills and values unique to the cultural context of Hawaii • Longitudinal data from SBA/iReady indicate lower average performance on measurable standards benchmarks • Longitudinal data indicate slightly lower attendance rate • Longitudinal data indicate the (NH) subgroup account for 60% of Class A fighting, and 70% of suspensions as corrective action.
3	Targeted Subgroup: English Learners Identified Student Need(s): • Achievement gap in ELA is 25% • Achievement gap in Math is 24% • Implementation of high leverage strategies aligned to the CK EL success plan



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	Contributing Cause	Enabling Activities and Name of Accountable Lead(s)	Monitoring of Progress	Anticipated Source of Funds
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.	Complex Area Plan: - There is a need for K-12 alignment. - There is a need for teacher articulation and collaboration to improve instructional practices across our schools. - There is a need to reflect on best practices and ways to improve and increase effectiveness. WASC Critical Area: Build a sustainable and collaborative data team structure to drive continuous improvement through standards-aligned curriculum development, insightful data analysis, effective RTI implementation, and consistent instructional practices.	REQUIRED BY THE COMPLEX AREA: All CK schools implement an ELA Academic RTI system that includes: - Universal Screening (iReady) - Multi-Tiered Systems of Support (RTI support for all grade levels that include small group instruction and targeted instruction) - Alignment of ELA standards and instructional practices - Use of Explicit Instruction - Progress Monitoring - Data-Based Decision Making - Intentional Response to Intervention King will continue making improvements to the <u>instructional cycle</u>, Data Teams, data collection and analysis process, and Academic RTI in literacy. Data Teams will continue to revise the analysis and response process during and between the iReady benchmark assessments. This will be aligned with professional learning in literacy and explicit instruction. (ART) will formalize a process for learning walks and follow up coaching with all teachers. Accountable Leads: Administration ELA coach - Jessica Gayagas Team teachers (SW3, SW6)	Reading proficiency will be monitored during three instructional cycles between the iReady diagnostic assessments in Fall, Winter and Spring. Data will be collected and analyzed on the school data wall by each team. During instructional cycles, quality tier 1 instruction targeting reading and literacy will be implemented during class and extended learning blocks Progress monitoring data will be collected and discussed during follow up PD on explicit instruction in reading. This will be a two phase approach with initial training- (monitoring) - then follow up.	See Financial Plan for amounts: ☒ WSF ☒ Title 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.	Complex Area Plan: • There is a need for K-12 alignment. • There is a need for teacher articulation and collaboration to improve instructional practices across our schools. • There is a need to reflect on best practices and ways to improve so staff increase their effectiveness. WASC Critical Area: Build a sustainable and collaborative data team structure to drive continuous improvement through standards-aligned curriculum development, insightful data analysis, effective RTI implementation, and consistent instructional practices.	REQUIRED BY THE COMPLEX AREA: All CK schools implement a Math Academic RTI system that includes: • Universal Screening (iReady) • Multi-Tiered Systems of Support (RTI support for all grade levels that include small group instruction and targeted instruction) ◦ Alignment of Math standards and instructional practices ◦ Use of Mathematical Discourse • Progress Monitoring • Data-Based Decision Making • Intentional Response to Intervention King will continue making improvements to the instructional cycle, Data Teams, data collection and analysis process, and Academic RTI in math. Data Teams will continue to revise the analysis and response process during and between the iReady benchmark assessments. This will be aligned with professional learning in math, Building Thinking Classrooms, and mathematical discourse. (ART) will formalize a process for learning walks and follow up coaching with all teachers. Accountable Lead: Administration Math Coach Gwynne Lees Team teachers (SW3, SW6)	Math proficiency will be monitored during three instructional cycles between the iReady diagnostic assessments in Fall, Winter and Spring. Data will be collected and analyzed on the school data wall by each team. During instructional cycles, quality tier 1 instruction targeting math inquiry and discourse will be implemented during class and extended learning blocks Elements of Building Thinking Classrooms, Inquiry and mathematical discourse will be part of learning walks and teacher accountability pre and post professional learning.	See Financial Plan for amounts: ☒ WSF ☒ Title I
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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	Contributing Cause	Enabling Activities and Name of Accountable Lead(s)	Monitoring of Progress	Anticipated Source of Funds
1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.	Complex Area Plan: There is a need for K-12 alignment. State Strategic Plan (Implementation Plan) - Desired Outcome 1.1.4 Action Item #5: Expand support for students who are new to a school (e.g., transition centers), including English Learners, military-connected students and students with disabilities (SY2023-24).	REQUIRED BY THE COMPLEX AREA: All CK schools will: - Participate in the CK EL Success Plan Design Team Meetings - Implement one high-leverage strategy for each CK EL Success Plan goal Accountable Lead: Jessica Gayagas/ELA Coach (SW6)	The Academic Coach will monitor student progress on WIDA testing and document on student data cards to update the data wall. Students will be identified for Tier 2 and 3 instructional support as needed. Students will be cohorted and documented in MTSS with follow up discussions and actions taken as appropriate to each student's needs	See Financial Plan for amounts: ☒ WSF ☒ Title I
		REQUIRED BY THE COMPLEX AREA: All CK schools will utilize Goalbook to ensure there are quality goals and objectives in all Individual Educational Plans (IEPs). Accountable lead: - Administration - SSC/DC Bill Beaman (SW6)	The Special Education department will attend professional learning to ensure understanding and implementation of Goalbook. Department members will review/audit IEPs with each other or seek clarification to ensure quality goals and objectives following the ABCD+T format are being applied. Goalbook Usage Reports (Quarterly)	See Financial Plan for amounts: ☒ WSF ☒ Title I



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	Contributing Cause	Enabling Activities and Name of Accountable Lead(s)	Monitoring of Progress	Anticipated Source of Funds
1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.	Complex Area Plan: There is a need for clear transitions between and across schools. State Strategic Plan (Implementation Plan) - Desired Outcome 1.3.1 All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities	REQUIRED BY THE COMPLEX AREA: All CK schools will have a plan and/or matrix to document how they address their Complex Graduate Profile. Accountable Lead: • Administration • Counselors • Registrar (SW5, SW6)	Collaboration between complex schools will continue to ensure alignment of the complex graduate profile The profile will be updated as changes are made to programs and requirements for all 7th and 8th grade,	See Financial Plan for amounts: ☒ WSF ☒ Title I

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

Desired Outcome	Contributing Cause	Enabling Activities and Name of Accountable Lead(s)	Monitoring of Progress	Anticipated Source of Funds
1.2.1. All students desire to and attend school regularly.	Strive HI data shows student attendance is currently 74% attending 90% of school days. There is a need to increase student attendance, and decrease negative behaviors.	Focus school systems, culture, and community around newly developed Vision and Mission. King will build a deeper sense of belonging with emphasis on building student confidence, clarity, mindfulness, and purpose. These elements will be reflected in student leadership and school assemblies, special events, advisory lessons, classroom culture, and community connection events.	Team end of year survey focused on school culture, student pathways, and sense of belonging	See Financial Plan for amounts: ☒ WSF ☒ Title I
	Lack of clarity and consistency in expectations Need for improved systems of monitoring goals and initiatives	Accountable Leads: Administration Registrar (SW6) King has onboarded 4 new CTE-aligned pathway courses which all students take in 8th grade. This extension of the 7th grade CTE wheel is designed to provide deeper career-based exploration tailored to student interests. Research shows academy and pathway systems increase student attendance by increasing interest in school and	School quality survey King will hold Semester community events to articulate school progress, and the importance of attendance King will provide an end of year academy/pathway survey to collect data on student perception, and consider student changing voice and choice for the following school year offerings and pathway courses	
		Accountable Leads: Administration Academic coaches CTE department		

1.2.2. All students demonstrate positive behaviors at school. 1.2.3. All students experience a Nā Hopena A'o environment for learning.	Lack of clarity and consistency in expectations Need for improved systems of monitoring goals and initiatives	King PBIS awards activities during each semester to include grade level trips, events and banquets. Cobra awards for perfect attendance, honor roll, character awards quarterly. Accountable Leads: Administration: Ryan Micale Counseling: Lautren Andersch, Janelle Higa (SW6) (MLSP 2, 6)	Counselors will be monitoring the roster of students with appropriate attendance, and no behavior incidents. 0 disciplinary referrals/suspension No more than 1 F No obligations financial and detention Excessive class C and D All students sign an agreement to begin the year	See Financial Plan for amounts: ☒ WSF ☒ Title I
		All students will complete Nā Hopena A'o aligned SEL lessons in advisory classes Students on the Cobra Executive Board (CEB) create a video demo of Hawaiian values. Teachers choose in team meetings who earns Cobra character award based on Hawaiian values and (Confidence, Clarity, Mindfulness, and/or Purpose) Video is made to celebrate these awards Accountable Lead: Counselor: Lauren Andersch, Janelle Higa Student Activities Coordinator: Madeline Oppong (SW6) (MLSP 2,6)	Counseling Department will monitor completion of SEL lessons, as well as advisory attendance to ensure 100% of students receive provided materials and intended experiences	

★ **GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.**

Desired Outcome	Contributing Cause	Enabling Activities and Name of Accountable Lead(s)	Monitoring of Progress	Anticipated Source of Funds
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.	There is a need to align King Intermediate K-12 with our feeder schools and CHS in the area of College and Career. Specifically King needs to establish 8th grade pathway electives aligned to CHS Academy pathway courses.	All students will complete a CTE-aligned wheel elective in 7th and a selected semester-based CTE aligned pathway course in 8th Pathway Electives include: - Digital Design - Engineering - Medical Services - Agriculture/Food/Natural Resources (AFNR) Accountable Leads: Administration Registrar Counseling (SW6)	Monitored by classroom teacher, all criteria for wheel or CTE aligned pathway will inform successful completion	See Financial Plan for amounts: ☒ WSF ☒ Title I
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.	There is a need to further develop students' employability and presentation skills related to college and career. Lack of clarity and consistency in expectations Need for improved systems of monitoring goals and initiatives	King student portfolio presentation 7th and 8th graders will participate in one presentation of their online portfolio. The portfolio will address the questions of: Who am I? Where am I from? Where am I going? Focused on intermediate experiences and college and career exploration Accountable Leads: Administration Counseling Advisory Teacher CTE Department Leadership (SW6)	Portfolio Presentations (Defense Portfolio) will be judged by a panel of administrator, teacher, counselor, advisory teacher, and potentially a parent.	

		All student complete YouScience Braingames and Career Interest Inventory to build a portfolio of aptitude and career crossovers Accountable Lead: Administration Registrar: Chad Takahashi Counselors: Lauren Andersch, Janelle Higa (SW6)	Student portfolios will be monitored by advisory teachers and counselors, and used to inform selection of CTE pathway course (8th), or Academy (9th)	
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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	Contributing Cause	Enabling Activities and Name of Accountable Lead(s)	Monitoring of Progress	Anticipated Source of Funds
2.1.1. All teacher positions are filled with qualified hires. 2.1.2. All teachers are effective or receive the necessary support to become effective. 2.1 All school support staff positions are filled with qualified hires. 2.3.1. All school administrator positions are filled with qualified hires	Student data shows a need for continued support through academic coaching to enhance Tier 1,2 and 3 RTI and instructional practices There is a negative perception from faculty and staff of continuously changing/rotating administrative staff. Efforts need to be made to retain and build capacity in high quality leadership	King will work to fill teaching vacancies with qualified hires through the TATP process, or NeoEd. Accountable Leads: Admin: Principal Micale Academic Coach: Gwynne Lees Academic Coach: Jessica Gayagas (MLSP 7 - PL) (SW6)	The administration will monitor the progress of filling all positions with qualified hires, through the TATP process, and if needed NeoEd.	See Financial Plan for amounts: ☒ WSF ☒ Title I
		Teachers will work with administration to identify means of completing SATEP and move towards HQ status. Accountable Leads: Administration by grade level and department (SW6)	The administration will continue working with teachers who need support in completing SATEP during meetings such as EES beginning of the year conference, or scheduled check-ins to discuss recent progress	
		All King teachers will benefit from continuous professional development in areas of PBL, SBG, data teaming and analysis, and strong Tier 1 instructional strategies	Admin/Coaches meetings will be established to help implement and track RTI based on Data team findings and	



PRIORITY 2: High-Quality Educator Workforce In All Schools

		Accountable Leads: Administration Academic Coaches (SW6)	ensure alignment to Complex Area goals Through a combination of EES evaluations and individual learning walk data, teachers will receive coaching and support to ensure strong instructional strategies are being used in all classrooms and deficiencies in pedagogical practices are addressed.	
		King will onboard a new ELA academic coach and shift ELA responsibilities to new hire/coach revising academic coaching structure and defining duties and tasks between coaches Accountable Leads: Principal (SW6)	A new structure for both the ART meetings and weekly check-ins between the administration and academic coaches is being revised for SY 26-27	
		King will work to hire or retain qualified administrators and monitor progress to build capacity. Accountable Leads: Principal (SW6)	The principal will continue to evaluate and coach vice principals, ensuring goals are being set and progress is made toward them. Through multiple administration meetings, all administrators will ensure courses are taken, program specific goals are addressed, and leadership standards are understood and being followed.	



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	Contributing Cause	Enabling Activities and Name of Accountable Lead(s)	Monitoring of Progress	Anticipated Source of Funds
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.	Hawai'i Revised Statutes Section §302A-1124 Mandate to initiate school community councils	REQUIRED BY THE COMPLEX AREA: All schools post their SCC Meeting agendas and minutes (separate docs) to their school's website for each SCC Meeting. Accountable Leads: SCC Chair - Joshlyn Noga SCC Co-chair Gwynne Lees (SW2)	SCC Chair co-chair and administration will ensure SCC minutes and agenda are posted to the school website prior to the required deadline for each meeting.	See Financial Plan for amounts: ☒ WSF ☒ Title I

★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.

Desired Outcome	Contributing Cause	Enabling Activities and Name of Accountable Lead(s)	Monitoring of Progress	Anticipated Source of Funds
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.	Strive HI data shows student attendance is currently 74% attending 90% of school days. There is a need to increase student attendance. Increased attendance leads to increased	King will continue family and community engagement events such as movie night, and Kingo (Bingo) night. These events allow the school to share key academic information and system revisions geared towards improving student achievement. Accountable Lead: • SCC • Gwynne Lees • Joshlyn Noga • Administration (SW2)	SCC will plan various community engagement events, where the school community will have the opportunity to learn about school implementations linked to student achievement and offer feedback over platforms like SQS, Bernhardt, and King Surveys.	See Financial Plan for amounts: ☒ WSF ☒ Title I

	academic achievement.			
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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.

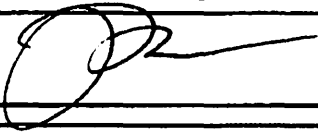
Hawaii State Department of Education School Academic Plan and Financial Plan Annual Assurances and Recommendation for Approval

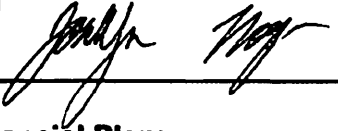
The **Governor S.W. King Intermediate** School Community Council (SCC) recommends the school plans to the Complex Area Superintendent for approval and assures the following:

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 10.21.2025, 02.17.2026 to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on 03.06.2026 to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☐ Other (list):
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: 03.31.2026

Attested:

Governor S.W. King Intermediate Principal	Signature	Date
Ryan Micale		03.31.2026

SCC Chairperson	Signature	Date
Joshlyn Noga (SW2)		03.31.2026

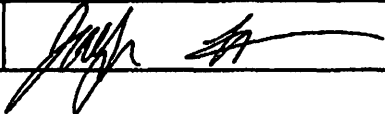
SCC Recommendations to the Academic Plan and Financial Plan:

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:

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

Attested:

SCC Chairperson	Signature	Date
Joshlyn Noga		03.31.2026

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 <u>hours per year</u> <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>	1,155
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☒ Yes ☐ No ☐ N/A, we meet the requirement
Governor S.W. King Intermediate Bell Schedule: King Bell Schedule	